

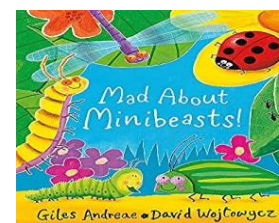
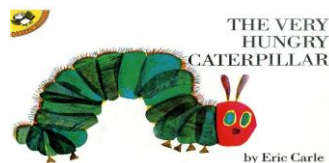
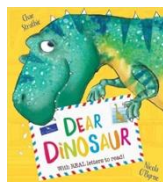
Richard Durning's English Curriculum Overview



At Richard Durning's we understand the importance of reading quality texts in order to write effectively. Texts and films from a range of genre and cultures have been carefully chosen to stimulate enthusiasm and develop a lifelong love of reading and writing and to ensure that writing for a purpose is at the heart of teaching and learning. We constantly review these texts and add new ones depending upon our topics, world events and where the children's interests take us. This is a working document. English is taught as a separate subject, but links are made across other curriculum areas. Grammar is an important part of every lesson and reading skills and comprehension are taught through a combination of shared, guided and independent work. Progression of writing skills throughout the school is ensured through the whole school use of *I'm a Clever Writer*.

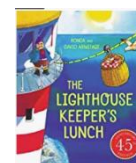
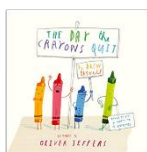
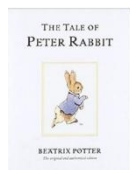
AUTUMN	SPRING	SUMMER
RECEPTION		
Narrative - retelling stories, characters, verbally retelling own stories, Instructions - retelling Reading poems Roleplay Writing letters.	Narrative - Retelling stories Instructions - writing simple instructions Poetry Roleplay Writing letters.	Narrative - simple story writing Instructions Roleplay Writing simple letters. Nonfiction information - writing letters.

Suggested Texts



YEAR 1 AND 2		
Retell a story with description of setting and characters. Recounts Instructions Letters Poetry	Retell a story, with description of characters and setting. Non-chronological reports Letters Diary	Own story, with description of characters and setting Poetry Letters Instructions

Suggested Texts



Grammar

Adjectives and rich language: Using expanded noun phrases. Using a comma to separate adjectives in descriptions.

Adverbs: Use time adverbials to create order. Add *ly* to change adjectives to adverbs.

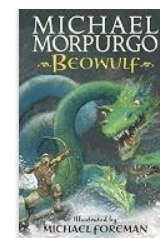
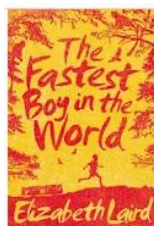
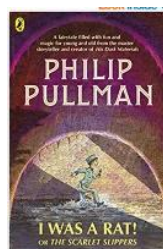
Clauses and conjunctions: Joining words and clauses with *and*. Using subordinating and coordinating conjunctions to join clauses. Use some conjunctions as sentence openers.

Sentences and punctuation: Compose sentences orally, sequencing sentences to form a short narrative. Begin to punctuate sentences using capital letter, full stop, question mark or exclamation mark. Use time adverbials to start sentences. Start sentences in different ways - questions, time adverbials. Use commas in a list. Write question and exclamative sentences. Recognise and write command sentences. Recognise and write statement sentences. Use capital names for proper nouns. Use an apostrophe for possession.

Tenses: Use the present and past tense correctly. Write in the progressive past and present tense (past continuous)

YEAR 3 AND 4		
Instructions Diaries Descriptive writing Own story Poetry	Narrative Retell a story Formal letters - persuasive writing Informal letters Explanation	Narrative Own story Non chronological report News paper report

Suggested Texts



Grammar

Adjectives and rich language: Using commas to separate adjectives, using similes and metaphors. Powerful verbs and expanded noun phrases. Beginning to use personification. Similes as sentence openers. Using sort sentences. Beginning to use show don't tell. Using a mixture of simple, compound and complex sentences.

Adverbs: Use conjunctions, adverbs and preposition to express time and cause. Using fronted adverbials for how, when and where.

Clauses and conjunctions: Extending sentences with one or more clause by using a wider range of conjunctions.

Prepositions: Define a preposition. Use conjunctions, adverbs and prepositions to express time and cause.

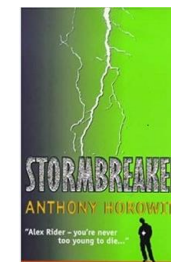
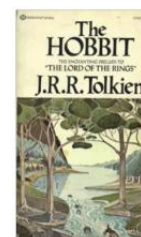
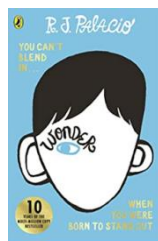
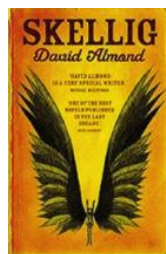
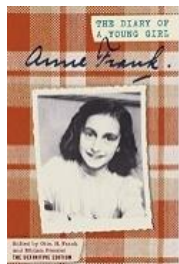
Sentences and punctuation: Use commas after fronted adverbials. Use of apostrophes to indicate possession and omission, including plurals.. Using and punctuating direct speech. Using commas to separate clauses. Using a colon before a list. Begin to use ellipses to build suspense. Organise similar ideas into paragraphs.

Tenses: Use the present perfect form of verbs. Using tenses accurately. Using the Standard Form of English instead of local inflections.

Speech: Using and punctuating direct speech in stories. Using commas to mark the reporting clause. Use an adverb after the reporting clause.

YEAR 5 AND 6		
Fiction - Formal letters / informal letters Diaries Retell a story Balanced argument Instructions Poetry	Narrative Nonfiction - persuasion Nonfiction information Newspaper report Recounts Classic narrative poetry	Narrative Playscript Non fiction Non chronological reports Poetry Explanation

Suggested Texts



Grammar

Adjectives and rich language: Using metaphors, personification and rhetorical questions. Expanded noun phrases. Using the passive voice. Onomatopoeia.

Adverbs: Time, place and manner adverbials to create order and cohesion

Clauses and conjunctions: Relative clauses using relative pronouns and correct punctuation.

Prepositions: To develop previous skills. Prepositions and prepositional phrases to talk about place in fictional writing. Adverbials to show place.

Sentences and punctuation: Using commas to clarify ambiguity, hyphens, brackets, dashes, commas to indicate parentheses. Using semi colons, colons, or dashes to mark boundaries between independent clauses. Colons to introduce a list. Use ellipses. Punctuating bullet points consistently. Using passive verbs to affect the presentation of information in a sentence. Use the passive voice. Identify subject, action (verb) and object. Use the passive and active voice.

Tenses: Ensuring the consistent and correct use of tense throughout a piece of writing. Use the perfect form of verbs. Use the progressive present and past tense.

Speech: Use dialogue to convey character and advance the action. Recognising vocabulary and structures that are appropriate for formal speech, including subjunctive forms.

