

Curriculum Overview for English	
Subject Content	Recounts 1 Text: Dentist
Core Knowledge	<p>Pupils will read and explore a recount written to highlight the key features and certain grammar/punctuation. Pupils will write their own recount based on a video clip ensuring they include a range of punctuation and grammar features.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Past tense/present perfect tense • Prepositions to express time • Emotive vocabulary • Paragraphs • Inverted commas • Apostrophes to show possession <p>Pupils will be able to plan, write and edit their work.</p>
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • in narratives, creating settings, characters and plot • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the present perfect form of verbs instead of the simple past • Expressing time, place and cause using prepositions • Introduction to inverted commas to punctuate direct speech • Use of paragraphs to organise ideas around a theme • Apostrophes to mark singular and plural possession

Subject Content	Narrative 1 Text: Night Prowlers
Core Knowledge	<p>Pupils will read extracts of a setting description that has been chosen specifically to highlight key grammar, punctuation and vocabulary. Pupils will focus on:</p> <ul style="list-style-type: none"> • Expanded noun phrases • Adverbs to show time, place and cause • Fronted adverbials (commas) • Subordinating conjunctions

	<ul style="list-style-type: none"> • Punctuation sentences correctly (full stops, capital letters, exclamation marks and question marks) • Orally compose and rehearse sentences. <p>Pupils will be able to plan, write and edit their work.</p>
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • composing and rehearsing sentences orally • in narratives, creating settings • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using adverbs to express time and cause • using fronted adverbials • using commas after fronted adverbials • using expanded noun phrases to convey complicated information concisely

Subject Content	Discrete 1	
Core Knowledge	<p>Pupils will complete a discrete block of learning where they will focus on spelling, punctuation and grammar. These lessons have been chosen as they are common errors that the children make or areas of learning that the children often find more difficult.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Sentence types • Adverbs • Adjectives • Relative clause • Nouns and pronouns • Commas • Apostrophes • Direct speech 	

<p>Key Skills</p>	<p>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> Expanded noun phrases for description and specification Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular and plural possession in nouns Use of inverted commas and other punctuation to indicate direct speech 	
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<p>Subject Content</p>	<p>Instructions 1 Text: How to make a rainbow bubble snake</p>	
<p>Core Knowledge</p>	<p>Pupils will read and explore a set of instructions written to highlight the key features and certain grammar/punctuation. Children to write their own set of instructions on how to make pitta pizzas using the highlighted grammar and punctuation.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> Fronted adverbials a/an prepositions to express time, place and cause pronouns and nouns for cohesion <p>Pupils will be able to plan, write and edit their work.</p>	
<p>Key Skills</p>	<p>Writing (composition):</p> <ul style="list-style-type: none"> plan their writing by discussing and recording ideas in non-narrative material, using simple organisational devices [for example, headings and sub-headings] composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	

	<ul style="list-style-type: none"> • using fronted adverbials • using commas after fronted adverbials • using prepositions to express time and cause <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p>
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Subject Content	Non-Chronological Reports 1 Text: Dangerous Dragons, Grendel
Core Knowledge	<p>Pupils will read and explore non-chronological reports written to highlight the key features and grammar focus. Pupils will know and understand when and why non-chronological reports are used.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • tense consistency • determiners • vocabulary choices • bullet points • commas in lists <p>Pupils will be able to plan, write and edit their work.</p>
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Commas to separate items in a list • Correct choice and consistent use of present tense and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation

Subject Content	Recounts 2 Text: Escaping the fury of the gods
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<p>Core Knowledge</p>	<p>Pupils will read and explore a recount written to highlight the key features and certain grammar/punctuation. Pupils will write a recount about a personal lived experience.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Adverbials • Expanded noun phrases • Similes and metaphors • Vocabulary to enhance emotion <p>Pupils will be able to plan, write and edit their work.</p>
<p>Key Skills</p>	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • in narratives, creating settings, characters and plot • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Using adverbs to express time and cause • Expanded noun phrases for description and specification • Using a range of vocabulary that reflects the subject

<p>Subject Content</p>	<p>Narrative 2 Text: Macaque Attack</p>
<p>Core Knowledge</p>	<p>Pupils will read extracts of a narrative that has been chosen specifically to highlight the structure of a story and its key elements. Pupils will work towards writing their own narrative. Pupils will focus on:</p> <ul style="list-style-type: none"> • Paragraphs • Varied sentence lengths • Direct and indirect speech • Conjunctions to show time place and cause. <p>Pupils will be able to plan, write and edit their work.</p>
<p>Key Skills</p>	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • composing and rehearsing sentences orally • organising paragraphs around a theme

	<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • using conjunctions to express time and cause • using and punctuating direct speech
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Subject Content	<p>Persuasive Writing</p> <p>Text: Persuasive argument based around healthy eating</p>
Core Knowledge	<p>Pupils will understand what it means to persuade and when persuasive texts are used. They will read and explore persuasive arguments looking at the key organisational and linguistic features. Pupils will work towards writing their own persuasive argument. Pupils will focus on:</p> <ul style="list-style-type: none"> • Synonyms • Alliteration • Rhetorical questions • Comparative and superlative adjectives • Relative clauses • Fronted adverbials
Key Skills	<p>Writing (composition)</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • How words are related by meaning as synonyms and antonyms • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • using fronted adverbials • using commas after fronted adverbials • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Subject	Newspaper reports
Content	Text: Little Red Riding Hood
Core Knowledge	<p>Pupils will understand the purpose, audience and features of a newspaper report. The pupils will write their own newspaper report based on a familiar traditional tale. Pupils will focus on:</p> <ul style="list-style-type: none"> • Vocabulary choices • Relative complex sentences • Direct speech • Fronted adverbials <p>Paragraphs</p>
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Introduction to paragraphs to group related material • Fronted adverbials [for example, later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Use of inverted commas and other punctuation to indicate direct speech • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Subject	Biographies and autobiographies
Content	Text: Maya Angelou and Harriet Tubman
Core Knowledge	<p>Pupils will identify linguistic features of biographical writing. They will carry out research before writing their own piece of biographical writing on a famous person. Pupils will focus on:</p> <ul style="list-style-type: none"> • Fronted adverbials • Paragraphs • Sentence types • Text cohesion
Key Skills	Writing (composition):

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	<ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Fronted adverbials • Commas after fronted adverbials • 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 • Devices to build cohesion within a paragraph
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Subject Content	Speeches Text: Benefits of zoos
Core Knowledge	<p>Pupils will understand what speeches are, when they are used and why they are important. They will know the key organisational and linguistic features of speeches. Pupils will write a speech on a topic of their choice and deliver it to the class. Pupils will focus on:</p> <ul style="list-style-type: none"> • Vocabulary choices • Repetition • Rhetorical questions • Speech structure (point, explanation, proof, summary) • Planning their writing
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Oracy</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

	<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising imagining and exploring idea • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of readers • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
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Subject Content	Debate
Core Knowledge	<p>Pupils will understand what a debate is, when they are used and take part in a small class debate. Pupils will focus on:</p> <ul style="list-style-type: none"> • Using ‘because’ to explain reasoning • What counter arguments are • The structure of debates
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Oracy</p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising imagining and exploring idea • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of readers • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication

Subject Content	Journalistic Reports Text: Titanic
Core Knowledge	<p>Pupils will look at different forms of journalistic reports and understand their purpose. They will understand the organisational and linguistic features of journalistic reports. Pupils will write their own journalistic report based on the Titanic.</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Journalistic language • Fronted adverbials • Relative complex sentences • Brackets to indicate parenthesis • Paragraphs around a theme • Punctuating speech • Modal verbs
Key Skills	<p>Writing (composition)</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Fronted adverbials • Use of commas after fronted adverbials • Use of paragraphs to organise ideas around a theme • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use of inverted commas and other punctuation to indicate direct speech • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Brackets, dashes or commas to indicate parenthesis • Modal verbs to indicate degrees of possibility, ability, obligation, and probability.

Subject Content	Poetry Text: John Lyons Poems
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Core Knowledge	<p>Pupils will read a range of poems written by the Poet, John Lyons. They will look at different poetic features and compare poems. They will end the unit writing and performing their own poems. Pupils will focus on:</p> <ul style="list-style-type: none"> • Imagery • Descriptive language • Figurative language
Key Skills	<p>Writing (composition)</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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 <p>proof-read for spelling and punctuation errors</p> <p>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • How words are related by meaning as synonyms and antonyms • Vocabulary choices to engage/enhance reader experience <p>Oracy</p> <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising imagining and exploring idea • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of readers • Select and use appropriate registers for effective communication

Subject Content	<p>Instructions</p> <p>Text: How to make a troll trap</p>
Core Knowledge	<p>Pupils will read and explore a set of instructions on how to make a troll trap. They will look at different linguistic features and use this to write their own instructions on how to capture a dragon. Pupils will focus on:</p> <ul style="list-style-type: none"> • Rhetorical questions • Parenthesis • Vocabulary choices • Conjunctions to add further information
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

	<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 • 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 <p>proof-read for spelling and punctuation errors</p> <p>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Expressing time, place and cause using adverbs • Expressing time, place and cause using conjunctions • Devices to build cohesion within a paragraph • Brackets, dashes or commas to indicate parenthesis
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Subject Content	Non-chronological reports Text: Voracious Vegetation
Core Knowledge	<p>Pupils will understand why non-chronological reports use technical vocabulary. They will be confident in selecting vocabulary for their own writing. Pupils will carry out research and use this to write their own non-chronological reports. Pupils will focus on:</p> <ul style="list-style-type: none"> • Vocabulary selection • Formal and technical language • Note taking • Organisational devices • Paragraphs around a theme
Key Skills	<p>Writing (composition):</p> <ul style="list-style-type: none"> • plan their writing by discussing and recording ideas • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • 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>Writing (vocabulary, grammar and punctuation):</p> <ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning • Headings and sub-headings to aid presentation • Use of paragraphs to organise ideas around a theme • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing