

## Curriculum Overview: KS2 English

### We want our pupils to:

- Learn the English knowledge and skills to enable them to fully access the world around them, take advantage of opportunities presented and develop aspirations and confidence
- Engage as citizens in a meaningful way
- Access the wider curriculum and be able to continue learning into adulthood
- Be confident in communicating across a range of formal and informal settings
- Express their thoughts and feelings so that they can make meaningful connections and form secure and healthy relationships
- Question and analyse information and develop informed opinions so that they can challenge others and discern right from wrong and truth from fiction
- Understand their place in the world by developing their knowledge of their cultural heritage, their sense of belonging and their understanding of and respect for other beliefs and cultures
- Love reading and appreciate that books can enrich their lives by offering unlimited access to the wider world as well as endless opportunities to stimulate their imagination and enter an unlimited range of fictional worlds

Please note that the specific phonics and additional approaches to reading are noted where appropriate. These are not the English curriculum but support the curriculum.

| Year | Autumn 1                                                                                                                                                                                  | Autumn 2                                                                                                                                           | Spring 1                                                                                                                  | Spring 2                                           | Summer 1                            | Summer 2                                           |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------|----------------------------------------------------|
| A    | <b>Genre – Advertising</b><br><b>Reading knowledge</b><br><b>– Comprehension of read text.</b><br><b>Reading non fiction</b><br><b>Writing knowledge</b><br><b>– writing to persuade.</b> | <b>Genre – story writing –</b><br><b>traditional tales,</b><br><b>Jack and the Beanstalk,</b><br><b>alternative endings –</b><br><b>Supertato.</b> | <b>Genre – Faster Read</b><br><b>Text - Stig of the Dump</b><br><b>Reading knowledge –</b><br><b>Drawing inferences –</b> | <b>Genre – Non-fiction,</b><br><b>documentary.</b> | <b>Genre – letter/email writing</b> | <b>Genre – Shakespeare – 12<sup>th</sup> Night</b> |

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|   | SPaG - homophones                                                                        |                                                | <p>feelings, thoughts, motives from actions and justifying with evidence.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Recalling information previously read and linking to what is currently being read.</p> <p>Predicting what may happen next.</p> |                                                                                                            |                                                            |                                       |
| B | <p>Non-fiction – autobiography – Boy</p> <p><b>Diaries</b></p> <p><b>biographies</b></p> | <p>Genre - A Christmas Carol - performance</p> | <p>Genre – creative writing - Fairy Stories, alternative endings.</p>                                                                                                                                                                                                                           | <p>Genre - Poetry/playscripts</p> <p><b>Acrostic</b></p> <p><b>Limericks</b></p> <p><b>Performance</b></p> | <p>Genre - Myths and Legends - Thesus and the Minatour</p> | <p>Genre - Midsummer nights dream</p> |

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| C | <p><b>Genre - Suspense/mystery Text – Seven Ghosts</b><br/> Reading knowledge – Identifying and discussing themes/comparisons<br/> Writing knowledge – describing and developing characters/settings, create dialogue to convey character and advance action, powerful verbs.<br/> SPaG - Homophones</p> | <p><b>Genre - Books from around the world</b><br/> <b>Text – Escape from Pompeii, Eight Nights, Eight Lights, Home Alone</b><br/> Reading knowledge – Inferring from text, Identifying differences, feelings, thoughts and justifying answers.<br/> Writing knowledge – Making notes and developing initial ideas. Using headings and bullet points.<br/> SPaG – Subordinating conjunctions, co-ordinating conjunctions, time connectives. Commas in a list,</p> | <p><b>Genre - Podcasts</b><br/> Reading knowledge – Retrieve, record and present information from Non-fiction, identify and discuss themes and conventions, Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support<br/> Distinguish between fact and opinion<br/> Writing knowledge – Select appropriate form and use similar writing as models<br/> Select appropriate grammar and</p> | <p><b>Genre – Faster Read</b><br/> <b>Text - Holes</b><br/> Reading knowledge – Drawing inferences – feelings, thoughts, motives from actions and justifying with evidence.<br/> Identify how language, structure and presentation contribute to meaning.<br/> Recalling information previously read and linking to what is currently being read.<br/> Predicting what may happen next.<br/> SPaG – Select appropriate grammar and vocab to enhance meaning – full stops, capital</p> | <p><b>Genre – Persuasive writing</b><br/> Writing knowledge – writing to persuade, fact, opinion, opinion as fact, emotive language, rhetorical questions, long and short sentences, exaggeration/hyperbole<br/> SPaG – silent letter word patterns.</p> | <p><b>Genre - Poetry/Playscripts</b><br/> <b>I refuse, the woman across the road</b><br/> Reading knowledge – performance, finding themes, visualising and imagery.<br/> Writing knowledge – alliteration, metaphors<br/> SPaG – common exception words.<br/> <b>Genre – character description</b><br/> Inside out – character description<br/> Writing knowledge expanded noun phrases, fronted adverbials.<br/> SPaG – determiners, common exception words.</p> |
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|  |  | using colons to produce a list. | vocab to enhance meaning<br>Use wide range of devices to build cohesion within and across paragraphs<br>Use headings, bullet points, underlining to further presentation<br>SPaG – prefixes and suffixes | letters, exclamation marks, question marks<br>Use a colon to produce a list<br>Commas used correctly in lists, connectives |  |  |
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