















Curriculum Overview: English

| Key Stage 2 Nurture |  <p style="text-align: center;">Term 1</p> |  <p style="text-align: center;">Term 2</p> |  <p style="text-align: center;">Term 3</p> |  <p style="text-align: center;">Term 4</p> |  <p style="text-align: center;">Term 5</p> |  <p style="text-align: center;">Term 6</p> |
|------------------------|---|---|---|---|--|--|
| <p>Year A, B and C</p> | <p>S1.1 I can say the names of the letters of the alphabet. S1.6. I can make clear statements about basic information and communicate feelings and opinions on straightforward topics. S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic. S1.11. I can punctuate simple sentences with a capital letter and a full stop. S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.2. I can identify and extract the main information from short statements and explanations. S1.9. I can read simple sentences containing one clause. S1.12. I can use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.1. I can say the names of the letters of the alphabet S1.8. I can correctly read designated words (see annexe B) S1.14. I can write the letters of the alphabet in sequence in both upper case and lower case. S1.15. I can spell designated words correctly (see Annexe B). S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.3. I can follow single-step instructions, asking for them to be repeated if necessary. S1.4. I can make requests and ask straightforward questions using appropriate terms and registers. S1.5. I can respond to questions about specific information. S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.5. I can respond to questions about specific information. S1.6. I can make clear statements about basic information and communicate feelings and opinions on straightforward topics. S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic. S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.5. I can respond to questions about specific information. S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic. S1.10. I can understand a short piece of text on a simple subject. S1.13. I can use lower-case letters when there is no reason to use capital letters. S1.16. I can communicate information in words, phrases and simple sentences.</p> |









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| Key Stage 2 | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|-----------------|---|--|--|--|---|--|
| Year A, B and C | <p>S1.1 I can say the names of the letters of the alphabet.</p> <p>S1.6. I can make clear statements about basic information and communicate feelings and opinions on straightforward topics.</p> <p>S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic.</p> <p>S1.11. I can punctuate simple sentences with a capital letter and a full stop.</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.2. I can identify and extract the main information from short statements and explanations.</p> <p>S1.9. I can read simple sentences containing one clause.</p> <p>S1.12. I can use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.1. I can say the names of the letters of the alphabet</p> <p>S1.8. I can correctly read designated words (see annexe B)</p> <p>S1.14. I can write the letters of the alphabet in sequence in both upper case and lower case.</p> <p>S1.15. I can spell designated words correctly (see Annex B).</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.3. I can follow single-step instructions, asking for them to be repeated if necessary.</p> <p>S1.4. I can make requests and ask straightforward questions using appropriate terms and registers.</p> <p>S1.5. I can respond to questions about specific information.</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> | <p>S1.5. I can respond to questions about specific information.</p> <p>S1.6. I can make clear statements about basic information and communicate feelings and opinions on straightforward topics.</p> <p>S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic.</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> <p>Communicating with others.</p> | <p>S1.5. I can respond to questions about specific information.</p> <p>S1.7. I can understand and participate in simple discussions or exchanges with another person about a straightforward topic.</p> <p>S1.10. I can understand a short piece of text on a simple subject.</p> <p>S1.13. I can use lower-case letters when there is no reason to use capital letters.</p> <p>S1.16. I can communicate information in words, phrases and simple sentences.</p> |



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| Key Stage 3 | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|-----------------|---|--|--|---|--|--|
| Year A, B and C | <p>Stage 2: S2.1 I can identify and extract the main information and detail from short explanations. S2.18. I can complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).</p> <p>S2.7. I can correctly read designated words (see Annexe c). S2.16. I can spell designated words correctly (see Annexe c).</p> <p>Stage 3: S3.8. I can correctly read designated words (see Annexe D). S3.9. I can identify, understand and extract the main points and ideas in and from texts. S3.17. I can spell designated words correctly (see Annexe D). S3.18. I can communicate information, ideas and opinions clearly and in a</p> | <p>Stage 2: S2.13. I can use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) S2.17. I can communicate information in words, phrases and simple sentences S2.19. I can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses S2.20. I can use adjectives and simple linking words in the appropriate way S2.8. I can understand the main points in texts. S2.16. I can spell designated words correctly (see Annexe c).</p> <p>Stage 3: S3.13. I can use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas). S3.15. I can use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense,</p> | <p>Stage 2: S2.2. I can make requests and ask clear questions appropriately in different contexts. S2.10. I can use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell checker). S2.15. I can use the first and second letters to sequence words in alphabetical order. S2.19. I can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses. S2.7. I can correctly read designated words (see Annexe c). S2.16. I can spell designated words correctly (see Annexe c)</p> <p>Stage 3: S3.2. I can make requests and ask concise questions using appropriate language in different contexts.</p> <p>S3.8. I can correctly read designated words (see Annexe D).</p> | <p>Stage 2: S2.3. I can respond appropriately to straightforward questions. S2.5. I can clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. S2.9. I can understand organisational markers in short, straightforward texts. S2.12. I can use illustrations, images and captions to locate information. S2.17. I can communicate information in words, phrases and simple sentences.</p> <p>Stage 3: S3.1 I can identify and extract relevant information and detail in straightforward explanations. S3.3. I can communicate information and</p> | <p>Stage 2: S2.4. I can follow the gist of discussions. S2.6. I can make appropriate contributions to simple group discussions with others about a straightforward topic. S2.5. I can clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. S2.7. I can correctly read designated words (see Annexe c). S2.11. I can read and understand sentences with more than one clause. S2.9. I can understand organisational markers in short, straightforward texts. S2.14. I can form regular plurals. S2.16. I can spell designated words correctly (see Annexe c).</p> | <p>Stage 2: S2.6. I can make appropriate contributions to simple group discussions with others about a straightforward topic. S2.12. I can use illustrations, images and captions to locate information. S2.7. I can correctly read designated words (see Annexe c). S2.13. I can use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). S2.20. I can use adjectives and simple linking words in the appropriate way.</p> <p>Stage 3: S3.6. I can make relevant contributions to group discussions about straightforward topics. S3.7. I can listen to and respond appropriately to other points of view,</p> |









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| | <p>logical sequence (e.g. chronologically, by task). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>definite and indefinite articles). S3.17. I can spell designated words correctly (see Annexe D). S3.18. I can communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task). S3.19. I can write text of an appropriate level of detail and of appropriate length (including where this is specified). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>S3.10. I can identify different purposes of straightforward texts. S3.11. I can use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types). S3.16. I can use the first, second and third place letters to sequence words in alphabetical order. S3.17. I can spell designated words correctly (see Annexe D). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>opinions clearly on a range of topics. S3.4. I can respond appropriately to questions on a range of straightforward topics. S3.20. I can use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points. S3.22. I can use language appropriate for purpose and audience. S3.12. I can understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links).</p> | <p>Stage 3: S3.5. I can follow and understand the main points of discussions. S3.8. I can correctly read designated words (see Annexe D). S3.14. I can form irregular plurals. S3.17. I can spell designated words correctly (see Annexe D).</p> | <p>respecting conventions of turn-taking. S3.13. I can use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas).</p> |
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| Key Stage 4 | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|--------------|--|---|---|---|--|--|
| Year A and B | <p>Stage 2: S2.1 I can identify and extract the main information and detail from short explanations. S2.18. I can complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth). S2.7. I can correctly read designated words (see Annexe c). S2.16. I can spell designated words correctly (see Annexe c).</p> <p>Stage 3: S3.8. I can correctly read designated words (see Annexe D). S3.9. I can identify, understand and extract the main points and ideas in and from texts. S3.17. I can spell designated words correctly (see Annexe D). S3.18. I can communicate information, ideas and opinions clearly and in a</p> | <p>Stage 2: S2.13. I can use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) S2.17. I can communicate information in words, phrases and simple sentences S2.19. I can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses S2.20. I can use adjectives and simple linking words in the appropriate way S2.8. I can understand the main points in texts. S2.16. I can spell designated words correctly (see Annexe c).</p> <p>Stage 3: S3.13. I can use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas).</p> | <p>Stage 2: S2.2. I can make requests and ask clear questions appropriately in different contexts. S2.10. I can use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell checker). S2.15. I can use the first and second letters to sequence words in alphabetical order. S2.19. I can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses. S2.7. I can correctly read designated words (see Annexe c). S2.16. I can spell designated words correctly (see Annexe c)</p> <p>Stage 3: S3.2. I can make requests and ask concise questions using appropriate language in different contexts.</p> | <p>Stage 2: S2.3. I can respond appropriately to straightforward questions. S2.5. I can clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. S2.9. I can understand organisational markers in short, straightforward texts. S2.12. I can use illustrations, images and captions to locate information. S2.17. I can communicate information in words, phrases and simple sentences.</p> <p>Stage 3: S3.1 I can identify and extract relevant information and detail in straightforward explanations.</p> | <p>Stage 2: S2.4. I can follow the gist of discussions. S2.6. I can make appropriate contributions to simple group discussions with others about a straightforward topic. S2.5. I can clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. S2.7. I can correctly read designated words (see Annexe c). S2.11. I can read and understand sentences with more than one clause. S2.9. I can understand organisational markers in short, straightforward texts. S2.14. I can form regular plurals. S2.16. I can spell designated words</p> | <p>Stage 2: S2.6. I can make appropriate contributions to simple group discussions with others about a straightforward topic. S2.12. I can use illustrations, images and captions to locate information. S2.7. I can correctly read designated words (see Annexe c). S2.13. I can use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). S2.20. I can use adjectives and simple linking words in the appropriate way.</p> <p>Stage 3: S3.6. I can make relevant contributions to group discussions about straightforward topics. S3.7. I can listen to and respond appropriately to other points of view,</p> |



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| | <p>logical sequence (e.g. chronologically, by task). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>S3.15. I can use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles). S3.17. I can spell designated words correctly (see Annexe D). S3.18. I can communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task). S3.19. I can write text of an appropriate level of detail and of appropriate length (including where this is specified). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>S3.8. I can correctly read designated words (see Annexe D). S3.10. I can identify different purposes of straightforward texts. S3.11. I can use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types). S3.16. I can use the first, second and third place letters to sequence words in alphabetical order. S3.17. I can spell designated words correctly (see Annexe D). S3.21. I can write in compound sentences and paragraphs where appropriate.</p> | <p>S3.3. I can communicate information and opinions clearly on a range of topics. S3.4. I can respond appropriately to questions on a range of straightforward topics. S3.20. I can use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points. S3.22. I can use language appropriate for purpose and audience. S3.12. I can understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links).</p> | <p>correctly (see Annexe c). Stage 3: S3.5. I can follow and understand the main points of discussions. S3.8. I can correctly read designated words (see Annexe D). S3.14. I can form irregular plurals. S3.17. I can spell designated words correctly (see Annexe D).</p> | <p>respecting conventions of turn-taking. S3.13. I can use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas).</p> |
| <p>Year 11</p> <p><i>Exams</i></p> <p><i>Work experience</i></p> <p><i>Leavers Activities</i></p> | | | | | | |