

Curriculum Intent English: Key Stage 2 2025 - 2026

At Compass School, English offers pupils the tools for making sense of the world around them through the development of skills in communication, critical thinking, research, and cultural understanding. These skills help them to survive in the adult world (skills for life).

At Compass School, all pupils are assessed on entry, and the curriculum is differentiated to address any gaps in knowledge.

We foster positive "can do" attitudes and we promote the fact that we can all do English. As a result, pupils become proficient in communication skills and can access information to support their learning and personal growth. All pupils are challenged and encouraged to excel in English and to recognise the importance of English in the wider world. Pupils leave Compass School equipped with the knowledge and skills to address reading, written and spoken communication challenges. Pupils at Compass School have the opportunity to develop a love of literature through a range of different texts that pupils can read for enjoyment.

By the end of KS2 pupils are expected to have a foundation in reading, writing (transcription and composition), SPaG (Spelling, Punctuation and Grammar), vocabulary, speaking and listening, comprehension and inference, literary appreciation and critical thinking and analysis.

Skills and Knowledge Key Stage 2

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)

SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing)

	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT1	<p>Narrative writing – Traditional Tales Poetry (performance)</p> <p>SMSC - B, Sp, M, So, C, I</p> <p>Cc - R, PS, H</p> <p><u>Key Texts</u> Jack and the Beanstalk Little Red Riding Hood Three Little Pigs The Wolf's Story Little Red The True Story of the Three Little Pigs</p>	<p>Apply phonetic understanding to word level reading Use scanning and close reading to comprehend a text Recognise main ideas in a text</p> <p>Write full sentences with punctuation, handwriting and letter formation Use phonics and word banks to write accurate sentences Use rhetorical questions Organise writing so events flow logically</p> <p>SpaG - use silent letters, common prefixes, suffixes, simple phonetic rules accurately. Use full stops, capital letters and question marks accurately</p> <p>Reading poems with a story Identify rhyme, rhythm and repetition</p>	<p>Read non-decodable words Make comparisons within and across books Use story structure to make predictions</p> <p>Plan before writing Understand settings, character descriptions, problems and solutions Themes and conventions Importance of a clear voice and style Awareness of the audience to engage the reader How to include ambitious vocabulary choices</p> <p>SpaG - use of basic spelling rules and patterns, basic punctuation marks</p> <p>Know a poem or parts of a poem by heart and recite to an audience Gaining and maintaining the interest of the listener</p>
	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT2	<p>Instructions Poetry (Calligrams)</p> <p>SMSC - B, M, So, C, I, H</p> <p>Cc - R, AD, FT</p> <p><u>Key Texts</u> The Lighthouse Keeper's Lunch</p>	<p>Write formally Write accurately and concisely Use a range of organisational devices such as bullet points Employ time conjunctions to show chronological order Make use of headings and sub headings Choose imperative verbs for effect</p> <p>SpaG-how to use commas for lists, exclamation marks and speech marks.</p> <p>Investigate a variety of poetic structures Be able to write a shape poem to follow a theme Make use of poetic techniques such as font to add meaning To identify and discuss favourite poems and poets, using appropriate terms and with justification</p>	<p>Show an understanding of the audience Understand how instructions are arranged for different purposes Understand the effect of imperative verbs Know how to maintain tense Have the command of a range of prepositions and time connectives to avoid repetition</p> <p>Know how to read a concrete poem Understand the effect of creating a poem in the shape of the main theme Use of expanded noun phrases to entertain the reader</p>
	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT3	<p>Recounts Diary Writing Poetry (Riddles)</p> <p>SMSC - B, M, So, C, I</p> <p>Cc – R, G, H</p> <p><u>Key Texts</u> Storm Whale Titanic</p>	<p>Using scanning and close reading to comprehend a text Recognising the main ideas running through the text Using phonics and word banks to aid in spelling Re-reading sentences to check for punctuation, grammar and spellings Organising writing so that events and action flow logically Produce phonetically plausible attempts at more ambitious vocabulary Choose powerful adjectives and adverbs to describe events Depict emotions linked to events described in the first person Use devices to directly address the reader Use paragraphing to organise events, time and place Use tense appropriately Use a consistent voice</p> <p>SpaG -Transcribe and use common high frequency words accurately</p>	<p>Understand how to write in the first person Recognise chronological order and use time conjunctions to link events Understand that diaries are written about past events Know a range of famous diaries Understand how to evidence terms such as purpose and audience Understand the effect of organisational devices</p> <p>To be able to define a riddle Understand how a riddle is constructed To have read and understood a variety of old and new riddles To identify and discuss favourite poems and poets, using appropriate terms</p>

		In poetry, use alliteration, assonance and syllable count Investigate and create a variety of riddles Use metaphor and simile to create mystery	
	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT4	Formal/Informal Letters Persuasive Adverts Poetry (Diamantes) SMSC - B, Sp, M, So, C, I Cc – R, WoW <u>Key Texts</u> How to catch a Star Beegu Hansel and Gretel Greta and the Giants	Use rhetorical questions Employ statistical information for effect Use PEE - point/evidence/explain Use sophisticated and technical language for effect Create opening paragraph, linking paragraphs and produce conclusions SPaG-understanding and effective use of commas, exclamation marks and speech marks in writing. Use appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem Investigating and creating a variety of poetic structures	Draw on knowledge of existing examples Formal and informal letter writing The purpose of persuasion What does balance look like Understand emotive language SpaG-how to use commas for lists, exclamation marks and speech marks To identify and discuss favourite poems and poets
	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT5	Non-chronological reports Poetry (Acrostic) SMSC - B, M, So, C, I Cc – R, Sc, G, H <u>Key Texts</u> Kings, Queens, Scribes and Ferrets See Inside Castles George and the Dragon	Write formally Write accurately and concisely Use a range of organisational devices Use follow-up sentences to give more information inc using adjectives and adverbs Make use of headings and sub-headings Incorporate embedded clauses to add extra information SpaG – use silent letters, common prefixes, suffixes, simple phonetic rules accurately. Using full stops, capital letters and question marks accurately Research using a thesaurus and dictionary a range of words to create acrostic poetry Expand on the theme of the poem with appropriate vocabulary	Use of expanded noun phrases to describe and specify Explore the difference between proper nouns and general nouns and identify their use in the text type Use of coordinating and subordinating conjunctions Use of prepositions to express cause or place Use of present tense and third person Understand the construction of an acrostic poem Know examples of acrostic poetry Understand that they use creativity to make writing fun
	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge
HT6	Narrative Writing Poetry (Haikus) SMSC - B, Sp, M, So, C, I Cc – R <u>Key Texts</u> The Wizard of Oz The Sound Collector Magic Box	Write full sentences with correct punctuation, handwriting and letter formation Write with a mixture of long and short sentences Use phonics and word banks to write accurate sentences Know the difference between commands, exclamations, statements and questions Re-read sentences to check for punctuation, grammar and spellings Organise writing so that events and action flow logically Use paragraphing to organise events SpaG- how to use speech in writing SPaG-understand the effective use of commas, exclamation marks and speech marks in writing Use a range of collected nouns, adjectives and verbs to write a haiku Be able to re-arrange and edit word choices to create the desired effect Incorporate emotions into the haiku format	Use knowledge of story structure to make predictions Refer to planning models prior to writing Understand settings, character descriptions Understand how to use a mixture of long and short sentences Use expanded noun phrases to describe characters and settings Identify the beginning, middle, and end of a story Use story language appropriate to the chosen genre Understand the definition of a haiku Know examples of haiku poetry Be able to recite their poem to an audience Be able to offer positive criticism of a poem