CURRICULUM PLAN · PRINTABLE · FREE

# The full curriculum plan, every strand, every level.

One grid for the whole course: what each strand teaches at each level, matched to ages, UK school years and the CEFR, then the 36 weeks of each level in a printable table. Print the whole plan or one level.

| 14 | 4 | 144 | A4 |
|---|---|---|---|
| strands | levels | weeks listed | print-ready |

HOW LEVELS, AGES AND YEARS MATCH

## The map

| LEVEL | AGES | UK YEARS (SUGGESTED) | CEFR | CAMBRIDGE YOUNG LEARNERS | TIME |
|---|---|---|---|---|---|
| **LEVEL 0** Little Steps English | 4 to 6 | Reception | Pre-CEFR (talk and first sounds) | Before Starters | 36 weeks, 3 short sessions |
| **LEVEL 1** Next Steps English | 6 to 10 | Years 1 and 2 | Pre-A1 to A1 | Starters to Movers | 36 weeks, 3 lessons of 60 minutes |

| LEVEL | AGES | UK YEARS (SUGGESTED) | CEFR | CAMBRIDGE YOUNG LEARNERS | TIME |
|---|---|---|---|---|---|
| **LEVEL 2** Moving Up English | 8 to 12 | Years 3 and 4 | [redacted] to A2 | Movers to Flyers | 36 weeks, 3 lessons of 60 minutes |
| **LEVEL 3** Bridge English | 10 to 14 | Years 5 and 6 | A2 to B1 | A2 Key for Schools to B1 Preliminary | 36 weeks, 3 lessons of 60 minutes |

The ages are the range the level suits best. The UK year match is our own suggestion: Level 1 spans Years 1 and 2, Level 2 spans Years 3 and 4, Level 3 spans Years 5 and 6. Each year page explains the pacing.

STRANDS BY LEVEL

## What each strand does, level by level

Read across a row to follow one strand from Level 0 to Level 3. Read down a column for everything a level uses. Links go to the lesson plans, practice and printable pages; pages still being built open when they are published.

| STRAND | LEVEL 2: MOVING UP ENGLISH<br>AGES 8 TO 12 · A1 TO A2 |
|---|---|
| **TALK AND LISTENING**<br>SPOKEN LANGUAGE IS STATUTORY ACROSS YEARS 1 TO 6 (S1); COMMUNICATION AND LANGUAGE IS A PRIME AREA IN THE EYFS. | Interviews, surveys, directions, retelling a legend, short presentations.<br>Level 2 weeks Dialogues |
| **PHONICS AND EARLY READING**<br>SYSTEMATIC SYNTHETIC PHONICS FIRST (S4). GENERIC PHASE ORDER (S7); YOUR SCHOOL'S PROGRAMME MAY USE OTHER NAMES. | Catch-up only: children who still cannot decode follow phonics urgently, alongside Level 2 listening and talk.<br>Phonics practice |
| **READING FLUENCY AND COMPREHENSION**<br>REPEATED AND GUIDED ORAL READING BUILDS FLUENCY (S10). COMPREHENSION GROWS FROM TALK ABOUT TEXTS. | Longer narratives and fact texts, inference questions, summarising, silent reading.<br>Reading practice Listen |

| STRAND | LEVEL 2: MOVING UP ENGLISH<br>AGES 8 TO 12 · A1 TO A2 |
|---|---|
| **READING FOR PLEASURE**<br>NATIONAL LITERACY TRUST 2025: ENJOYMENT OF READING IS AT A RECORD LOW (S16). THE READING FRAMEWORK GIVES IT A FULL SECTION (S4). | Choice of books, short series, class read-aloud, book-talk.<br>Reading log  Reading at home |
| **SPELLING**<br>APPENDIX 1 HOLDS THE SPELLING RULES AND THE STATUTORY YEAR 3/4 AND YEAR 5/6 WORD LISTS (S2). | Years 3 and 4 rules and the 100 statutory words, look-say-cover-write-check, spaced practice.<br>Years 3 and 4 spelling  Spelling rules |
| **HANDWRITING**<br>TAUGHT FROM RECEPTION IN THE WRITING FRAMEWORK (S5); LETTER FAMILIES IN YEAR 1 AND JOINS FROM YEAR 2 (S1). | Joined handwriting as the norm, legibility and consistency.<br>Joins  Sheet maker |
| **TOUCH TYPING**<br>OUR SUGGESTION, NOT A STATUTORY REQUIREMENT: THE DFE WRITING FRAMEWORK LANDING PAGE DOES NOT MENTION TYPING (S5). | Home row to full keyboard, 24 lessons, accuracy before speed.<br>Typing course  Speed test |
| **WRITING COMPOSITION**<br>SAY IT, THEN WRITE IT: ORAL REHEARSAL AND SENTENCE WORK (S5, S6, S9, S10). | Descriptions, paragraphs, instructions, a fact file, a story with a problem.<br>Writing course  Sentence skills |
| **GRAMMAR AND PUNCTUATION**<br>TERMINOLOGY BY YEAR IS SET IN APPENDIX 2 AND THE GLOSSARY (S1, S3). KS2 GPS TEST FORMAT (S11, S12). | Tenses, linking words, clauses; Year 3 and 4 terminology.<br>Grammar  Past tense game |
| **VOCABULARY**<br>CAMBRIDGE YOUNG LEARNERS LISTS GUIDE TOPIC CHOICE ONLY (S13); WE DO NOT REPUBLISH THEM. | Movers and Flyers topics, word families, a word of the day.<br>Vocabulary  Prefixes and suffixes |
| **GAMES AND CLASSROOM TOOLS**<br>CALM TOOLS FOR ONE-BOARD CLASSROOMS; PICTURE GAMES FOR THE YOUNGEST. | Word ladders, sort-it, quiz show.<br>Games  Classroom tools |

| STRAND | LEVEL 2: MOVING UP ENGLISH<br>AGES 8 TO 12 · A1 TO A2 |
|---|---|
| **PRINTABLES**<br>A4, INK-LIGHT, WITH PDFS; OFFLINE PACKS FOR LOW-BANDWIDTH SCHOOLS. | Dominoes, activity packs, checklists, bookmarks.<br>Printables |
| **SHORT VIDEO LESSONS**<br>SHORT, CAPTIONED, SELF-HOSTED, WITH TRANSCRIPTS. | Joining ideas, paragraphs, nouns, verbs and adjectives.<br>Watch |
| **CHECKS AND ASSESSMENT**<br>OUR CHECKS ARE FOR TEACHING DECISIONS, NOT FOR REPORTING. NATIONAL TESTS ARE COVERED ON THE YEAR PAGES. | Review weeks, mock speaking, Movers and Flyers style preparation.<br>Level 2 assessment  Cambridge guide |

LEVEL BY LEVEL

# Terms, projects and weeks

Each level has three terms of twelve weeks, with a review week at the end of each term. The week tables below link to the matching week on the level page.

# Level 2: Moving Up English

Ages 8 to 12 · A1 to A2 · UK Years 3 and 4 · Open the level page with every week, lesson outline and free resource

## Three terms, three projects

### Term 1: Strong foundations

Weeks 1 to 12 · consolidating Movers, from sentences to short texts

Our Class Magazine. Every child contributes four pages: a "Meet the class" profile from an interview and a weekend recount (weeks 1 to 3), an animal or health fact page with comparatives (4 to 6), a "How to" page (7 to 9) and "Jobs in our town" with who, which and where (10 to 11). Week 12: edit, assemble and read a page aloud.

### Term 2: Our world

Weeks 13 to 24 · Flyers grammar through facts, science and the planet

Explorer's Guide to Our World. Small groups research one place, animal or natural wonder: plan the trip with going to, write explorer's diary entries in the past continuous, add fact boxes ("Have you ever seen...?", "It is made of...", "If you..."), then a "Protect it" page with should and will. Week 24: a 3-minute presentation and two audience questions.

### Term 3: Stories and voices

Weeks 25 to 36 · narrative, opinion and exam readiness

Story Anthology and Storytelling Show. Weeks 25 to 30 build genre skills (postcard, email, review, biography). Then story openings, a story from three pictures, a legend, planning and drafting, peer editing with a checklist, and a storytelling show for families in week 36.

## All 36 weeks

| WEEK | TOPIC | LANGUAGE FOCUS | SPEAKING AND LISTENING |
|---|---|---|---|
| **Wk 1** | Getting to know you again | present simple and continuous; adverbs of frequency | Interview a classmate about habits and today |
| **Wk 2** | Describing people | What's he like? / What does she look like? | Describe a person for others to guess |
| **Wk 3** | Last weekend | past simple: regular, irregular, questions | Ask and answer about last weekend |

| WEEK | TOPIC | LANGUAGE FOCUS | SPEAKING AND LISTENING |
|---|---|---|---|
| **Wk 4** | Health | What's the matter? should / shouldn't | Doctor and patient role-play |
| **Wk 5** | Rules at home and school | must / mustn't, have to / had to | Discuss and agree class rules |
| **Wk 6** | Wild animals | comparatives and superlatives | Compare wild animals; quiz game |
| **Wk 7** | Sports and talents | be good at + noun / -ing; like + -ing | Talk about what you are good at |
| **Wk 8** | How we do things | adverbs; comparative adverbs (more quickly) | Mime-and-guess with adverbs; describe how people move |
| **Wk 9** | Food and cooking | countable and uncountable; much / many; some / any | Plan a class picnic |
| **Wk 10** | Around town | infinitive of purpose (to buy…); directions | Explain why you go to places; give directions |
| **Wk 11** | People and jobs | relative clauses: who, which, where | Guess-the-job game |
| **Wk 12** | **Review and assessment** | **Term 1 grammar** | **Interview a partner; describe a picture story** |
| **Wk 13** | Weather and seasons | will / won't for predictions | Give a weather forecast |
| **Wk 14** | Plans and arrangements | going to; present continuous for arrangements | Make weekend plans with a partner |
| **Wk 15** | Maybe, maybe not | might / may for possibility | What might be in the mystery box? |
| **Wk 16** | What were you doing? | past continuous | "Where were you at 7 o'clock?" detective game |
| **Wk 17** | Suddenly… | past continuous + past simple with when / while | Tell a story with an interruption |
| **Wk 18** | Have you ever…? | present perfect for experiences: ever / never | "Have you ever…?" class survey |
| **Wk 19** | Just, already, yet | present perfect with just / already / yet | Talk about a to-do list |
| **Wk 20** | What is it made of? | be made of; materials | Describe objects by material; guessing game |
| **Wk 21** | Science and nature | zero conditional (If you…, …) | Explain what happens if… |
| **Wk 22** | Space | too / not … enough; superlatives in facts | Present a planet |
| **Wk 23** | Friends and advice | could / should for advice; tag questions | Problem-page role-play |
| **Wk 24** | **Review and assessment** | **Term 2 grammar** | **Present the Explorer's Guide; answer questions** |
| **Wk 25** | Travel and transport | before / after clauses; first, then | Plan a journey and explain the route |
| **Wk 26** | Festivals and celebrations | past simple and past continuous in a recount | Talk about a celebration you remember |
| **Wk 27** | Senses and opinions | look / sound / feel / taste / smell like; make + adjective | Describe mystery objects with the senses |
| **Wk 28** | Inspiring people | past simple with time phrases (in 1907, when she was…) | Talk about a hero |
| **Wk 29** | Staying safe online | should / shouldn't, must / mustn't | Discuss online rules and agree top tips |
| **Wk 30** | The future | will, might, going to together | Predict life in 2050 |
| **Wk 31** | Setting the scene | past continuous for background; adjectives | Describe a setting from a picture |
| **Wk 32** | Story from pictures | linking: so, because, then, when, before, after | Tell a story from 3 pictures |

| WEEK | TOPIC | LANGUAGE FOCUS | SPEAKING AND LISTENING |
|---|---|---|---|
| **Wk 33** | Myths and legends | mixed narrative tenses; direct speech | Retell a legend in pairs |
| **Wk 34** | Plan and draft | planning a story in paragraphs | Plan characters, problem and events with a partner |
| **Wk 35** | Edit and rehearse | editing: tenses, linking words, speech marks | Rehearse reading aloud with expression |
| Wk 36 | **Final assessment and celebration** | **Year grammar** | **Storytelling show; mock Flyers speaking** |

### Strand pages that go with this level

- **Talk and listening:** Level 2 weeks, Dialogues
- **Phonics and early reading:** Phonics practice
- **Reading fluency and comprehension:** Reading practice, Listen
- **Reading for pleasure:** Reading log, Reading at home
- **Spelling:** Years 3 and 4 spelling, Spelling rules
- **Handwriting:** Joins, Sheet maker
- **Touch typing:** Typing course, Speed test
- **Writing composition:** Writing course, Sentence skills
- **Grammar and punctuation:** Grammar, Past tense game
- **Vocabulary:** Vocabulary, Prefixes and suffixes
- **Games and classroom tools:** Games, Classroom tools
- **Printables:** Printables
- **Short video lessons:** Watch
- **Checks and assessment:** Level 2 assessment, Cambridge guide

## How this plan was built

The weekly content comes from the four level pages. The strand grid was written to cover phonics, reading, writing, grammar, spelling, handwriting, spoken language and the other areas set out in the English programmes of study, the early years framework, the Reading Framework and the Writing Framework. Statutory content by year is on the year pages.

## Sources


- National curriculum in England: English programmes of study (DfE, 2013, updated 2014)
- The reading framework (DfE, 2021, updated 2023)

- The writing framework (DfE, 2025)
- Early years foundation stage (EYFS) statutory framework (DfE, effective 1 September 2026)
- EEF, Improving Literacy in Key Stage 1
- EEF, Improving Literacy in Key Stage 2



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