

ENGLISH CURRICULUM MAP

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

OUR INTENT

English is the glue that holds the curriculum together and is designed to develop skills for life. Throughout their years here at Sheen Mount, an ever-growing confidence will be nurtured through purposeful, innovative and personal experiences which are relevant to the lives of each individual child and valued in the school and wider community. This high-quality curriculum will empower children's written and oral communication, and enable them to read fluently, as well as for pleasure, by equipping them with the skills necessary for their future.

ENGLISH CURRICULUM MAP

Reading

At Sheen Mount, it is our intent to encourage all pupils to read widely across both fiction and non-fiction so that they develop an appreciation of reading. Throughout the years, they will develop their reading skills* so that they become confident readers, are able to gain knowledge across the curriculum, and enhance their knowledge of themselves and the world in which they live in. By the end of their time here at Sheen Mount, our pupils will be able to read fluently and confidently, and enjoy reading for pleasure.

**Reading skills: phonics and phoneme/grapheme awareness (to enable children to decode), linguistic knowledge (vocabulary and grammar), reading comprehension and fluency.*

Writing

At Sheen Mount, our pupils become confident writers who enjoy the writing process, feel proud of their written work and enjoy reading their work. We aim to equip them with the skills necessary for communicating effectively through writing, by providing exciting writing opportunities. Our children understand writing is a tool for communication and are able to develop their own writing 'voice' as they progress through the school. It is important for our pupils to have an awareness of audience, purpose and context while being exposed to a variety of genres and experiences in both formal and informal pieces of writing. Pupils develop stamina for planning, drafting, editing and redrafting, clearly conveying thoughts and opinions at sentence and text level. Through this stage of the writing process, our pupils become effective independent and peer editors with a willingness to take risks. All pupils know the writing skill they are applying and are able to apply the success criteria during the writing process. The ability to spell, use effective vocabulary, grammar and punctuation appropriately, and write fluently, legibly and cohesively are developed and built upon each year.

Grammar and Punctuation

'Grammar sets writers free. No one would think it a kindness to give a teenager a car without teaching them to drive and that includes the rules of the road.'

Our pupils will be equipped with the knowledge and understanding of how grammar works. Through contextualised grammar teaching, our pupils will understand that there are a range of shaping sentences or texts and that different choices of words can generate different possibilities for meaning-making.

They will then be able to make connections between grammar and writing and use it effectively to enhance their written work.

Spelling

Our pupils are immersed in a language-rich environment and develop an enthusiasm for language which takes place both in the classroom and in the wider school. They will develop their phonic knowledge and understand the importance of morphology and etymology and the relationship between meaning and spelling in engaging and interactive lessons. We aim to teach children the necessary rules and continue to build, through the years, a bank of strategies to enable them to spell an unknown word with confidence.

Handwriting

Pupils will leave Sheen Mount with the ability to write fluently and legibly at speed and to have developed their use of the Sheen Mount cursive script. If they are able to produce legible writing comfortably, at speed and with little conscious effort, it will then allow them to attend to the higher-level aspects of writing composition and content.

ENGLISH CURRICULUM MAP

	All about me, Teddy Bears Picnic, Patterns	Halloween, Fireworks, Autumn/Harvest, Animals and Christmas	Winter, Looking at our world, Caring for our world	Space	Traditional Tales	Minibeasts and Dinosaurs
Reception	Autumn Term		Spring Term		Summer Term	
	Our core texts are based around the topics being looked at, usually a new text each week. We have story time at the end of each day (we read a range of stories from school and a range of books the children bring in)					
	<p>Core Texts: A Place Called Home: Look Inside Houses Around the World</p> <p>In Every House on Every Street by Jess Hitchman</p> <p>Writing opportunities: Mark making, verbal opportunities to discuss homes, maps / house drawings with initial sound labels.</p>	<p>Core Texts: Man on the Moon: A Day in the Life of Bob by Simon Bartram</p> <p>Santa's Close Call by Stella Gurney</p> <p>Winnie's Amazing Pumpkin by Valerie Thomas and Korky Paul</p> <p>Writing opportunities: Sequencing with initial sounds and captions, letters and postcards, shopping and ingredient lists.</p>	<p>Core Texts: Fact books or stories about the countries visited</p> <p>Writing opportunities: Lists (packing), letters and postcards, labels, captions, non-fiction sentences.</p>	<p>Core Text: The Encyclopedia of Very Important Dinosaurs</p> <p>Writing opportunities: Riddles, labels, non-fiction sentences.</p>	<p>Core texts: Three Little pigs The Little Red Hen Three Billy Goats Gruff Anansi and the Golden Pot</p> <p>Writing opportunities: Story maps, storyboards, labelling, short stories, booklets</p>	<p>Core Text: The Very Hungry Caterpillar Snail Trail by Ruth Brown Are You a Bee?</p> <p>Writing opportunities: Story maps, Labelling, non-fiction sentences / books, riddles</p>
	<p>Reading/Phonics: Phonemes Digraphs Tricky Words</p>	<p>Reading/Phonics: Revision of Phonemes Digraphs Tricky Words</p>	<p>Reading/Phonics: Revision of Phonemes and Digraphs Trigraphs, Tricky Words</p>	<p>Reading/Phonics: Phonemes Digraphs Trigraphs Tricky Words</p>	<p>Reading/Phonics: Revision of Phonemes Digraphs Tricky Words</p>	<p>Reading/Phonics: Revision of Phonemes and Digraphs Trigraphs, Tricky Words</p>
	<p>Reading/Phonics: (Little Wandle Phonics Scheme) Reading Word-level Children learn graphemes/spellings for the first set of phonemes Children start to look at Reception level tricky words Begin to apply phonic knowledge and skills as the route to decode words. Children look at: ● words with s /s/ added at the end (hats sits) ● words ending with s /z/ (his) ● words with s /z/ added at the end (bags)</p>		<p>Reading/Phonics: (Little Wandle Phonics Scheme) Reading Word-level Children continue to learn/review graphemes/spellings for the phonemes Children continue to look at Reception level tricky words Continue to apply phonic knowledge and skills as the route to decode words. Children to look at: ● words with double letters: dd, mm, tt, bb, rr, gg, pp and ff ● words with two or more digraphs ● words ending in -ing ● compound words ● words with s in the middle /z/ s ● words ending -s ● words with -es at the end /z/</p>		<p>Reading/Phonics: (Little Wandle Phonics Scheme) Reading Word-level Children continue to learn/review graphemes/spellings for the phonemes Children continue to look at Reception level tricky words Continue to apply phonic knowledge and skills as the route to decode words. Children to look at: ● Short vowel CVCC, CCVC, CCVCC, CCCVC, CCCVCC ● Compound words ● root words ending in: -ing, -ed /t/, -ed /d/ /ed/ - est, -ed /d/ ● Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC ● Phase 4 words ending -s /s/, -s /z/, -es</p>	
<p>Phonemes, Digraphs, Trigraphs and Split Digraphs</p>	s,a,t,p,i,n,m,d,g,o,c/k	e,u,r,h,b,f,l,y,j,v,w,x,z ff,ll,ss,zz	qu,sh,ch,th,ng,ee,or,ai,oo, ie/igh,oa	oi,er,ue,ou/ow,ar,ay,oy,ea ear,ure,air	Phase 4	Phase 4 ir i-e, a-e,o-e, e-e, u-e

ENGLISH CURRICULUM MAP

Tricky Words		The, I, to, he, she, we	Into, no, go, you, me, be, was	My, put, all, her, are, like, so, do, they, said	Have, there, some, come, one, when, were, what, little, who	Why, where, Mr, Mrs, could, would, should, people, because
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Subject	Autumn Term		Spring Term		Summer Term	
Year 1	<p>Core Texts:</p> <p>The Snail and the Whale by Julia Donaldson The Gruffalo by Julia Donaldson</p> <p>Children explore a range of interesting and engaging texts through different cross-curricular activities in order to provide a structured and stimulating transition from reception. Children will also explore texts linked to science and geography work.</p> <p>Writing Opportunities: Lists/Labels Recounts Sequencing/Retelling stories Describing settings using senses Describing characters</p> <p>Grammar/Composition: Write using full sentences and finger spaces Beginning to use capital letters and full stops Adjectives Spell making phonically plausible attempts Spell some exception words</p>	<p>Core Texts:</p> <p>Room on the Broom by Julia Donaldson</p> <p>We're going to find the monster by Malorie Blackman.</p> <p>Children continue to look at books by Julia Donaldson and explore alphabetical order.</p> <p>Writing Opportunities: Instructions Setting and character description Retelling stories Stories based on a Julia Donaldson story Non-fiction writing</p> <p>Grammar/Composition: Write simple sentences with finger spaces, full stops and capital letters. Consolidate 'holding a sentence' and sentence structure</p>	<p>Core Texts:</p> <p>Beegu by Alexis Deacon</p> <p>Children explore 'Beegu' using emotional literacy, making links to our living values. They then explore the story of 'Where the Wild Things Are' through drama and sequencing activities. They plan and write part of the story by changing key elements</p> <p>Writing Opportunities: Retelling story of Beegu Beegu Diary Entry Describing characters and settings Adapting and writing part of a story</p> <p>Grammar/Composition: Consolidate and build on all previous statements Develop use of sentence openers in non-fiction writing Develop sentences using conjunctions. Begin to use commas and more ambitious description</p>	<p>Core Text:</p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>Poetry - exploring a range of poems.</p> <p>Children explore information writing through our scientific study of plants. Children then explore a range of poems and the features of poetry including alliteration, similes, onomatopoeia and personification.</p> <p>Writing Opportunities: Poetry Explanation/Instructions Information Reports linked to Science topic of 'Plants'.</p> <p>Grammar/Composition: Consolidate and build on all previous statements Extend use of adjectives and introduce similes Descriptive phrases and devices linked to poetry. Commas/exclamation marks Focus on past tense</p>	<p>Core text:</p> <p>Traditional tales/fables - Goldilocks Little red Riding Hood</p> <p>Children read, explore and immerse themselves in a range of traditional tales/fairy tales and fables. They explore stories through a range of drama and role-play activities. They explore modern versions of these tales and focus on retelling familiar stories/tales.</p> <p>Writing Opportunities: Letters Character and setting description Narrative story writing Recounts Diary entry</p> <p>Grammar/Composition: Consolidate and build on all previous statements Explore different ways of opening sentences Introduce a wider range of conjunctions and descriptive vocabulary</p>	<p>Core Text:</p> <p>The Lion and the Mouse The Hare and Tortoise</p> <p>Children begin to understand and use a dictionary and alphabetical order. They then complete writing linked to the Battle of Hastings.</p> <p>Writing Opportunities: Recounts Information/Historical writing Persuasive writing Diary entry Explanation/Historical Persuasive writing</p> <p>Grammar/Composition: Consolidate and build on all previous statements Explore different ways of opening sentences Introduce a wider range of conjunctions and descriptive vocabulary Consolidate all previous punctuation including question marks and exclamation marks Use of speech in stories (not speech marks)</p>

ENGLISH CURRICULUM MAP

	<p>Form capital letters and lower case letters correctly</p>	<p>Time words and sequencing words Adjectives Conjunctions Continue to spell making phonically plausible attempts Continue to spell exception words Form capital letters and lower case letters correctly</p>	<p>Begin to use question marks and exclamation marks Understand what a verbs is Develop an understanding of the simple past and the suffix 'ing' and 'ed' Continue to spell making phonically plausible attempts Continue to spell exception words Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Separate words with spaces.</p>	<p>Continue to extend sentences using different conjunctions Continue to spell making phonically plausible attempts Continue to spell exception words Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Separate words with spaces.</p>	<p>Consolidate all previous punctuation including question marks and exclamation marks. Use of speech in stories (not speech marks) Commons/Proper/Pro-Nouns Singular and plurals nouns Prefix 'un' Suffix 'ing' 'ed' 'er' Continue to spell making phonically plausible attempts Spell many common exception words. Form capital and lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Commons/Proper/Pro-Nouns Singular and plurals nouns Prefix 'un' Suffix 'ing' 'ed' 'er' Continue to spell making phonically plausible attempts Spell many common exception words. Form capital and lower-case letters in the correct direction, starting and finishing in the right place.</p>
	<p>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</p> <p>Word level: Children revisit sounds learnt in reception (Phase 2 and 3 of Letters and Sounds) and steadily begin to look at Phase 5 sounds. They are develop their ability to read each grapheme learnt and consolidate their ability to write words with the correct graphemes. They apply their phonic knowledge and skills as the route to decode words and start to read other words of more than one syllable that contain taught graphemes/phonemes. Children begin to read some exception words. They build on their ability to re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p>Comprehension: Children can explain clearly their understanding of what is read to them and participate in discussion about what is read to them, taking turns and listening to what others say. They being to answer questions in discussion with the teacher and make simple inferences. They can retell some of a familiar story/rhyme, when being read to by an adult.</p>	<p>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</p> <p>Word level: Children continue to develop segmenting and blending by reading real and alien (non-sense) words and continue with Phase 5 sounds not yet learnt. They develop their ability to respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Children read accurately by blending sounds in unfamiliar words containing graphemes/phonemes that have been taught and continue to read many common exception words. Children read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.</p> <p>Comprehension: Children begin guided reading and developing reading comprehension skills as a group. Children explain what has happened so far in what they have read and demonstrate an understanding of both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. They develop their ability to check that the text makes sense as they read and correct inaccurate reading.</p>	<p>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</p> <p>Word level: Children continue and revise of all phase 5 sounds and their alternatives. They prepare for the Phonics Screening Check, reading real and alien (non-sense) words. Children build on their ability to read aloud many words containing taught graphemes/phonemes quickly and accurately with and without overt sounding and blending. Children begin to read words with -s, -es, -ing, -ed, -er and -est endings, as well as words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). They use their phonic knowledge to read compound words. Children read most common exception words for Year 1 and start to look at some for Year 2.</p> <p>Comprehension: Children understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. They further develop their understanding by drawing on what is already known or on background information and vocabulary provided by the teacher to make inferences. They develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.</p>			

ENGLISH CURRICULUM MAP

ENGLISH CURRICULUM MAP

	Autumn Term		Spring Term		Summer Term	
Year 2	<p>Core Texts:</p> <p>The Day the Crayons Quit This Moose Belongs to Me Stuck Lost and Found (all by Oliver Jeffers)</p> <p>His stories are emotive, imaginative and set in familiar settings where exciting things happen! Children learn stories using actions and change elements. Children also explore information and explanation writing through the topic of the Great Fire of London.</p> <p>Writing Opportunities: Setting and character description Letters Instructions Story writing Information/Explanation Diary entries</p>	<p>Core Texts:</p> <p>Great Fire of London - a variety of non-fiction texts</p> <p>Writing Opportunities: Factual/Information Non-Chronological Report Explanation</p>	<p>Core Text:</p> <p>Mary Poppins – by P.L Travers</p> <p>The children start off by exploring ‘Mary Poppins’ by P. L Travers as a classic, familiar story from England. This book provides the children with an opportunity to engage with text rich with descriptive vocabulary and to develop inference skills to access deeper meaning. They then explore a diverse range of stories and folktales linked to countries explored as part of the Geography topic. The children write for a range of purposes and build on their ability to plan and write a story.</p> <p>Writing Opportunities: Character and setting description Letters Persuasive writing Diary entries Stories</p>	<p>Core Texts:</p> <p>No Such Thing as Nessie by Chani McBain</p> <p>Dilwyn the Welsh Dragon by Samuel Langley-Swain</p> <p>Coming to England by Floella Benjamin</p> <p>Secret Strings of Poetry - a variety of shape poems.</p>	<p>Core Texts:</p> <p>Zoo Gorilla The Tunnel (all by Anthony Browne)</p> <p>The world of Anthony Browne is fascinating and emotive. These picture books challenge the children’s perceptions of the world around them and invite them to think differently. The books are playful and the illustrations are often open to many interpretations. The children also complete non-fiction writing linked to the history topic of the Victorians.</p> <p>Writing Opportunities: Character profile Emotive and creative writing Story adapting and writing Instructions Non-fiction/Information /Explanation</p>	<p>Core Text:</p> <p>The True Story of the Three Little Pigs</p> <p>Writing Opportunities:</p>
	<p>Grammar/Composition: Write sentences to form short narratives (real and fictional) Consider and plan writing and begin to make simple corrections and revisions Write using spaces, full stops, capital letters, commas in a list, exclamation marks and question marks. Join sentences using conjunctions Use Time words/sentence and story openers Use adjectives and other descriptive vocabulary Use expanded noun phrases and pro-nouns Use sentences with different forms in their writing (statements, questions, exclamations and commands)</p>	<p>Grammar/Composition: Consolidate and build on all previous statements Write simple, coherent narratives, real and fictional Write for different purposes Continue to plan writing and begin to make simple corrections and revisions Develop use of conjunctions for coordination and subordination Continue to develop use of past tense Begin to understand and use some suffixes to form nouns, adjectives and adverbs Begin to understand and use contracted forms Begin to understand and use speech including speech marks</p>	<p>Grammar/Composition: Consolidate and build on all previous statements Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their writing. Consolidation of all previous grammar and punctuation work Use apostrophes in contracted words and begin to understand how to use them in possession Begin to understand and use paragraphs</p>			

ENGLISH CURRICULUM MAP

	<p>Use the past tense correctly and start to understand progressive past tense</p> <p>Spell words by making phonetically plausible attempts</p> <p>Spell some common exception words</p> <p>Forming lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p>	<p>Continue to spell words by making phonetically plausible attempts, beginning to spell many correctly</p> <p>Spell many common exception words</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Use some diagonal and horizontal strokes needed to join some letters</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>
	<p>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</p> <p>Word-level</p> <p>Children re-cap on all phase 5 phonemes to consolidate their phonic knowledge.</p> <p>They learn all alternative graphemes/spellings for each phoneme, including alternative pronunciations.</p> <p>They consolidate their ability to read and write exception words from year 1 and start to look at year 2 exception words.</p> <p>They Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</p> <p>Word-level</p> <p>Children consolidate all phoneme and alternative graphemes in phase 5. They read and write words with common prefixes/suffixes and year 2 exception words. They continue to develop reading fluency, without overt segmenting and blending, to allow them to focus on their understanding rather than on decoding individual words. They re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. They sound out most unfamiliar words accurately, without undue hesitation.</p>	<p>Reading/Phonics: (See Y2 Phonics and Spelling Progression document)</p> <p>Word-level</p> <p>Children consolidate all phoneme and alternative graphemes in phase 5 and start to look at spelling patterns in phase 6, linked to common homophones/Near-homophones, prefixes/suffixes and exception words, tenses, plural nouns and contracted forms. They continue to read year 2 exception words and read accurately most words of two or more syllables. They continue to develop reading fluency, without overt segmenting and blending, to allow them to focus on their understanding rather than on decoding individual words. They re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. They sound out most unfamiliar words accurately, without undue hesitation.</p>
	Autumn Term	Spring Term	Summer Term
Year 3	<p>Core Texts:</p> <p>Major Glad, Major Dizzy by Jan Oke A picture book which will inspire us to write about the adventures of two Victorian toy soldiers who have been lost under the floorboards.</p> <p>The Firework Maker's Daughter by Phillip Pullman A fantasy story with a strong female lead, Lila, who embarks on a series of unforgettable adventures in her quest to become a firework maker. Her friend Chulak and his talking white elephant help her and bring some humour to the narrative.</p>	<p>Core Texts:</p> <p>George's Marvellous Medicine by Roald Dahl In the story, George's "grizzly old grunion" of a Grandma gets her comeuppance when her grandson feeds her a very specially concocted medicinal brew...</p> <p>Poetry - Cloudbusting by Malorie Blackman</p>	<p>Core Text:</p> <p>The Legend of Podkin One-Ear by Kieran Larwood This gives the children the opportunity to experience a contemporary novel with a classic feel. It exposes the children to inference and looking for the hidden meaning. It will develop lessons of friendship, loyalty and bravery.</p>
	Writing Opportunities	Writing Opportunities	Writing Opportunities

ENGLISH CURRICULUM MAP

	<p>Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> • Recount (diary entry) - Written in the first person and past tense; using adverbs and adverbial phrases to state when, what and where • Setting description – Prepositions, expanded noun phrases and sentence openers. • Balanced argument - introduction of paragraphs • Narrative (retelling a chapter) – Written in the third person. • Non-fiction text - missing animal report. • Prediction and inference - expressing opinions with support and evidence from the text. • Book Review – Facts and opinions, persuasive devices (alliteration, rhetorical questions, the rule of three and exaggeration) • Peer Editing - Sentence correction/up-levelling 	<p>Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> • Setting description • Recount (diary entry) • Character description - Similes and metaphors, written in third person, pronouns to avoid repetition, paragraphs to separate character attributes: appearance, personality and behaviour • Rhyming verse (Roald Dahl revolting recipe) • Choral Speaking (Reading aloud, intonation, pauses, breath work)- Onomatopoeia, adjectives, similes, metaphors, personification, alliteration, rhyme and repetition • Persuasive (advert) - Persuasive devices (alliteration, rhetorical questions, the rule of three, facts and exaggeration) • Narrative - Inverted commas for dialogue between characters, vary use of simple, compound and complex sentences. • Peer Editing - Sentence correction/up-levelling. 	<p>Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> • Written summary (of a chapter) –minimising detail and focusing on key events and people • Writing in role - Emotive language, past tense, adverbial phrases • Narrative including creation of new character - Inverted commas for dialogue between characters, paragraphs to organise events, adverbial phrases, powerful verbs, expanded noun phrases • Newspaper article- Features of a non-fiction text: headline, introduction, paragraphs, 5 W's, reported speech, structure and layout • Peer Editing - Sentence correction/up-levelling • Publishing work for display (Podkin work)
	<p><u>Techniques/Mechanics/Grammar/Punctuation:</u> Basic punctuation (CL, FS, comma) Features of a sentence Present perfect tense Adjectives and Similes Sentence openers Synonyms Formal and informal language Conjunctions Forms of a or an Apostrophes for possession and omission Word classes Word families Prefixes and suffixes Features of a sentence Pronouns Use first two/three letters of a word to find it in the dictionary/thesaurus Simple and compound sentences</p>	<p><u>Techniques/Mechanics/Grammar/Punctuation:</u> Sentence openers Conjunctions Antonyms Paragraphs Homophones Commas (to separate adjectives or items in a list and to separate clauses) Past tense Clauses Subordinate clauses Use first two/three letters of a word to find it in the dictionary/thesaurus Features of a sentence Simple, compound and complex sentences Forms of a or an</p>	<p><u>Techniques/Mechanics/Grammar/Punctuation:</u> Time conjunctions Prepositional phrases Singular and plural possessive apostrophe Indirect speech Adverbs Pronouns Subordinate clauses Homophones Use first two/three letters of a word to find it in the dictionary/thesaurus Simple, compound and complex sentences Forms of a or an Formal and informal language</p>
	<p><u>Reading Opportunities:</u> During shared reading and guided reading:</p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - developing empathy - preparing poems and plays to read aloud and to perform 		

ENGLISH CURRICULUM MAP

	<ul style="list-style-type: none"> - recognise different forms of poetry - using dictionaries to check the meaning of words - explaining word meanings - comprehension skills: check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - discussing words and phrases that capture the reader's interest - identify how language, structure and presentation contribute to meaning - retrieve and record information from non-fiction texts <p>Other Reading Opportunities:</p> <ul style="list-style-type: none"> - independent reading - reading recommendations and book discussions - making comparisons within and across books - whole class poetry recital: Harvest Assembly, Spring Assembly, Tennyson Down Performance - library session - whole class story 		
	<p>Spelling:</p> <ul style="list-style-type: none"> - Syllables - Phonemes - Long and short vowels - Adding 'ing' - 'le' ending - Root and prefix recognition - Synonyms <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. 	<p>Spelling:</p> <ul style="list-style-type: none"> - Long vowels - Long vowel homophones - Singular and plural - Plural exceptions - Compound words <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. 	<p>Spelling:</p> <ul style="list-style-type: none"> - Root words, prefixes and suffixes - Suffix rules (double letter, drop e, change y to i) - Using the suffixes ly, ful, less, ture, sure, ous, tion and sion <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting.
	Autumn Term	Spring Term	Summer Term
Year 4	<p>Reading Core Texts:</p> <p>A selection of Greek Myths (interactive books): The Minotaur, Persephone, Pandora's Box In this unit the children are exposed to the world of Greek mythology where they learn about the well known characters and stories from classical history. Whilst reading these stories, children develop their inference skills</p> <p>The Lion ,the Witch and the Wardrobe by C.S. Lewis</p>	<p>Reading Core Text:</p> <p>Kensuke's Kingdom This is an adventure story drawn from fact and gives an insight into a historical era. We learn to empathise with the main characters and the dilemmas they face while stranded on a deserted island. We also read Bear Grylls Survival Guides to help us understand non- fiction texts.</p>	<p>Reading Core Texts:</p> <p>There's a Boy in the Girl's Bathroom This text focuses on a boy with behavioural difficulties and friendship problems at school. This provides strong links to PSHE and developing empathy.</p> <p>Michael Rosen Poetry</p>

ENGLISH CURRICULUM MAP

<p>The knowledge of mythological creatures is useful in the study of this classic novel. Whilst reading this novel, we consider the motivations and reactions of the main characters and appreciate the plot development.</p>		<p>We read and perform a range of Michael Rosen's repertoire of poetry both humorous and thought provoking poems.</p>
<p>Reading Opportunities: During shared reading and guided reading:</p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - developing empathy - preparing poems and plays to read aloud and to perform - recognise different forms of poetry - using dictionaries to check the meaning of words - explaining word meanings - comprehension skills: check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - discussing words and phrases that capture the reader's interest - identify how language, structure and presentation contribute to meaning - retrieve and record information from non-fiction texts <p>Other Reading Opportunities:</p> <ul style="list-style-type: none"> - independent reading - reading recommendations and book discussions - making comparisons within and across books - whole class poetry recital: Harvest Assembly, Spring Assembly, Tennyson Down Performance - library session - whole class story 		
<p>Writing Opportunities Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>-Narrative description – describing settings, characters and plots; creating atmosphere by selecting ambitious and appropriate vocabulary; using sentences which have more than one clause; using fronted adverbials and expanded noun phrases</p> <ul style="list-style-type: none"> - Balanced argument – organising writing into paragraphs; planning writing to ensure it has a clear structure and will flow. - Writing in role with dilemmas facing main characters – using appropriate and varied pronouns to avoid repetition - Dialogue – Using correctly punctuated direct speech <p>Techniques/Mechanics/Grammar/Punctuation:</p>	<p>Writing Opportunities Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>-Narrative description – describing settings, characters and plots; creating atmosphere by selecting ambitious and appropriate vocabulary; using sentences which have more than one clause; using fronted adverbials and expanded noun phrases</p> <ul style="list-style-type: none"> - Balanced argument – organising writing into paragraphs; planning writing to ensure it has a clear structure and will flow. - Writing in role with dilemmas facing main characters – using appropriate and varied pronouns to avoid repetition - Dialogue – Using correctly punctuated direct speech - non-fiction (survival guide) – organising our non-narrative writing using heading and sub-headings 	<p>Writing Opportunities Writing process: identify purpose and audience; immersion; plan; edit and peer-assess; publish/perform</p> <p>-Narrative description – describing settings, characters and plots; creating atmosphere by selecting ambitious and appropriate vocabulary; using sentences which have more than one clause; using fronted adverbials and expanded noun phrases</p> <ul style="list-style-type: none"> - Balanced argument – organising writing into paragraphs; planning writing to ensure it has a clear structure and will flow. - Writing in role with dilemmas facing main characters – using appropriate and varied pronouns to avoid repetition - Dialogue – Using correctly punctuated direct speech

ENGLISH CURRICULUM MAP

	<ul style="list-style-type: none"> -Using prepositions - Using apostrophes for contraction and possession -Commas after fronted adverbials -Sentence structure – simple, compound; complex and use of conjunctions - Using subordinate clauses including comma if at beginning of sentence -Direct speech introduce correct punctuation <p>Spelling:</p> <ul style="list-style-type: none"> - ation - ch as sh - silent c - possessive apostrophe - homophones <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. <p>Pen licence awarded to those who demonstrate consistent quality of handwriting</p>	<ul style="list-style-type: none"> - Instructional writing - recipe <p>Techniques/Mechanics/Grammar/Punctuation:</p> <ul style="list-style-type: none"> -Using prepositions - Using apostrophes for contraction and possession -Commas after fronted adverbials -Sentence structure – simple, compound; complex and use of conjunctions - Using subordinate clauses including comma if at beginning of sentence -Direct speech introduce correct punctuation <p>Spelling:</p> <ul style="list-style-type: none"> - Compound words - gue /que - prefixes <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. <p>Pen licence awarded to those who demonstrate consistent quality of handwriting</p>	<ul style="list-style-type: none"> - poetry writing – collaborative and performance <p>Techniques/Mechanics/Grammar/Punctuation:</p> <ul style="list-style-type: none"> -Using prepositions - Using apostrophes for contraction and possession -Commas after fronted adverbials -Sentence structure – simple, compound; complex and use of conjunctions - Using subordinate clauses including comma if at beginning of sentence - Direct speech introduce correct punctuation - read work aloud with expression and clarity - proof-read and peer assess writing <p>Spelling:</p> <ul style="list-style-type: none"> - suffixes - ly - ture/sure - ous/ious/eous - ssion/cian/tion - able - ci sounds like sh - ci in the middle of words <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. <p>Pen licence awarded to those who demonstrate consistent quality of handwriting</p>
Year 5	Autumn Term	Spring Term	Summer Term
	<p>Reading Core Text:</p> <p>Tuesday by David Wiesner Tuesday, written and illustrated by David Wiesner, is a 1991 wordless picture book published by Clarion Books. Tuesday received the 1992 Caldecott Medal for illustrations and was Wiesner's first of three Caldecott Medals that he has won during his career.</p> <p>Shackleton's Journey by William Grill A non-fiction text/picture book about Shackleton's epic expedition to Antarctica. Children are able to immerse themselves in writing in character as they write a letter to persuade a colleague to join the voyage and then reflect on the highs and lows of the journey in a diary entry.</p>	<p>Reading Core Text:</p> <p>William Shakespeare's Macbeth (Oxford University Press, adapted by Jon Blake) In this unit the children are exposed to one of Shakespeare's dramas which provides an opportunity for the children to examine plot and character development as used by one of the literary greats.</p>	<p>Reading Core Text:</p> <p>Journey to Jo'burg by Beverly Naidoo This text examines a contrasting childhood experience to our own and provides insight into a historical era. This unit is supported by links to non-fiction texts, in particular, apartheid.</p> <p>The Lost Words by Robert MacFarlane This poetry unit introduces the children to vocabulary disappearing from everyday use.</p>

ENGLISH CURRICULUM MAP

<p>Reading Opportunities: During shared reading and guided reading:</p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - discuss themes and conventions - develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language and its impact on the reader - develop empathy by understanding feelings and actions of characters - distinguish between fact and opinion statements - Retrieve, record and present information from non-fiction texts <p>Other Reading Opportunities</p> <ul style="list-style-type: none"> - independent reading - whole class guided reading - reading recommendations and book discussions, including presentations and debates; make comparisons within and across books - whole class poetry recital: Harvest Assembly, Spring Assembly - library sessions - whole class story 		
<p>Writing Opportunities</p> <p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - Setting description - selecting appropriate vocabulary – figurative and literal. - Journalistic writing - direct and indirect speech. - Narrative (story development) - Fact file on Antarctica - Formal letter writing - job application - Diary entry – using expanded noun phrases to explain complex information. Modify noun phrases using adverbial and prepositional phrases. - Motivational speech writing <p>Techniques/Mechanics/Grammar/Punctuation:</p> <ul style="list-style-type: none"> - Word classes - Modal Verbs 	<p>Writing Opportunities</p> <p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - Narrative setting description – describing settings; creating atmosphere by selecting appropriate vocabulary – figurative/literal. - Instructional text (recipe) – structure and presentational devices; relative clauses - Soliloquy – relative clauses, perform to the class - Journalistic writing – using bracket, dashes or commas for parenthesis; direct/indirect speech - Dialogue – Using direct speech to advance the action - Character analysis - Play scripts <p>Techniques/Mechanics/Grammar/Punctuation:</p> <ul style="list-style-type: none"> - Using prepositions - Relative clauses 	<p>Writing Opportunities</p> <p>Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - Non-chronological report on South Africa - Informal letter writing - Character comparison - Poetry – writing etherees, kennings, As ... is to ... and poems in the diamante incantation. Vocabulary choices <p>Techniques/Mechanics/Grammar/Punctuation:</p> <ul style="list-style-type: none"> - Consolidation of Yr 5 key skills - Top Tips for Year 6 - Poetry performance <p>Spelling:</p>

ENGLISH CURRICULUM MAP

	<ul style="list-style-type: none"> - Expanded noun phrases - Main clauses, relative clauses and subordinate clauses - Use of conjunctions to create cohesion <p>Spelling:</p> <ul style="list-style-type: none"> - recap of Yr3/4 statutory words - tion/sion - ssion - cian - adding suffixes beginning with vowel letters - common suffixes - common prefixes - y-i <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. <p>Increase legibility, consistency and quality of handwriting.</p>	<ul style="list-style-type: none"> - Using brackets, dashes and commas for parenthesis - Commas for clarity and to avoid ambiguity - Sentence structure – simple, compound; complex and use of conjunctions (FANBOYS and I SAW A WABUB) - Direct/indirect speech - Possessive apostrophes <p>Spelling:</p> <ul style="list-style-type: none"> - cial/tial - cious/tious - able/ably - ible/ible - ei/ie after c with sound of eee <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. <p>Increase legibility, consistency and quality of handwriting.</p>	<ul style="list-style-type: none"> - ough - silent letters - homophones <p>Handwriting:</p> <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting.
<h3>Year 6</h3>	<p>Reading Opportunities: Core Texts:</p> <p>Letters from the Lighthouse by Emma Carroll Set in February 1941 and with London unsafe, Olive and her brother Cliff, are evacuated to the Devonshire coast to stay with a mysterious lighthouse keeper. Olive must solve a mystery on her own involving a strange coded note which seems to link her older sister to a dangerous situation.</p> <p>The text allows the children to understand the war time experience of evacuated children and their parents whilst developing their inferential skills as the plots unfolds.</p> <p>Holes by Louis Sachar (extracts)</p> <p>A novel about a boy named Stanley who is sent to a Juvenile Correctional Facility in Texas for being a 'bad boy'. The story takes place in the present, the past and the distant past and has a complex plot. Nobody knows why they are digging these holes but as the plot unfolds, the truth is revealed.</p>	<p>Reading Opportunities: Core Text:</p> <p>Mouse, Bird, Snake, Wolf by David Almond The imagination of three children takes on unexpected life in this creation tale. The graphic novel is a powerful and thought-provoking text, giving children the opportunity to explore the beauty and dangers of nature as well as the importance of boundaries and self-restraint.</p>	<p>Reading Opportunities: Core Text / stimulus:</p> <p>Non-fiction texts - real life current events</p> <p>Film - Ron's Gone Wrong</p>

ENGLISH CURRICULUM MAP

	<p>The text allows the children to explore plot twists, analyse characters' personalities and actions and discuss a variety of thought-provoking themes.</p>		
	<p>During shared reading and guided reading:</p> <ul style="list-style-type: none"> - encouragement of Reading for Pleasure - apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words - listen to, read and discuss a wide range of books and writing - develop fluency, use of expression and stamina - discuss themes and conventions - develop comprehension skills – check their own understanding; ask questions; retrieve information; infer meaning and justify with evidence; vocabulary exploration; summarising; predicting - identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language and its impact on the reader - develop empathy by understanding feelings and actions of characters - distinguish between fact and opinion statements - Retrieve, record and present information from non-fiction texts <p>Other Reading Opportunities</p> <ul style="list-style-type: none"> - independent reading - reading recommendations and book discussions, including presentations and debates; make comparisons within and across books - whole class poetry recital: Harvest Assembly, Remembrance Assembly, Spring Assembly, Year 6 Play - library sessions - whole class story 		
	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - letter writing in role – paragraphs and basic punctuation - encyclopaedia entry – non-fiction structure, formal, technical and descriptive language, cohesion (subheadings and adverbials). Create class encyclopaedia – read to class. - historical setting description – air raid shelter. Use conjunctions, adverbs and prepositions to express time and cause. Synonyms/antonyms. - newspaper report – choosing vocabulary for purpose and engagement. Choose nouns or pronouns appropriately. Use of the subjunctive. - scientific writing – using formal and informal language; cohesion (subheadings and adverbials). <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> - Nouns & verbs - revision & identifying in sentences 	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - descriptive writing – using figurative language and varying sentence structure. Expanded noun phrases and adverbial phrases. Ellipsis for cohesion. Share with class. - scientific explanation text – formal and impersonal language; use of bullet points. Share with Yr 5 pupils and send to scientist. - poetry writing – descriptive language, incl figurative language in a 'renga'. - narrative – describing settings and characters; creating atmosphere. Ellipsis and repetition for cohesion. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - noun phrases and adverbial phrases 	<p><u>Writing Opportunities</u> Writing process: identify purpose and audience; immersion; plan; draft; edit and peer-assess; publish/perform</p> <ul style="list-style-type: none"> - journalistic writing – use of passive voice, combination of all writing skills. Create class newspaper. - leaflet writing – combination of all writing skills. - Scientific explanation text - how the heart works. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - subjunctive - simple past, past progressive, simple present, present progressive - present perfect, past perfect and future perfect

ENGLISH CURRICULUM MAP

	<ul style="list-style-type: none"> - Adjectives & adverbs - revision & identifying in sentences - Subject & object - Determiners - Prepositions - Pronouns - Coordinating conjunctions - Subordinating conjunctions - Punctuation of direct speech - Hyphens - Capital letters - when to use them & when not to use them - Apostrophes - Spelling: <ul style="list-style-type: none"> - 'ie' or 'ei' - common prefixes and common suffixes - apostrophes - 'y' to 'ies' - ance/ant/ancy - ence/ent/ency - hyphens - statutory Year 6 words - word families based on common words Handwriting: <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. 	<ul style="list-style-type: none"> - standard English - formal and informal language - semi-colons and colons - parenthesis - active and passive - subject and object - modal verbs - Spelling: <ul style="list-style-type: none"> - silent letters - homophones - words ending in '-fer' - commonly confused words - words with 'ough' - changing suffixes - statutory Year 6 words - word families based on common words Handwriting: <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting. 	<ul style="list-style-type: none"> - revision - Spelling: <ul style="list-style-type: none"> - statutory Year 6 words - revision of KS2 spelling patterns - word families based on common words Handwriting: <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes that are needed to join letters. - Increase legibility, consistency and quality of handwriting.
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