


English Curriculum Map


Nursery

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Rhyming picture book	Fact finding about bears	Finding tale	Fact finding about pets	Prediction	Information texts	Sequential Picture book	Information text	Didactic	Information text	Picture book	Recount
Text Example	Brown Bear, Brown Bear, What Do You See – <i>Bill Martin Jr</i>	Habitat Food Countries of the world	Where's Spot? – <i>Eric Hill</i>	Pets at the vets Non-fiction books about pets and other animals	Dear Zoo – <i>Rod Campbell</i>	Wild animals	Jasper's Beanstalk – <i>Nick Butterworth</i>	Growing beans	The Very Hungry Caterpillar – <i>Eric Carle</i>	Life cycle of a butterfly	Hairy Maclary from Donaldson's Dairy – <i>Lynley Dodd</i>	The Train Ride – <i>June Crebbin</i>
Pre-Writing Skills	Joins in with repeated refrains and anticipates key events and phrases	Retrieval of information	Oral retelling Story sequencing	Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys Uses available resources to create props to support role-play.	Repetitive pattern	Adding adjectives and basic conjunctions	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Sequencing and labelling	Story sequencing Retell and innovation	Model ways of finding out information from non-fiction texts	Oral innovation	Recount of a trip Maps
Nursery Rhymes, Poems, Songs and Alternate Learning	Bear themed stories Bear rhymes Bear poems Teddy Bear's picnic Story maps		Vets role play Pet and animal themed stories Animal themed nursery rhymes and poems Baby animals		Small world zoo Baby wild animals Wild animal themed stories Wild animal themed poems Painting wild animals Discriminating animal sounds Story maps		Garden Centre role play Growing themed stories Growing poems		Life cycles – caterpillars to butterflies and tadpoles to frogs Seasons Growing and changing Story maps		Transport poems Travel poems Places to visit Old MacDonald Had a Farm - <i>Song</i>	
Teaching of Early Reading	<u>Speaking & Listening Letters & Sounds: Aspect 1</u> General sound discrimination Environmental sounds		<u>Speaking & Listening Letters & Sounds: Aspect 2</u> General Sound discrimination Instrumental sounds Revisit Aspect 1		<u>Speaking & Listening Letters & Sounds: Aspect 3</u> General sound discrimination Body percussion Revisit Aspect 1 & 2		<u>Speaking & Listening Letters & Sounds: Aspect 4</u> Rhythm and Rhyme Letters & Sounds: Aspect 5 Alliteration Revisit Aspect 2 & 3		<u>Speaking & Listening Letters & Sounds: Aspect 6</u> Voice sounds Letters & Sounds: Aspect 7 Oral blending and segmenting Revisit Aspect 3, 4 & 5		<u>Speaking & Listening</u> Revisit Aspect 1 to 7	

Reading Focus (Development Matters)	<p>Listens to and enjoys rhythmic patterns in rhymes and stories</p> <p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Interested in books and rhymes and may have favourites.</p> <p>Rhyming and rhythmic activities</p> <p>Recognising rhythm in spoken words</p> <p>Listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Describe main story settings, events and principal characters.</p> <p>Look at books independently.</p> <p>Handle books carefully</p> <p>Hold books the correct way up and turns pages</p> <p>Story maps</p> <p>Listen and support what children tell you about the marks they make.</p>	Revisit Autumn Areas Which Require Consolidation In addition, for Spring: Beginning to be aware of the way stories are structured. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment Expresses self through physical action and sound Can talk about some of the things they have observed Sometimes gives meaning to marks as they draw and paint	Revisit Autumn and Spring Areas Which Require Consolidation In Addition, for Summer: Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom Hears and says the initial sound in words Writes own name and other things such as labels, and captions
Fine Motor Control	Strings four large beads - Turns single pages - Snips with scissors - Holds crayon with thumb and fingers (not fist) - Uses one hand consistently in most activities - Imitates circular, vertical, horizontal strokes - Paints with some wrist action, makes dots, lines, circular strokes - Rolls, pounds, squeezes and pulls play dough - Eats without assistance - Dough Disco - Write Dance		Cuts on a line continuously - Copies across – Copies square – Writes name – Writes numbers 1 to 5 – Copies letters – Handedness well established – Dresses and undresses independently – Dough Disco – Write Dance
Essential Reads	<p>Each Peach Pear Plum - Janet and Allan Ahlberg</p> <p>Hug - Jez Alborough</p> <p>Come on Daisy - Jane Simmons</p> <p>We're Going on a Bear Hunt - Michael Rosen</p> <p><u>Over and Over Stories (Nursery and Reception)</u></p> <p>The Tiger Who Came to Tea - Judith Kerr</p> <p>The Runaway Pea - Kjartan Poskitt</p> <p>Meg and Mog - Helen Nicholl</p> <p>The Room on the Broom - Julia Donaldson</p> <p>Where the Wild Things Are - Morris Sendak</p> <p>The Cat in the Hat - Dr Seuss</p> <p>Guess How Much I Love You - Sam McBratney</p> <p><u>Traditional Tales (Nursery and Reception)</u></p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>The Enormous Turnip</p> <p>The Elves and the Shoemaker</p> <p>Rumpelstiltskin</p> <p>The Runaway Pancake</p>		

English Curriculum Map

Reception

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Finding tale	Information / Narrative Wishing tale	Journey tale (Traditional tale)	Information text	Rhyming story	Instructions	Tale of defeating the monster	Information Text	Tales from other countries	Information text	Journey story	Recount
Text Example	Goldilocks and the Three Bears - <i>Traditional Tale</i> Rosie's Walk - <i>Pat Hutchins</i>	Bear facts Owl Babies – <i>Martin Waddell</i>	The Gingerbread Man - <i>Traditional Tale</i>	Text about foxes	Aliens Love Underpants – <i>Claire Freedman</i>	How to Catch a Star – <i>Oliver Jeffers</i>	Jack and the Beanstalk - <i>Traditional Tale</i>	Sunflowers	Handa's Surprise – <i>Eileen Browne</i>	Elmer – <i>David McKee</i>	Mr Gumpy's Outing – <i>John Burningham</i>	Mr Gumpy's Outing – <i>John Burningham</i> Class generated recount of a trip
Writing Focus	Character lists of objects and characters Oral instructions and positional language Maps	Habitats Food Dangers Appearance Oral re-telling Missing poster	Oral retelling Letter/email to persuade the wolf not to eat the gingerbread man	Report about a fox	Rhyme	Write a set of instructions	Character-describing emotions	Sequencing and labelling	Story sequencing Retell Innovation	Report about elephants	Retell innovation	Recount of a trip Maps
Nursery Rhymes, Poems, Songs and Alternate Learning	When Goldilocks Went to the House of the Bears - <i>Song</i> Them Bears - <i>Song</i> Goldilocks - <i>Song</i> If You Go Down to the Woods Today - <i>Song</i>	Farm poems Hen and fox poems The Three Billy Goats Gruff - <i>Song</i> A Wise Old Owl - <i>Song</i> Five little owls - <i>Song</i> Finger Family - <i>Song</i> The Owl and the Pussy Cat - <i>Song</i>	Food poems Five Yummy Gingerbreads - <i>Song</i>	Space poems		Growing poems Emotion poems		Rumble in the Jungle – <i>Giles Andreae</i> Poo in the Zoo – <i>Steve Smallman</i> Giraffes Can't Dance – <i>Giles Andreae</i>		Transport poems Old MacDonald had a Farm - <i>Song</i> Mr Gumpy's Motor Car – <i>John Burningham</i>		

Reading Comprehension Focus	<p>Oral blending and segmenting Hearing and saying sounds in words</p> <p>Beginning to Develop Reading Skills: Play word and sentence games Identify language features Check and explore meanings of words and phrases</p> <p>Key Focus (Story Structure): Characters and settings</p>	<p>Read common irregular words Sounding out words to read cvc and using searchlights to read non regular words Begin to read a wider range of words and simple sentences</p> <p>Continuing to Develop Reading Skills: Innovate - substitute a different character or setting Identify where 'and' is used to join sentences Identify question marks and exclamation marks Continue a rhyming string Know that information can be retrieved from books and computers Identify Capital Letters, Full Stops (CLFS) Identify capital letters for proper names</p> <p>Key Focus (Story Structure): Story plots</p>	<p>Develop fluency by reading in their heads rather than sounding out Read fluently and with expression Talk about and understand what they have read</p> <p>Key Focus (Story Structure): Alternate story endings</p>	
Teaching of Early Reading: Phonics Focus (Read Write Inc & Handwriting)	<p>Read Write Inc: Set 1 Sounds m a s d t i n p g o c k u b</p> <p>Know on sight the red words: I, the, my, you, said,</p> <p>Move to next Set 1 Sounds where appropriate</p>	<p>Read Write Inc: Set 1 Sounds f e l h sh r j v y w th z ch q x ng nk</p> <p>Know on sight the red words: your, are, be, of, no</p> <p>Move to Set 2 Sounds where appropriate</p>	<p>Read Write Inc: Set 2 Sounds ay ee igh ow oo ar</p> <p>Know on sight the red words: what, all, was, we, so, to, me, call, her, there, want, go, old, some, he</p>	<p>Read Write Inc: Set 2 Sounds or air ir ou oy</p> <p>Know on sight the red words: what, all, was, we, so, to, me, call, her, there, want, go, old, some, he</p> <p>Move to Set 3 Sounds where appropriate</p>
Reception High Frequency Words	a, all, am, and, are, at, away, big, can, cat, come, dad, day, dog, for, get, go, going, he, I, in, is, it, like, look, me, my, no, of, on, play, said, see, she, the, they, this, to, up.			
Essential Reads	<p>The Gruffalo - <i>Julia Donaldson</i> Farmer Duck - <i>Martin Waddell</i> Six Dinner Sid - <i>Inga Moore</i> Mrs Armitage on Wheels - <i>Quentin Blake</i> Whatever Next! - <i>Jill Murphy</i> On the Way Home - <i>Jill Murphy</i> Goodnight Moon - <i>Margaret Wise-Brown</i> Shhhh!!! - <i>Sally Grindley</i></p> <p><u>Over and Over Stories (Nursery and Reception)</u> The Tiger Who Came to Tea - <i>Judith Kerr</i> The Runaway Pea - <i>Kjartan Poskitt</i> Meg and Mog - <i>Helen Nicholl</i> The Room on the Broom - <i>Julia Donaldson</i> Where the Wild Things Are - <i>Morris Sendak</i> The Cat in the Hat - <i>Dr Seuss</i> Guess How Much I Love You - <i>Sam McBratney</i></p> <p><u>Traditional Tales (Nursery and Reception)</u> The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood</p>			

	<div>The Enormous Turnip</div> <div>The Elves and the Shoemaker</div> <div>Rumpelstiltskin</div> <div>The Runaway Pancake</div>
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English Curriculum Map

Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Journey story	Set of instructions	Tale of overcoming a magical disaster	Persuasion text	A wishing tale	Discussion text	A finding tale	Explanation	A tale of defeating the monster	Report	A tale of a quest	Recount
Text Example	Billy Goats Gruff – <i>Traditional Tale</i>	How to Catch a Troll – <i>Innovation</i>	Magic Porridge Pot – <i>Traditional Tale</i>	Adverts for Magical Porridge Pot – <i>Innovation</i>	Elves and the Shoemaker – <i>Traditional Tale</i>	Should You Make Friends with Elves? – <i>Innovation</i>	Where the Wild Things Are – <i>Maurice Sendak</i>	Why and How Pirates Bury Treasure – <i>Innovation</i>	Rumpelstiltskin – <i>Traditional Tale</i>	Castles and Towers	Dick Whittington – <i>Traditional Tale</i>	Dick Whittington's Journey to Space – <i>Innovation</i>
Writing Focus	Write repetitive patterns of speech and catchphrases	Write captions and labels	Write story openings and endings	Write for a purpose	Write a character description using adjectives	Use own opinion in writing	Write a setting description	Read writing aloud to an audience	Write about a character-describing emotion	Use information in sentences	Sequence sentences to form a short narrative	Write about events in order
Poetry (First week of each term)	Poem Type Alliterative List Poems / Simple riddles Examples Alphabet Poem – <i>Michael Rosen</i> Pineapple – <i>Vyanne Samuel</i>				Poem Type Innovate a well-known rhyme (written) Examples Incey Wincey Spider There was a Crooked Man Hey Diddle Diddle				Poem Type Performance Poetry Examples There Was an Old Lady Who Swallowed a Fly Voices of Water – <i>Tony Mitton</i> My Colours – <i>Colin West</i> Hands – <i>Julia Donaldson</i> Queue for the Zoo – <i>Clare Bevan</i>			
Grammar, Punctuation and Spelling	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Separate words with spaces		Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Separate words with spaces Use capital letters for proper names		Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Separate words with spaces Use capital letters for proper names Use 'and' to join sentences Use regular noun suffixes -s or -es		Use capital letters for proper names Use 'and' to join sentences Use question marks		Use capital letters for proper names Use 'and' to join sentences Use question marks Use exclamation marks		Use capital letters for proper names Use 'and' to join sentences Use question marks Use exclamation marks	


						Use suffixes that can be added to verbs -ing -ed -er			Use the prefix un- to change the meaning of verbs and adjectives
Reading Comprehension Focus	Predicting, Questioning ‘I wonder ...’ (Weather forecaster) <i>Predict what might happen on the basis of what has been read so far.</i> Visualising (Photographer) <i>Describe what has been read through words and images.</i>	Background Knowledge (Factfinder) <i>To draw on what they already know or on background information and vocabulary provided by the teacher.</i> Vocabulary (Translator) <i>Discuss word meanings, linking new words to those already known.</i>	Check for Meaning (Sentence Checker) <i>To check that a text makes sense to them as they read and to self-correct.</i> Breakdown Strategies (Repairer) <i>Use their developing phonic knowledge to build fluency and confidence in word reading.</i>	Retrieval / Clarify (Reporter) <i>To develop their knowledge of retrieval through images.</i>	Inference (Detective) <i>Discussing the significance of the title and events.</i> <i>Making inferences on the basis of what has been said or done.</i> <i>Developing inference through pictures.</i>	Sequence and Summarise (Editor) <i>To retell familiar stories orally.</i> <i>To sequence the events of a story they are familiar with.</i>			
Teaching of Early Reading: Phonics Focus (Read Write Inc)	Consolidate Set 2 Sounds Move to Set 3 Sounds where appropriate	Read Write Inc: Set 3 Sounds ee ea oy oi ay aa-e igh i-e ow o-e oo u-e Know and read on sight the red words: does, tall, come, watch, who, were, brother, any, their, where, two, small, love, many, here, once, by, worse, thought, talk, caught, bought, walk, could, anyone, would, great, son, water, should			Read Write Inc: Set 3 Sounds Know and read on sight the red words: they, half, Monday, eight, eighteen, going, over, fourteen, orange, Wednesday, by, laugh, April, don’t, July, do, these, four, because, can’t, one, people, February, grey, another, ball, Mr, Mrs, bear, other, though, baby, only, told, why, even, key, mother, eye, friend		Read Write Inc: Recap Set 3 sounds Words reading per minute expectation: 70-80 words Know the common exception words for KS1		
Sentence Structure	Write simple sentences using adjectives Write command sentences	Write simple sentences using adjectives Write command sentences Write statement sentences	Write simple sentences using adjectives Join sentences using ‘and’	Write simple sentences using adjectives Join sentences using ‘and’ Write question sentences	Write explanation sentences Write statement sentences	Write simple sentences using adjectives Join sentences using ‘and’ Write question sentences Write explanation sentences Write statement sentences			
Handwriting (Cursive)	The ladder family (l, i, u, t, y and j)	The One-Armed Robot Family (n, m and h)	The One-Armed Robot Family (k, b, p and r)	The Curly Caterpillar Family (c, a, d, e, s and g)	The Curly Caterpillar Family (f, q and o)	The Zigzag Monster Family (z, v, w and x)			
High Frequency Words and Spellings	A, the, do, today, of, said, says, are, were, was, is, his, has, I, you, they, be, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, friend, school, put, push, pull, full, house, our								
Spelling Patterns	<ul style="list-style-type: none">Words ending in double consonants <i>ff, ll, ss, zz</i>Words ending in <i>ck, nk, tch</i>	<ul style="list-style-type: none">Add <i>ed</i> and <i>ing</i> to verbsAdd <i>s</i> and <i>es</i> (plurals)	<ul style="list-style-type: none">Add <i>er</i> and <i>est</i> to adjectivesAdd prefix <i>un</i> to adjectivesCompound words e.g. <i>sandcastle, playground, bedroom</i><i>Ai, oi, ay, oy</i> digraphs	<ul style="list-style-type: none">Long vowel sounds <i>i-e, o-e, oo, u-e</i>Long vowel sound <i>e</i> spelt <i>ea</i>Short vowel sound <i>e</i> spelt <i>ea</i>Digraphs <i>ar, er, ir, ur</i>	<ul style="list-style-type: none">Short vowel sound <i>oo</i>Digraphs <i>oa, oe, ou, ow</i>Digraphs <i>u-e, ue, ew</i>Digraph <i>ie</i> making the <i>ee</i> sound	<ul style="list-style-type: none">Long vowel <i>igh</i>The <i>or / ore</i> soundThe <i>or</i> sound spelt with <i>aw</i> or <i>au</i>Trigraphs <i>air, ear, are</i>			

	<ul style="list-style-type: none">Words ending with e sound spelled yWords ending with v sound add e on the end		<ul style="list-style-type: none">Long vowel sounds <i>a-e, e-e</i>			<ul style="list-style-type: none">Words with <i>ph</i> or <i>wh</i> spellings
Class Reader Choice List	<p>Peace at Last - <i>Jill Murphy</i> Can't you sleep little Bear? - <i>Martin Waddell</i> Where the Wild Things Are - <i>Maurice Sendak</i> The Elephant and the Bad Baby - <i>Elfrida Vipont</i> Avocado Baby - <i>John Burningham</i> The Tiger Who Came to Tea - <i>Judith Kerr</i> Lost and Found - <i>Oliver Jeffers</i> Knuffle Bunny - <i>Mo Williams</i> Beegu - <i>Alexis Deacon</i> Dogger - <i>Shirley Hughes</i> Cops and Robbers – <i>Janet & Allan Ahlberg</i> Elmer - <i>David McKee</i></p>					



English Curriculum Map

Year 2


	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Tale of a quest	Instructions	Warning Tale	Persuasion	Finding Tale	Non-chronological report	Tale of fear	Newspaper report	Character tale	Discussion	Tale of defeating the monster	Explanation
Text Example	Superworm – <i>Julia Donaldson</i>	How to trap a Lizard Wizard – <i>Innovation</i>	Little Red Riding Hood – <i>Traditional Tale</i>	Warning posters for the Big Bad Wolf	Hansel and Gretel – <i>Traditional Tale</i>	What is a 'Wicked Witch'?	The Papaya That Spoke – <i>African Folktale</i>	News Report on Grace Darling	Hermelin the Mouse – <i>Mini Grey</i>	Should we be scared of mice? – <i>Innovation</i>	The Paper Bag Princess – <i>Robert Munsch</i>	How a dragon trap works – <i>Innovation</i>
Writing Focus	Write a setting description	Write an instructional text	Write character description	Use persuasive language	Use paragraphing and speech	Organise information under headings	Use language to describe character actions	Organise information in chronological order	Describe setting and character traits	Voice own opinion	Describe character points of view	Organise information in chronological order
Poetry (First week of each term)	Poem Type Acrostic Poems Quatrain – AABB or ABAB Examples Fireworks – <i>Gervais Phinn</i> Christmas – <i>Gervais Phinn</i> Food Stop – <i>Benjamin Zephaniah</i> Excuses – <i>Alan Ahlberg</i> Peter Pan – <i>Andrea Shavick</i> Books Rumble in the Jungle - <i>Giles Andreae & David Wojtowycz</i> Commotion in the Ocean - <i>Giles Andreae & David Wojtowycz</i> Tasty Poems - <i>Jill Bennett & Nick Sharratt</i>				Poem Type Shape Poem Examples What Is He? – <i>Liz Brownlee</i> The Shape of a Poem – <i>Chris Odgen</i> Aaaaah!!!! At Last it's Spring – <i>James Carter</i> Family Tree – <i>Damien Harvey</i> Word Whirls – <i>John Foster</i>				Poem Type Performance poetry Examples I'm Walking with my Iguana – <i>Brian Moses</i> Solo with Chorus – <i>Rose Fyleman</i> The Rhythm of Life – <i>Michael Rosen</i> Nut Tree – <i>Julia Donaldson</i> The Dinosaur Rap – <i>John Foster</i> Cats – <i>Eleanor Farjeon</i> Shhhhhh! – <i>Julia Donaldson</i>			
Grammar, Punctuation and Spelling	Demarcate sentences using capital letter and full stops Use commas and making lists Form nouns using suffixes -ness, -er, -ful, -less		Use adjectives to describe nouns Use conjunctions (and, or, but) Use suffixes -er and -est to form comparisons of adjectives and adverbs		Distinguish between past and present tense Use subordination (when, where, if, that, because) Use expanded noun phrase for description and specification		Use adjectival phrases to describe nouns Use apostrophes to mark contracted forms of spelling Use the continuous form of verbs in the past and present tense to mark actions in progress		Use adjectives to describe nouns Use conjunctions (and, or, but) Distinguish between past and present tense Demarcate sentences using capital letters and full stops Use subordination		Use adjectives to describe nouns Use conjunctions (and, or, but) Distinguish between past and present tense Demarcate sentences using capital letters and full stops	

					(when, where, if, that, because) Use commas when making lists	
Reading Comprehension Focus	Predicting, questioning, 'I wonder ...' (Weather forecaster) <i>Predicting what might happen on the basis of what has been read so far.</i> Visualising (Photographer) <i>Describe what has been read through words and images.</i>	Background Knowledge (Factfinder) <i>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</i> Vocabulary (Translator) <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, discussing their favourite words and phrases.</i>	Check for Meaning (Sentence Checker) <i>To check that the text makes sense to them as they read and to correct inaccurate reading.</i> Breakdown Strategies (Repairer) <i>Sound out unfamiliar words accurately, automatically and without undue hesitation.</i>	Retrieval / Clarify (Reporter) <i>Asking and answering retrieval questions.</i>	Inference (Detective) <i>Making inferences on the basis of what is being said and done. Answering and asking questions.</i>	Sequencing and Summarising (Editor) <i>To discuss the sequence of events in books and how items of information are related.</i>
Teaching of Early Reading: Phonics Focus (Read Write Inc)	Recap Set 3 sounds Consolidate Words reading per minute expectation: 70-80 words Know the common exception words for KS1		Words per minute expectation: 90-100 words Know the common exception words for KS1		Words per minute expectation: 90-100 words Know the common exception words for KS1	
Sentence Structure (Alan Peat)	Write -ing, -ing, -ing sentences Write list sentences	Write 2A sentences Write BOB sentences	Write Name - Adjective – Pair sentences Write All the W's sentences	Write simile sentences Write First Word Last sentences	Use fronted adverbials (ly) 	Write Name - Adjective – Pair sentences Write -ing, -ing, -ing sentences Write BOB sentences
Handwriting (Journey to Continuous Cursive)	The ladder family (l, i, u, t, y and j) Including capital letters	The One-Armed Robot Family (n, m and h) Including capital letters	The One-Armed Robot Family (k, b, p and r) Including capital letters	The Curly Caterpillar Family (c, a, d, e, s and g) Including capital letters	The Curly Caterpillar Family (f, q and o) Including capital letters	The Zigzag Monster Family (z, v, w and x) Including capital letters
High Frequency Words and Spellings	Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, plant, path, hour, move, prove, improve, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas					
Spelling Patterns	<ul style="list-style-type: none"> The <i>j</i> sound spelled <i>dge / ge / g</i> at the end of words The <i>s</i> sound spelt <i>c</i> before <i>e, i</i>, and <i>y</i> The <i>n</i> sound spelt <i>kn</i> and <i>gn</i> at the beginning of words 	<ul style="list-style-type: none"> The <i>r</i> sound spelled <i>wr</i> at the beginning of words The <i>l</i> or <i>ul</i> sound spelled <i>le, al</i> or <i>el</i> at the end of words Words ending in <i>il</i> 	<ul style="list-style-type: none"> The long vowel sound <i>i</i> spelled with <i>y</i> at the end of words Adding <i>ed, er, ed</i> to words ending in <i>y</i> Adding <i>ing</i> to words ending in <i>e</i> with a consonant before it. 	<ul style="list-style-type: none"> Adding <i>er</i> to words ending in <i>e</i> with a consonant before it. Adding <i>ing / ed</i> to one syllable words. The last letter is doubled to keep the short vowel sound. The <i>or</i> sound spelled <i>a</i> before <i>ll</i> and <i>l</i> The short vowel sound <i>o</i> e.g. other, cover 	<ul style="list-style-type: none"> The <i>ee</i> sound spelled <i>ey</i> Words with the spelling <i>a</i> pronounced <i>o</i> after <i>w</i> and <i>qu</i> e.g. <i>quad, want</i> The <i>er</i> sound spelled with <i>o</i> and <i>ar</i> The <i>zh</i> sound spelled with an <i>s</i> The suffixes <i>ment, ness, full, less</i> 	<ul style="list-style-type: none"> Homophones and near homophones Words ending in <i>tion</i> Contractions for omission and possession

Class Reader Choice List	Traction Man is Here - <i>Mini Grey</i> Meerkat Mail - <i>Emily Gravett</i> Amazing Grace - <i>Mary Hoffman</i> Pumpkin Soup - <i>Helen Cooper</i> Who's Afraid of the Big Bad Book? - <i>Lauren Child</i> Dr Xargles Book of Earthlets - <i>Tony Ross</i> Not Now Bernard - <i>David McKee</i> Tuesday - <i>David Wiesner</i> The Flower - <i>John Light</i> Gorilla - <i>Anthony Browne</i>
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English Curriculum Map

Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Traditional tale	Instructions	Defeating the monster	Non chronological report	Warning tale	Recount - letter	Losing tale	Persuasion	Finding tale	Discussion	Tale of a quest	Explanation
Text Example	Different version of a traditional tale from KS1	How to trap a troll / wolf	Arthur and the Golden Rope – <i>Joe Todd Stanton</i>	Dragons	Adventure at Sandy Cove – <i>Pie Corbett</i>	The trip to ...	Daft Jack and the Beanstack – <i>Laurence Anholt</i>	Invitation to Jack's wedding	The Thing in the Basement – <i>Michaela Morgan</i>	Should schools have basements?	Myth Linked to Iron Age (History) The Bravest Warrior – <i>Iron Age Tale</i>	What do you need to defeat the monster?
Writing Focus	Show character development	Write an instructional text	Describe the setting	Write information using headings and sub-headings	Write an action and adventure story	Recall and describe events in order	Develop openings and endings	Use persuasive techniques	Use techniques to create suspense	Develop author voice	Write in the style of ...	Use techniques to explain a process
Poetry (First week of each term)	Poem Type Question & Answer poems Examples The Sound Collector – <i>Roger McGough</i> Registration – <i>Alan Ahlberg</i> Cool School – <i>Michael Rosen</i> What is Pink – <i>Christina Rossetti</i>				Poem Type Haiku & Tankas Examples <u>Haiku</u> Seaview Haiku – <i>John Foster</i> Windy Day – <i>John Foster</i> Haiky Riddle – <i>Celia Warren</i> <u>Tanka</u> Silver aeroplane - <i>John Foster</i> The Penny Black – <i>John Foster</i> Two Tanka Riddles – <i>Marian Swinger</i>				Poem Type Performance poetry Examples Life Doesn't Frighten Me At All – <i>Maya Angelou</i> The Sound Collector – <i>Roger Mc Gough</i> Twenty Four Hours – <i>Charles Causley</i> Instructions for Giants – <i>John Rice</i> Book Loopy Limericks - <i>John Frost</i>			
GP&S	Join simple sentences using conjunctions Form nouns using a range of prefixes Add a subordinate clause to a sentence		Use of determiner 'a' or 'an' Use powerful verbs Introduce paragraphs as a way to group related material Use headings and sub-headings to aid presentation		Use dialogue in narrative or drama Begin to use speech marks to punctuate direct speech Begin to use tense in verbs		Use and recognise nouns, adjective and adjectival phrases Express time and cause using conjunctions, adverbs or prepositions Use the perfect form of verbs to mark relationships of time and cause		Use dialogue in narrative or drama Extend the range of sentences with more than one clause (compound)		Use a wider range of conjunction to add subordinate clauses. (complex) Use powerful verbs and tense in verbs	

English Curriculum Map

Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Tale of a quest	Discussion	Wishing tale	Instruction	Portal tale	Recount - letter	Finding tale	Non-chronological report	Poetry	Explanation	Warning tale	Persuasion
Text Example	Harriet Tubman and the Underground Railroad – <i>Various sources</i>	Current affairs in news	The King of the Fishes – <i>Traditional Tale</i>	How to cook your teacher	The Impossibly Impossible Bookshop – <i>Kat Pennington</i>	Our trip to ...	Mission Possible – <i>Kat Pennington</i>	Amazing Aliens – <i>Pie Corbett</i>	Including the Magic Box – <i>Pie Corbett</i>	Electricity (Science)	Nightmare Man – <i>Pie Corbett</i>	Should the Vikings have raided Britain? (History)
Writing Focus	Setting	Author voice	Character	Write an instructional text	Write an action and adventure story	Recall and describe events in order	Description	Write information using headings and sub-headings	Contemporary works of poetry	Use techniques to explain a process	Cliff-hangers / suspense	Use persuasive techniques
Poetry (First week of each term)	Poem Type Limericks Examples Loopy Limericks - <i>John Frost</i>				Poem Type Metaphor poem Examples The Sun – <i>Wes Magee</i> Don't Be Scared – <i>Caroll Ann Duffy</i>				Poem Type Performance poetry Examples Macavity - <i>T.S Eliot</i> The Treasures – <i>Clare Bevan</i> Today, I Feel – <i>Gervais Phinn</i> The Trouble with My Brother – <i>Brian Patten</i> You Can't Stop Me – <i>Miriam Moss</i>			
GP&S	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Use conjunctions to express time or cause Understand the grammatical difference between plural and possessive -s	Use dialogue in narrative or drama emphasising the difference between spoken and written speech	Use fronted adverbials (ly) Use of commas after fronted adverbials	Use adverbs to modify verbs Standard English forms for verbs instead of local forms	Person - understanding that writing can be third or first person	Use fronted adverbials (ly) Use of apostrophes to mark singular and plural possession	Pronouns to avoid repetition or ambiguity Use of paragraphs to organise ideas around a theme	Use commas after or before phrases or clauses. Use prepositions to express time and place	Use adverbs and adverbials (prepositional phrases which act as verbs)	Use commas after or before phrases or clauses Use fronted adverbials (ly)	Use adverbs and adverbials (prepositional phrases which act as adverbs)


			Use fronted adverbials (ly)									
Reading Comprehension Focus Using VIPERS Comprehension Shed+	Vocabulary <i>Using dictionaries to check the meaning of words that they have read.</i> <i>Checking that the text makes sense to them, discussing their understanding and the meaning of words in context.</i>		Explain <i>Discussing words and phrases that capture the reader's interest and imagination.</i> <i>Identifying how language, structure, and presentation contribute to meaning.</i>		Infer <i>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</i>		Vocabulary <i>Using dictionaries to check the meaning of words that they have read.</i> <i>Checking that the text makes sense to them, discussing their understanding and the meaning of words in context.</i>		Explain <i>Discussing words and phrases that capture the reader's interest and imagination.</i> <i>Identifying how language, structure, and presentation contribute to meaning.</i>		Infer <i>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</i>	
	Predict <i>To justify predictions using evidence from the text.</i>		Retrieve <i>To retrieve and record information from a fiction or non-fiction text.</i>		Sequence <i>Identifying main ideas drawn from more than one paragraph and summarising these.</i>		Predict <i>To justify predictions using evidence from the text.</i>		Retrieve <i>To retrieve and record information from a fiction text.</i>		Sequence <i>Identifying main ideas drawn from more than one paragraph and summarising these.</i>	
Sentence Structure (Alan Peat)	Ad, same ad sentences	FANBOYS sentences	Short sentences	FANBOYS sentences	Emotion word, comma sentences	Verb, person sentences	Description detail sentences	Description detail sentences	Short sentences	FANBOYS sentences	Emotion word, comma sentences	Many questions
Handwriting (Continuous Cursive)	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh		Assess and review	
High Frequency Words and Spellings	Calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women, complete, continue, experiment, famous, favourite, February, naughty, material, knowledge, remember, breath, business, caught, different, exercise, extreme, medicine, possession, although, thought, group, height, particular, potatoes, separate, surprise, through, various, though, woman											
Spelling Patterns	<ul style="list-style-type: none">Revision of Year 3 Spelling PatternsHomophonesThe prefix <i>in</i> meaning <i>not</i>Opposite words <i>l</i> and <i>in</i> becoming <i>il</i> and <i>ir</i>The prefix <i>sub</i> / <i>inter</i>		<ul style="list-style-type: none">The suffix <i>ation</i> added to verbs to form nounsAdding <i>ly</i> to adverbs words ending in <i>y</i> become <i>ily</i> and <i>le</i> become <i>ly</i>Adding <i>ly</i> to turn an adjective into an adverb when the final letter is <i>l</i>Word with the <i>sh</i> sound spelled <i>ch</i>		<ul style="list-style-type: none">Adding suffix <i>ion</i> (root words ending in <i>d</i>, <i>de</i> or <i>se</i>)Adding the suffix <i>ous</i>The suffix <i>ous</i> when the final <i>e</i> of the root word must be keptThe <i>ee</i> sound spelt with an <i>i</i>		<ul style="list-style-type: none">The <i>au</i> digraphThe suffix <i>ion</i> when the root word ends in <i>t</i> or <i>te</i> the suffix becomes (<i>tion</i>) <i>e.g. invention</i>The suffix <i>ion</i> becomes <i>ssion</i> when the root word ends in <i>ss</i> or <i>mit</i> <i>e.g. expression, permission</i>The suffix <i>cian</i> used instead of <i>sion</i> when the root word ends in <i>c</i> or <i>cs</i>Adding <i>ly</i> to create adverbs of manner		<ul style="list-style-type: none">HomophonesThe <i>s</i> sound spelled <i>c</i> before <i>l</i> and <i>e</i><i>Sol</i>, and 'real' word families <i>e.g. solar, reality</i><i>Phon</i> and <i>sign</i> word families <i>e.g. phone, signature</i>The prefixes <i>super</i>, <i>anti</i>, <i>auto</i>The prefix <i>bi</i> meaning two		<ul style="list-style-type: none">Revision of Year 4 Spelling Patterns	

**Class
Reader
Choice
List**

The Turbulent Term of Tyke Tyler - *Gene Kemp*
Dean Man's Cove - *Lauren St John*
Sky Hawk - *Gill Lewis*
Kindlekrax - *Philip Ridley*
The Miraculous Journey of Edward Tulane
Journey to the River Sea - *Eva Ibbotson*
Bill's New Frock - *Anne Fine*
Charlotte's Web - *EB White*
Why the Whales Came - *Michael Morpurgo*
The Firework-Maker's Daughter - *Philip Pullman*
Voices in the Park - *Anthony Browne*
Perry's Angel's Suitcase - *Glenda Millard*

English Curriculum Map

Year 5


	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Defeating the monster	Persuasion	New scene in a story	Instructions	Wishing tale	Explanation	Warning tale	Journalistic	Tale of a quest	Discussion	Tale of fear	Non-chronological
Text Example	Beowulf – <i>Pie Corbett Version</i>	Advert for Hrothgar Hall (Venue for a feast)	Samson Hill – <i>Pie Corbett</i>	What to do in an emergency	The Story of Isis and Osiris – <i>Greek Myth (History)</i>	Link to Earthquakes and Volcanos (Geography)	Why the Whales Came – <i>Michael Morpurgo</i>	Protect the whales	Little Red – <i>Bethan Woollvin</i>	Should the wolf's name be cleared?	The Highwayman	Newspaper Article
Writing Focus	Description	Use persuasive techniques	Suspense	Write an instructional text	Character	Use techniques to explain process	Characterisation / dialogue	Write to inform	Setting	Author voice	Action	Organise information
Poetry (First week of each term)	Poem Type Cinquain Examples November Night- <i>Adelaide Crapsey</i> Snow – <i>Adelaide Crapsey</i> Winter - <i>Adelaide Crapsey</i> Blackbird – <i>John Foster</i> At the Gate – <i>John Foster</i> The Wood in late Autumn – <i>John Foster</i> Mirror – <i>John Foster</i> How to Write Cinquains? – <i>John Foster</i>				Poem Type Simile and Metaphor Poem Examples The Night Will Never Stay – <i>Eleanor Farjeon</i> Bluebottle – <i>Judith Nichols</i> Windrush Child - <i>John Agard</i>				Poem Type Performance poetry Examples Give and Take – <i>Roger Mc Gough</i> From a Railway Carriage – <i>R.L. Stevenson</i> Conversation Piece – <i>Gareth Owen</i> Football Mad – <i>Benjamin Zephaniah</i> Rum Tum Tiger – <i>T.S. Eliot</i>			
GP&S	Use relative clauses Converting nouns or adjectives into verbs using suffixes Use devices to build cohesion within a paragraph	Use modal verbs to indicate degrees of possibility Use a wide range of conjunctions to create compound and complex sentences	Use adverbials of time, place and number to organise ideas across paragraphs. Use verb prefixes	Use brackets, dashes or commas to indicate parenthesis Use adverbials of time, place and number to organise ideas across paragraphs	Use a wide range of conjunctions to create compound and complex sentences	Use modal verbs to indicate degrees of possibility	Use dialogue, recognise difference between spoken and written speech.	Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures	Use commas to clarify meaning or avoid ambiguity	Use apostrophes. Use adverbials of time, place and number to organise ideas across paragraphs	Use dialogue, recognise difference between spoken and written speech Use adverbials of time, place and number to organise ideas across paragraphs	Use brackets, dashes or commas to indicate parenthesis Use adverbials of time, place and number to organise ideas across paragraphs

Reading Comprehension Focus Using VIPERS Comprehension Shed+	Vocabulary Continue to build up ambitious vocabulary, independently using strategies to work out the meanings of unfamiliar words.		Explain Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.		Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Vocabulary Continue to build up ambitious vocabulary, independently using strategies to work out the meanings of unfamiliar words.		Explain Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.		Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Predict Predicting what might happen from details stated and implied.		Retrieve To retrieve and record information from fiction and non-fiction.		Sequence Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.		Predict Predicting what might happen from details stated and implied.		Retrieve To retrieve and record information from fiction and non-fiction.		Sequence Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	
Sentence Structure (Alan Peat)	Noun, comma which, who, where sentences	Irony sentences Imagine 3 examples: sentences	ing – ed sentences Getting worse/getting better sentences	Italics – stressed word sentences	P.C sentences (paired conjunctions)	When, when, when, then sentences	Inside outside sentences ()	Active and passive sentences	Personification of weather sentences Tell / show 3 sentences	Some; others sentences	The more the more sentences	Object/person (aka sentences)
Handwriting (Continuous Cursive)	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh		Assess and review	
High Frequency Words and Spellings	Appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable, accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth, amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment, accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm, achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system											
Spelling Patterns	• Revision of Year 4 Spelling Patterns • Words ending in ious / cious / tial / cial		• Words ending in ant /ance / ancy • Use ent and ence after a soft c, g and qu • Words ending in able / ible / ably / ibly		• Words ending in able • Adverbs of time • Adding suffixes beginning with a vowel to words ending in fer • Words with silent letters		• Words spelled ie after c • Words with the ee sound spelled ei after c • Words containing the letter string ough where the sound is aw / oa / ow • Adverbs of possibility		• Homophone s or near homophone s		• Revision of Year 5 Spelling Patterns	

Class Reader Choice List	Hatchet - <i>Gary Paulson</i> Floodland - <i>Marcus Sedgewick</i> There's a Boy in the Girl's Bathroom - <i>Louis Sachar</i> Beetle Boy - <i>M.G. Leonard</i> Artemis Fowl - <i>Eoin Colfer</i> Room 13 - <i>Robert Swindells</i> The Wolves of Willoughby Chase - <i>Joan Aiken</i> Varjak Paw - <i>SF Said</i> Wolf Brother - <i>Michelle Paver</i> Street Child - <i>Berlie Doherty</i> The Midnight Fox - <i>Betsy Byars</i>
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English Curriculum Map

Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Tale of quest	Auto / biography	Tale of Fear	Persuasion	Fantasy	Non-chronological Report	Character	Discussion	Revision Unit		Defeating the monster	Explanations
Text Example	Kidnapped – <i>Pie Corbett</i>	Independent choice	The Canal – <i>Pie Corbett</i>	Job advert / application for the Wallsend shipyards (History)	Jack O' Lantern – <i>Pie Corbett</i>	Banksy – graffiti art (Art & Design)	Kissing the Railings – <i>Pie Corbett</i>	Rainforests (Geography)	Basic plot and non-fiction genres		Jabberwocky – <i>Lewis Carroll</i>	How mummification works (History)
Writing Focus	Suspense	Write to inform	Character	Use persuasive techniques	Setting	Organise information	Action	Author voice	Short story with a cliff-hanger	Working with a range of genres	Style / vocabulary	Use techniques to explain a process
Poetry (First week of each term)	Poem Type Blank Verse (Classics) Examples Mercutio's Queen Mab Monologue (Romeo and Juliet) - <i>William Shakespeare</i> The Mending Wall - <i>Robert Frost</i> To Be or Not to Be (Hamlet) - <i>William Shakespeare</i> Tintern Abbey - <i>William Wordsworth</i> The Princess- <i>Alfred Lord Tennyson</i>				Poem Type Narrative / Classic Examples The Highway Man – <i>Alfred Noyse</i> The Owl and the Pussycat – <i>Edward Lear</i> The Listeners - <i>Walter De La Mare</i> The Pied Piper - <i>Robert Browning</i> Matilda - <i>Hillaire Belloc</i> The Tyger - <i>William Blake</i> The Jabberwocky - <i>Lewis Carroll</i> The Pillow book - <i>Sei Shonagon</i> The Sick Rose - <i>William Blake</i>				Poem Type Performance Poetry Examples The Visitor - <i>Ian Serrailier</i> Cargoes - <i>John Masefield</i> The Lion and Albert - <i>Marriot Edgar</i> If - <i>Rudyard Kipling</i> The Jumblies - <i>Edward Lear</i> What I Love About School – <i>Roger Mc Gough</i> Sonnets Mermaid – <i>Susan Rogerson</i> Who Can Know? – <i>Susan Cartwright Smith</i> The Bottom of the Jar – <i>Susan Cartwright Smith</i>			
GP&S	Using wide range of conjunctions to create compound and complex sentences. Full range of punctuation Use of the passive voice	Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise	Use commas to clarify meaning or avoid ambiguity. Full range of punctuation n	Use modal verbs to indicate degrees of possibility. Full range of punctuation The difference between	Use adverbials of time, place and number to organise ideas across paragraphs. Full range of punctuation Use of semi-colon, colon and dash	Use apostrophes. Use adverbials of time, place and number to organise ideas across paragraphs. Full range of punctuation	Use dialogue, recognise difference between spoken and written speech. Full range of punctuation Use of question tags	Recognise the difference between indirect and direct speech and relate to the differences between informal and formal	Use relative clauses. How hyphens are used to avoid ambiguity Full range of punctuation	Using wide range of conjunctions to create compound and complex sentences. Use modal verbs to indicate	Use dialogue, recognise difference between spoken and written speech. Use adverbials of time, place and number	Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise ideas across paragraphs.

	to affect the presentation of information	ideas across paragraphs. Layout devices, such as heading, sub-heading, columns, bullets or tables Full range of punctuation	Extended noun phrases to convey complicated information concisely	formal and informal speech				speech structures. Full range of punctuation		degrees of possibility. Full range of punctuation	to organise ideas across paragraphs. Full range of punctuation	Full range of punctuation
Reading Comprehension Focus Using VIPERS Comprehension Shed+	Continuous Application Vocabulary - Predict – Explain - Retrieve - Infer – Sequence											
Sentence Structure	P.C. sentences (paired conjunctions)	When, when, when, then sentences	ing – ed sentences Getting worse/getting better sentences	Italics – stressed word sentences	Personification of weather sentences Tell / show 3 sentences	Some; others sentences	Inside outside sentences ()	Active and passive sentences	Noun, comma which, who, where sentences	Irony sentences Imagine 3 examples sentences	The more, the more sentences	Object/person (AKA sentences)
Handwriting (Continuous Cursive)	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh		Assess and review	
High Frequency Words and Spellings	Revise Key Stage 2 High Frequency Words and Spellings											
Spelling Patterns	<ul style="list-style-type: none">Revision of Year 5 Spelling PatternsHigh Frequency Words and Spellings from Key Stage 2 list		<ul style="list-style-type: none">Revision of Year 5 Spelling PatternsHigh Frequency Words and Spellings from Key Stage 2 listWords with the short and long vowel sound <i>i</i> spelled <i>y</i>		<ul style="list-style-type: none">Adding the prefix <i>over</i> to verbsConvert nouns or verbs into adjectives using suffix <i>ful</i>Words which can be nouns and verbsWords with an <i>o</i> sound spelled <i>ou</i> or <i>ow</i>Words with a soft <i>c</i> spelt <i>ce</i>Prefix <i>dis</i>, <i>un</i>, <i>over</i>, <i>im</i>		<ul style="list-style-type: none">Words with the <i>f</i> sound spelt <i>ph</i>Words with origins from other countriesWords with unstressed vowel soundsWords with endings which sound like <i>shuhl</i> after a vowel / consonant letter <i>e.g. official, influential</i>		<ul style="list-style-type: none">Words with <i>acc</i> at the beginning of wordsWords ending in <i>ably / ible</i>Add <i>ibly</i> to create an adverbChanging <i>ent</i> to <i>ence</i>Words ending in <i>er / or / ar</i>Adverbs synonymous with determination		<ul style="list-style-type: none">Adjectives to describe settings/characterVocabulary to describe feelingsGrammar vocabularyMathematical language	

**Class
Reader
Choice
List**

Cogheart - *Peter Bunzl*
The Girl of Ink and Stars - *Kiran Millwood Hargrave*
Phoenix - *SF Said*
Mortal Engines - *Philip Reeve*
Letters from the Lighthouse - *Emma Carroll*
Wolf Hollow - *Lauren Wolk*
Holes - *Louis Sachar*
Clockwork - *Philip Pullman*
The Hobbit - *JRR Tolkien*
Skellig - *David Almond*
Fireweed - *Jill Paton Walsh*
River Boy - *Tim Bowler*
The Arrival - *Shaun Tan*