



English Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>The Write Stuff – EYFS Model</p> <p>Ruby's Worry – Tom Percival</p> <p>Perfectly Norman – Tom Percival</p> <p>All Aboard the London Bus – Patricia Toht</p> <p>Where The Wild Things Are – Maurice Sendak</p> <p>Katie and The Sunflowers – James Mayhew</p> <p>The Proudest Blue – Ibtihaj Muhammad</p> <p>Rosie's Walk – Pat Hutchins</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each <p>Spelling Rules</p> <ul style="list-style-type: none"> Review tricky words from phase 2-4 <p>Ready to Write</p> <ul style="list-style-type: none"> Leaving spaces between words. Separation of words with spaces. 	<p>The Write Stuff – EYFS Model</p> <p>On Sudden Hill – Linda Sarah</p> <p>Poppies - CBeebies Short Film</p> <p>Lost and Found – Oliver Jeffers</p> <p>Chocolate Cake – Michael Rosen</p> <p>Everybody Counts – Kristin Roskifte</p> <p>The Gruffalo's Child – Julia Donaldson</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want <p>Ready to Write</p>	<p>The Write Stuff – EYFS Model</p> <p>If Sharks Disappeared – Lily Williams</p> <p>How To Catch à Star – Oliver Jeffers</p> <p>Bear Shaped – Dawn Coulter-Cruttenden</p> <p>I Wanna Iguana – Karen Kaufman Orloff</p> <p>Jack and The Jellybean Stalk – Rachael Mortimer</p> <p>Handa's Surprise – Eileen Browne</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: any, many, again, who, whole, where two, 	<p>The Write Stuff – Year 1</p> <p>Little Red Riding Hood (F)</p> <p>The Ice Planet (NF)</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> Narrative- Traditional Tale Persuasive (leaflet) <p>Steps to Success:</p> <p>Positive Adjectives, Dialogue, Simile, Noticing Adjectives, Sounds, Repetition for Effect, Alliteration, Complex Sentence, Feelings and Actions, Inner Thoughts, Onomatopoeia, Rhyming Pairs, Adverbs</p> <p>Steps to Success: Imperatives, Rhyming Slogan, Invented Words, Imperative Verbs, Simile, Superlatives, Positive Language, Persuasive Language, Alliteration, Adjectives, Textual features: price and offer.</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Spelling Rules New tricky words: once, laugh, because eye 	<p>The Write Stuff – Year 1</p> <p>Firework Night (NF)</p> <p>The Queen's Hat (F) by Steve Antony</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> Poetry Narrative- Adventure <p>Steps to Success:</p> <p>Noticing, Action, Feeling, Metaphor, Movement Metaphors, Checking, Repetition</p> <p>Steps to Success:</p> <p>Question, Action, 'And' Sentence, Onomatopoeia, Prefix 'un,' Simile, Repetition for Effect, Questions, Alliteration, Negative Exclamations, Sounds, Inner Thoughts, Verbs (-ing), Feelings, Adverbs, Sights, Speech.</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> Phonics screening check review – no new GPCs or tricky words <p>Spelling Rules</p> <ul style="list-style-type: none"> New tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe 	<p>The Write Stuff – Year 1</p> <p>Seasons (NF) - Hannah Pang</p> <p>The Comet (F) - Joe Todd-Stanton</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> Information Text Narrative- Accepting new experiences <p>Steps to Success:</p> <p>Action, Adverbial Phrase, Onomatopoeia, Precise Adjectives, Simile, 'Because' sentence, Noticing, -ing Verb, 'ly' Adverbs, Dialogue, Alliteration, Preposition Phrases.</p> <p>Steps to Success:</p> <p>Adverbial Phrase, Alliteration, Sense of Sight, Inner thought, Repetition for Effect, Suffix (-ing), Precise adjectives, Dialogue, 'And' sentence, Smelling sentence, Simile, Sound sentence, Prefix 'un,' Plurals, Action, Rhyming, Onomatopoeia, Question, Feeling, Noun.</p> <p>Phonics Focus</p> <ul style="list-style-type: none"> /ai/ eigh aigh ey ea eight



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		<ul style="list-style-type: none"> Leaving spaces between words. Separation of words with spaces. 	<p>school, call, different, thought, through, friend, work</p> <p>Ready to Write</p> <ul style="list-style-type: none"> Leaving spaces between words. Separation of words with spaces. 	<p>Ready to Write</p> <ul style="list-style-type: none"> Leaving spaces between words. Separation of words with spaces. 		<p>straight grey break</p> <ul style="list-style-type: none"> /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large / sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more <p>Spelling Rules No new tricky words- recap all previous words.</p>
YEAR 2	<p>The Day the Crayons Quit by Drew Daywalt.</p> <p>George and the Dragon by Christopher Wormell</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative Persuasive letter <p>Spelling Rules</p> <ul style="list-style-type: none"> Phase 5 Phonics <p>Irregular words</p> <p>Grammar</p> <ul style="list-style-type: none"> Using capital letters for names of people, places, days of the week and personal pronoun 'I' Full stops 	<p>The Great Fire of London by Emma Adams and James Weston Lewis</p> <p>A Christmas Star – BBC Advert.</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Diary Narrative Journey <p>Spelling Rules</p> <ul style="list-style-type: none"> Phase 5 Phonics + suffix rules adding ed, ing, Irregular words <p>Grammar</p> <ul style="list-style-type: none"> Using conjunctions Using Sequential and Imperative verbs Contractions 	<p>The Crow's Tale by Naomi Howarth</p> <p>What's Where on Earth Atlas' by Dorling Kindersley Limited</p> <p>Habitats</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Narrative Non-chronological report <p>Spelling Rules</p> <ul style="list-style-type: none"> Le ending Adding suffix ful Adding suffix ment Adding suffix less Adding suffix ly <p>Grammar</p>	<p>What's Where on Earth Atlas' by Dorling Kindersley Limited</p> <p>Habitats</p> <p>This is How We Do It by Matt Lamonthe.</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Recount -Diary entry Letter <p>Spelling Rules</p> <ul style="list-style-type: none"> Prefixes un Spelling rules for tion/cian • Revisit contractions el, al, il ending u spelt <p>Grammar</p> <ul style="list-style-type: none"> Using conjunctions 	<p>Malala's Magic Pencil by Malala Yousafzai</p> <p>If I was in charge of the World by Judith Viorst</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Biography Poetry <p>Spelling Rules</p> <ul style="list-style-type: none"> o phoneme after Qu and w zh spelt s or sound after l and ll <p>Grammar</p> <ul style="list-style-type: none"> Use simple subordination and co-ordinating conjunctions 	<p>Big Cats by Jane Consadine</p> <p>Little Red Riding Hood by Lucy Rowland.</p> <p>Writing Genres</p> <ul style="list-style-type: none"> Non-Chronological Report Narrative <p>Spelling Rules</p> <ul style="list-style-type: none"> compound words with prefix and suffix soft c sound <p>Grammar Consolidation</p> <ul style="list-style-type: none"> Use simple subordination and co-



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	<ul style="list-style-type: none"> • Exclamation marks • Question marks • How words can combine to make sentences • Joining words and joining clauses using and. • Commas to separate items in a list • Commas • Coordinating conjunctions • Subordinating conjunctions • Noun phrases • Verbs • Time adverbials • Repetition for effect • Modal verbs • rhetorical question • adjectives 	<ul style="list-style-type: none"> • Using capital letters for names of people, places, days of the week and personal pronoun 'I' • Full stops • Exclamation marks • Question marks • How words can combine to make sentences • personification • verbs • onomatopoeia • metaphor • fronted adverbial 	<ul style="list-style-type: none"> • Apostrophes for omission • Apostrophes to mark singular possession • Statement/ exclamation • Use present and past tense • Formation of nouns using suffixes or compounding • Formatting of adjectives using suffixes • repetition • adverbial phrase • preposition • noun phrase • fronted adverbial • questions • simile • adjectives • verbs • onomatopoeia • alliteration 	<ul style="list-style-type: none"> • Using Sequential and Imperative verbs • Contractions • Using capital letters for names of people, places, days of the week and personal pronoun 'I' • Full stops • Exclamation marks • How words can combine to make sentences • Joining words and joining clauses using and. • Commas to separate items in a list • adverbial phrase • preposition • noun phrase • fronted adverbial • questions • simile • adjectives • verbs • onomatopoeia • alliteration 	<ul style="list-style-type: none"> • Identify simple past and present tenses. • Demonstrate correct and consistent use of tense. • Adjectives using suffix – able (can be done) • Singular, plural exceptions • Commas to separate a list. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • alliteration, • commas in a list, • possessive apostrophe, • subordination, • subheading, • verbs, • noun phrases, • dialogue, • exclamation marks, • fronted adverbials. 	<ul style="list-style-type: none"> ordinating conjunctions • Identify simple past and present tenses. • Demonstrate correct and consistent use of tense. • Adjectives using suffix – able (can be done) • Singular, plural exceptions • Commas to separate a list. • Apostrophes to mark singular possession • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • headings • alliteration, • rhetorical questions, • statement, • comparatives and superlatives, • adjectives, • time adverbials, • onomatopoeia, • labels, • prepositions, • captions, • adverbs, • simile, • dialogue, • homophones,
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						<ul style="list-style-type: none"> • conjunctions. • repetition, • questions, • prepositions, • contraction, • pathetic fallacy, • metaphor, • complex sentence, • personification, • simile, • apostrophes for possession, • rhyme.
YEAR 3	<p><u>Writing- The Write Stuff</u></p> <p>Wolves in the Wall by Neil Gaiman</p> <p>An Anthology of Intriguing Animals by Ben Hoare</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Narrative • Non-chronological report <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Full stops • Capital letters • Exclamation marks • Question marks • Word classes • Complex sentences • Prepositions • Time adverbials • Relative pronouns • Commas to separate clauses • Inverted commas <p><u>Spellings</u></p> <ul style="list-style-type: none"> • sion / tion 	<p><u>Writing- The Write Stuff</u></p> <p>Stone Age Boy by Katoshi Kitamura</p> <p>The Street Beneath My Feet by Charlotte Guillain</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Narrative • Explanation <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Prepositional phrases • Adverbs • Adverbial phrases • Direct speech • Noun phrases • Relative pronouns • Commas to separate clauses • Tenses <p><u>Spellings</u></p> <ul style="list-style-type: none"> • sure / ture • -ous, -ious • Contractions 	<p><u>Writing- The Write Stuff</u></p> <p>George's Marvellous Medicine by Roald Dahl</p> <p>My Strong Mind by Niels van Hove and Vanlaldik</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Narrative • Instruction <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Noun phrases • Inverted commas • Word classes • Commands • Exclamations • Adverbials • Dialogue • Adjectives • Parenthesis • Subordinating conjunctions • Complex sentences • Imperative verbs <p><u>Spellings</u></p>	<p><u>Writing- The Write Stuff</u></p> <p>The Magic Paintbrush by Julia Donaldson and Joel Stewart</p> <p>The Colour Collector by Nicholas Solis and Renia Metallinou</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Narrative • Poetry <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Dialogue • Imperative verbs • Prepositions • Adverbials • Prepositional phrases • Inverted commas • Sentence structures • Time adverbials • Adjectives • Noun phrases • Complex sentences • Conjunctions • Relative pronouns • Suffixes • Verbs 	<p><u>Writing- The Write Stuff</u></p> <p>The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith</p> <p>Climate Action by Georgina Stevens and Katie Rewse</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Narrative • Non-fiction - Newspaper article <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Adjectives • Time and place adverbials • Coordinating conjunctions • Complex sentences • Subordinate clauses • Inverted commas • Determiners • Adjectives • Tenses • Subordinating conjunctions • Verbs 	<p><u>Writing- The Write Stuff</u></p> <p>I Asked the Little Boy who Could not See- Anon</p> <p>The Gardener by Sarah Stewart</p> <p><u>Writing Genres:</u></p> <ul style="list-style-type: none"> • Poetry • Letter writing <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Inverted commas • Parenthesis • Adjectives • Superlatives • Adverbs • Sentence types (questions.) • Adverbials • Verbs <p><u>Reading- Charlottes Web by E.B. White</u></p>



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	<ul style="list-style-type: none"> Prefixes Homophones and near homophones <p>Reading- Wolves in the Wall by Neil Gaiman</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Possessive apostrophe with plural words <p>Reading- Stone Age Boy by Satoshi Kitamura</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Adding suffixes beginning with a vowel to polysyllabic words cian / ssion Homophones and near homophones <p>Reading- George's Marvellous Medicine by Roald Dahl</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<p>Spellings</p> <ul style="list-style-type: none"> /i/ spelled 'y' /ʌ/ spelled 'ou' Contractions Possessive apostrophe with plural words <p>Reading -George's Marvellous Medicine by Roald Dahl</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Colons Noun phrases Preposition Commas in lists Possessive apostrophes Modal verbs <p>Spellings</p> <ul style="list-style-type: none"> /k/ and /j/ spelled 'ch' /g/ spelled -gue and /k/ spelled -que Homophones and near homophones <p>Reading- Charlotte's Web by E.B. White</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>
YEAR 4	<p>Writing: The Write Stuff</p> <p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Gut Garden by Katie Brosnan</p> <p>Writing Genres: Narrative- Short Story Explanation</p> <p>Grammar:</p> <ul style="list-style-type: none"> Noun phrases Adjectives Adverbs Similes Conjunctions Alliteration Questions Verbs 	<p>Writing: The Write Stuff</p> <p>The Journal of Iliona by Richard Platt</p> <p>The boy, the mole, the fox and the horse by Charlie Mackesy</p> <p>Writing Genres: Recount – Diary Narrative</p> <p>Grammar:</p> <ul style="list-style-type: none"> Verbs Adjectives Adverbial phrases Similes Metaphors 	<p>Writing: The Write Stuff</p> <p>The Journey by Aaron Becker</p> <p>The River by Peter Hellar</p> <p>Writing Genres: Narrative Poetry</p> <p>Grammar:</p> <ul style="list-style-type: none"> Noun phrases Adjectives Verbs Precise verbs Fronted adverbials Similes Metaphors Prepositions 	<p>Writing: The Write Stuff</p> <p>Feast from Walt Disney Animation Studios</p> <p>Banning Social Media</p> <p>Writing Genres: Narrative Article</p> <p>Grammar:</p> <ul style="list-style-type: none"> Noun phrases Adjectives Adverbial phrases Fronted adverbials Similes Opposition conjunctions Alliteration 	<p>Writing: The Write Stuff</p> <p>The Wizards of Once by Cressida Cowell</p> <p>Arthur and the Golden Rope by Joe Stanton</p> <p>Writing Genres: Newspaper Narrative</p> <p>Grammar:</p> <ul style="list-style-type: none"> Adverbs Alliteration Precise verbs Adverbial phrases Similes 	<p>Writing: The Write Stuff</p> <p>The Princess and the Pea by Lauren Child</p> <p>Holiday Brochure- Sicily</p> <p>Writing Genres: Narrative Persuasive</p> <p>Grammar:</p> <ul style="list-style-type: none"> Expanded noun phrases Adjectives Precise verbs Modal verbs Adverbs Alliteration





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	<ul style="list-style-type: none"> Precise verbs Precise adverbs Metaphors Similes Adverbial phrases Casual conjunctions Synonyms <p>Punctuation:</p> <ul style="list-style-type: none"> Inverted commas for speech Ellipsis Paragraphs Question marks <p>Spelling Rules</p> <ul style="list-style-type: none"> Double consonants Syllable division 'ch' and 'tch' 's' and 'es' suffix Split digraphs 'ee' spelt 'y' <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.</p> <p>Reading</p> <p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Comparative conjunctions Rhetorical questions Verbs Adjectives Fronted adverbials Similes Metaphors Questions Prepositions Rhetorical questions Conjunctions <p>Punctuation:</p> <ul style="list-style-type: none"> Exclamation marks Question marks Colons Inverted commas for speech Apostrophe for possession Question marks Commas in a list <p>Spelling Rules</p> <ul style="list-style-type: none"> 'oy' and 'oi' 'ed' suffix 'er' and 'est' suffixes 'ing' suffix 'j' ending 'll' ending <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.</p> <p>Reading - The Journal of Iliona by Richard Platt</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency</p>	<ul style="list-style-type: none"> Alliteration Repetition Rhetorical questions Subordinate conjunctions Antonyms Rhyme Precise verbs Metaphors Personification <p>Punctuation:</p> <ul style="list-style-type: none"> Inverted commas for speech Exclamation marks Question marks Commas <p>Spelling Rules</p> <ul style="list-style-type: none"> Suffixes after a 'y' 'less' 'ment' 'ful' and 'ness' suffixes 'ly' suffix 'tion' and 'sion' Prefixes <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.</p> <p>Reading - The Jungle Book by Rudyard Kipling</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Repetition Prepositions Relative clauses <p>Punctuation:</p> <ul style="list-style-type: none"> Inverted commas for speech Question marks Quotations Question marks Apostrophe for possession Fronted adverbials Power of three Adverbial phrases Figurative speech Compound sentences Superlatives Passive voice Alliteration <ul style="list-style-type: none"> Spelling Rules sure' and 'ture' 'ous' and 'ious' Vowel suffixes 'cian' and 'ssion' 'cial' and 'tial' 'able' 'ible' 'ably' and 'ibly' <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight</p> <p>Reading - The Jungle Book by Rudyard Kipling</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> Expanded noun phrases Prepositional phrases Subordinate conjunctions Power of three Reported speech Relative clauses Adverbs Precise verbs Conjunctions Adverbial phrases Repetition Fronted adverbials Superlatives Similes Rhetorical questions <p>Punctuation:</p> <ul style="list-style-type: none"> Quotations Inverted commas for speech Bullet points Question marks Brackets Inverted commas for speech Apostrophes for possession <p>Spelling Rules</p> <ul style="list-style-type: none"> 'cious' and 'tious' 'ant' 'ent' 'ancy' 'ency' Vowel suffixes 'ei' and 'ie' <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.</p> <p>Reading - The Wizards of Once by Cressida Cowell</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction;</p>	<ul style="list-style-type: none"> Prepositions Similes Metaphors Rhetorical questions Relative clauses Expanded noun phrases Adjectives Verbs Adverbs Imperative verbs Precise verbs Alliteration Conjunctions Similes Metaphors Personification Relative clauses <p>Punctuation:</p> <ul style="list-style-type: none"> Question marks Inverted commas for speech Commas in a list Question marks <p>Spelling Rules</p> <ul style="list-style-type: none"> Hyphens Silent letters Consolidation of previously taught rules <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight.</p> <p>Reading - The Wizards of Once by Cressida Cowell</p> <p>Children will explore texts through a diet of content-led reading</p>
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		(punctuation, rate, phrasing, and expression.)			summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)	domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)
YEAR 5	<p>Write stuff – writing units</p> <p>Zoo by Anthony Browne</p> <p>Emperor Penguins- NF text</p> <p>Writing Genres: Narrative Non-chronological Report</p> <p>Grammar</p> <ul style="list-style-type: none"> • Adverbial phrase • Noticing sentence • Verbs • Dialogue • Complex sentence • Relative clause • Brackets • Repetition for effect • Simile • Alliteration • Adjective • Modal verbs • Passive voice • Onomatopoeia • Metaphor • Action • Time adverbial • Checking hearing • Brackets • Adverbials • Feelings thoughts <p>Spelling Rules</p>	<p>Write stuff- writing units</p> <p>Rose Blanche by Ian McEwan and Roberto Innocenti -</p> <p>The Explorer by Katherine Rundell</p> <p>Writing Genres: Recount- diary entry Narrative</p> <p>Grammar</p> <ul style="list-style-type: none"> • Simile • Complex sentence • Colon • Metaphor • Imagining • Personification • Feeling • Repetition • Noticing sentence • Touch • Dialogue • Checking • Action • Mimic structure • Smell • Adverbial phrase • Alliteration • Onomatopoeia • Time adverbial • Show not tell 	<p>Write stuff- writing units</p> <p>The Fantastic Flying Books of Mr Morris Lessmore by William Joyce and Joe Bluhm</p> <p>Topical Talk Festival –Assorted Topics</p>  <p>Writing Genres: Narrative Persuasive Argument- Debate</p> <p>Grammar</p> <ul style="list-style-type: none"> • Adverbial opener • Action verbs • Dash • Personification • Simile • Synonyms & verb • Onomatopoeia & precise verb • Brackets • Adverb/adverbial phrase • Short sentences (for impact) • Inner thought • Parenthesis • Repetition 	<p>Write stuff- writing units</p> <p>The Highwayman by Alfred Noyes</p> <p>One Small Step by Taiko Studios</p> <p>Writing Genres: Poetry Narrative</p> <p>Grammar</p> <ul style="list-style-type: none"> • Modal verb/question • Suffix power of 3 • Complex sentence, colon with a list • Alliterative dialogue • Actions sentence with a conjunction • Positive adjectives • Inner thoughts/ Foreshadowing • Time adverbial • Contrast sentences • Short sentence for impact • Relative clause • Repetition for effect • Modal verbs • Simile • Pathetic fallacy • Repetition for effect • Metaphor • Action- complex sentence • Show not tell including 'ly' adverb • Positive adjectives 	<p>Write stuff- writing units</p> <p>Cosmic by Fred Cotterall Boyce – narrative</p> <p>Refugees- An Issue for Society</p> <p>Writing Genres: Narrative Formal Speech</p> <p>Grammar</p> <ul style="list-style-type: none"> • Powerful adjectives • Question • Interesting dialogue • Short sentences for effect • Action & sound / bracket • Noticing sentence • Smelling sentence • Commas in a list • Complex sentence • Relative clause sentence • Action Feeling • Pathetic fallacy • Modal verbs Adverbs (degrees of possibility) <p>Spelling Rules</p> <ul style="list-style-type: none"> • Able ible ably ibly • Cious tious • Ant ent ancy ency 	<p>Write stuff- writing units</p> <p>The Nowhere Emporium by Ross MacKenzie</p> <p>Screen Use</p>  <p>Writing Genres: Narrative Balanced Argument</p> <p>Grammar</p> <ul style="list-style-type: none"> • Noticing sentences • Modal verbs • Alliteration & dialogue • Time adverbial • Simile Action (power of three) • Semi-colons (in a list) • Relative clause • Precise verb & complex sentence • Parenthesis • Repetition for effect • Prefix ('dis') • Synonyms



English Curriculum Map

	<ul style="list-style-type: none"> • Plural s, es • Split digraphe • Ch tch • Ee spelt y • Oy oi <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will have a weekly focus on the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p><u>Reading</u> Who let the Gods out? By Maz Evans</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> • Ed • Er- est • Ing • J • Ll • Contractions • Suffix ate ise ify <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p><u>Reading</u> The Explorer by Katherine Rundell</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Feelings & personification • Colon • Conjunction & repetition • Parenthesis • Dialogue (modal verb) • Repetition • Relative clause (who) • Relative clause (which) • Personification <p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> • Suffix after Y • Less ment ful ness • Ly • Tion • Prefix <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p><u>Reading</u> Floodlands by Marcus Sedgwick</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Adjectives in a list • Alliterative actions • Short sentences plus a question • Dialogue • Precise verbs • Onomatopoeia • Personification • Short sentences for impact • Conjunctions • Precise verb and adverb <p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> • Sure ture • Ous ious • Vowel suffix • Cian ssion • Cial tial <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p><u>Reading</u> The Highwayman by Alfred Noyes</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Vowel suffix 2 • Ei ie <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p> <p><u>Reading</u> Holes by Louis Sachar</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Adjectives • Verbs • Preposition • Rhetorical questions • Dialogue • Personification • Symbolism • Juxtaposition • Metaphor • Simile • Ellipsis • Adjective • Time adverbials • Contrasting conjunction (subordinate clause) • Quote Adverb • Contrasting conjunction • Data & brackets • Complex sentence • Dash & commas in a list • Complex sentence (non-finite verb) • Alliteration • Concluding statement <p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> • Hyphens • Silent letters <p><u>Year 5/6 Statutory Spellings</u></p> <p>Children will focus on several of the Year 5/6 statutory spellings every week, during morning challenge. Children are then assessed on these words alongside their application of spelling rules.</p>
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English Curriculum Map

						<p>Reading Holes by Louis Sachar</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>
YEAR 6	<p><u>Narrative Complex text</u> Kensuke's Kingdom by Michael Morpurgo</p> <p><u>Linear time sequence</u> How we lived in Ancient Times by Ben Hubbard</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Narrative- adventure story Non-fiction - Explanation-timeline <p><u>Grammar</u></p> <ul style="list-style-type: none"> Word classes Relative clause Relative pronoun Modal verbs to indicate degrees of possibility Adverbs to indicate degrees of possibility Expanded noun phrases to convey complicated information Using the perfect form of verbs to mark relationship of time and cause <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Speech punctuation 	<p><u>Narrative complex text</u> Tyger by SF Said</p> <p><u>Narrative complex text</u> A Christmas Carol by Charles Dickens</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Narrative- Sci-fi Non-fiction - Persuasive letter <p><u>Grammar</u></p> <ul style="list-style-type: none"> Word classes Passive Voice Active Voice Modal Verbs Adverbials Expanded Noun Phrases Preposition Tenses Synonyms and antonyms Recap of word classes Recognising vocabulary and structure choices appropriate for formal writing, including The difference between vocabulary typical of informal speech and formal speech 	<p><u>Narrative complex text</u> Private Peaceful by Michael Morpurgo</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Non-fiction - Recount Non-fiction – non-chronological report <p><u>Grammar</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information The difference between vocabulary typical of informal speech and formal speech Recognising subjunctive forms Recap previously taught grammar Use a wide range of cohesive devices <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Using a colon to introduce a list Use of semi colons to mark boundaries between independent clauses 	<p><u>Narrative complex text</u> The Arrival by Shaun Tan</p> <p><u>Narrative complex text</u> Letter from the Lighthouse by Emma Carroll</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Narrative – Sci-fi Non-fiction - interview <p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> -sure/ -ture -ous/ ious -cian/ -tial -able, -ible, ably, -ibly -cious/ -tious -ant, ent, ancy, ency <p><u>Grammar</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information The difference between vocabulary typical of informal speech and formal speech Recognising subjunctive forms 	<p><u>Narrative complex text</u> Hansel and Gretel by Neil Gaiman</p> <p><u>Narrative complex text</u> Goldilocks and the three Bears</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Narrative - thriller Non-fiction – witness statement/ police interview <p><u>Grammar</u> Recap previously taught grammar</p> <ul style="list-style-type: none"> Word classes Relative clause Relative pronoun Modal verbs to indicate degrees of possibility Adverbs to indicate degrees of possibility Expanded noun phrases to convey complicated information Using the perfect form of verbs to mark relationship of time and cause Passive Voice Active Voice Modal Verbs Adverbials 	<p><u>Narrative complex text</u> A Monster Calls by Patrick Ness</p> <p><u>Persuasive speech</u> No-one is Too Small to Make a Big Difference- Greta Thunberg</p> <p><u>Writing Genres</u></p> <ul style="list-style-type: none"> Narrative - adventure Non-fiction – speech <p><u>Grammar</u> From analysis of QLA (question level analysis), recapping all previously taught grammar skills from KS1/ KS2 to ensure children are ready to progress to KS3.</p> <p><u>Punctuation</u> From analysis of QLA (question level analysis), recapping all previously taught punctuation from KS1/ KS2 to ensure children are ready to progress to KS3.</p>



English Curriculum Map

	<ul style="list-style-type: none"> • Commas for lists • For clarity • To separate clauses • Parenthesis • To avoid ambiguity • Layout devices • Ellipsis <p>Spelling Rules</p> <ul style="list-style-type: none"> • Double s,f,k,z,k • -tch/ -ch sound • -s / -es for plural • Split digraphs (a-e, e-e, o-e, i-e, u-e) • 'ee' sound spelt 'y' at the end of words. • 'oi' / 'oy' <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Recognising subjunctive forms <p>Punctuation</p> <ul style="list-style-type: none"> • Speech punctuation • Capital letters for proper nouns • Commas • For list • For clarity • To separate clauses • Layout device • Ellipsis <p>Spelling Rules</p> <ul style="list-style-type: none"> • Suffixes (ed- est- er - ing) • 'j' ending <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Punctuating bullet points correctly • Using colons to mark boundaries between independent clauses • Use of the dash between marking the boundaries between independent clauses • Using hyphens to avoid ambiguity • Recap previously taught punctuation • Layout devices • Ellipsis <p>Spelling Rules</p> <ul style="list-style-type: none"> • Suffixes after 'y' • Suffixes (-less, -ment, -ful, -ness) • Suffixes (-ly) • -tion/ -sion • Prefixes <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Use a wide range of cohesive devices • Recap previously taught grammar <p>Punctuation</p> <ul style="list-style-type: none"> • Using a colon to introduce a list • Use of semi colons to mark boundaries between independent clauses • Punctuating bullet points correctly • Using colons to mark boundaries between independent clauses • Use of the dash between marking the boundaries between independent clauses • Using hyphens to avoid ambiguity • Recap previously taught punctuation • Ellipsis <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>	<ul style="list-style-type: none"> • Expanded Noun Phrases • Preposition • Tenses • Synonyms and antonyms • Recap of word classes • Recognising vocabulary and structure choices appropriate for formal writing, including • The difference between vocabulary typical of informal speech and formal speech • Recognising subjunctive forms <p>Punctuation</p> <p>Recap previously taught punctuation.</p> <ul style="list-style-type: none"> • Layout devices • Ellipsis • Speech punctuation • Commas for lists • For clarity • To separate clauses • Parenthesis • To avoid ambiguity • Layout devices • Ellipsis <p>Spelling Rules</p> <ul style="list-style-type: none"> • -ei/ ie • Hyphens • Silent letters • Vowel suffixes <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as</p>	<p>Spelling Rules</p> <p>From analysis of QLA (question level analysis), recapping all spellings rules from KS1/ KS2 to ensure children are ready to progress to KS3.</p> <p>Year 5/6 Statutory Spellings</p> <p>Children will focus on 10 of the Year 5/6 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Reading</p> <p>Children will explore texts through a diet of content-led reading domains: author choice; inference; contrast & comment; compare; vocabulary; prediction; summarising and retrieval. Reader's Theatre skills, such as echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression.)</p>
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English Curriculum Map

					echo and choral reading will be used to improve fluency (punctuation, rate, phrasing, and expression).	
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