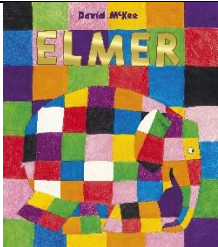
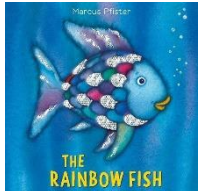
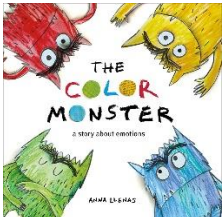
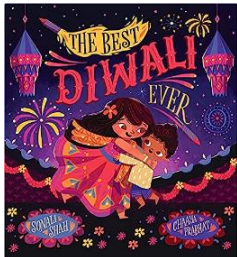
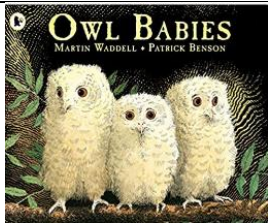
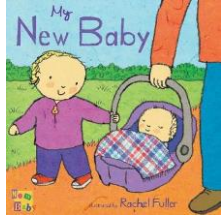
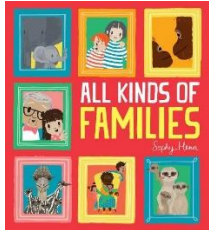
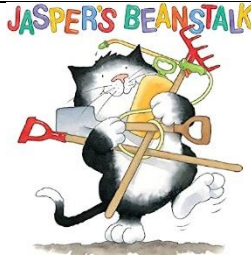
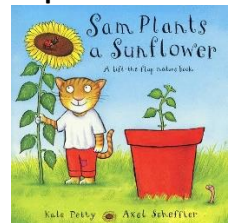
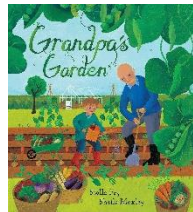
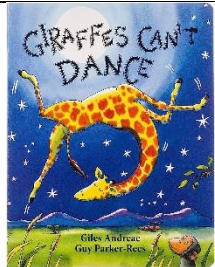
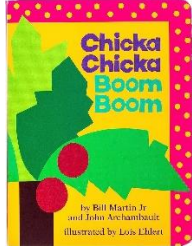


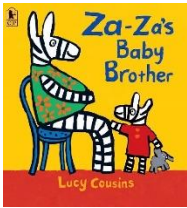
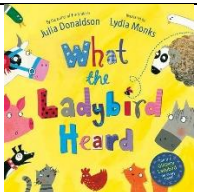
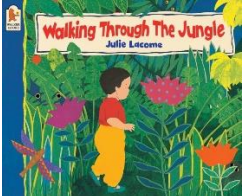
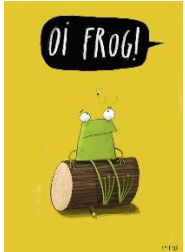
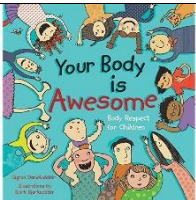
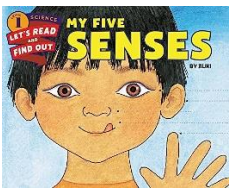
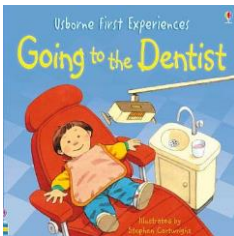
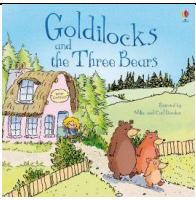


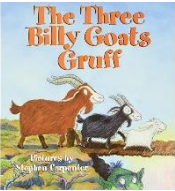
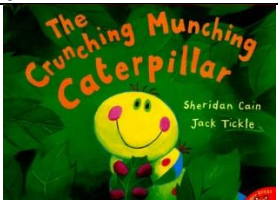
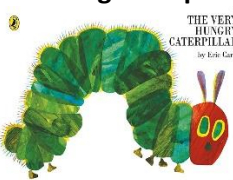
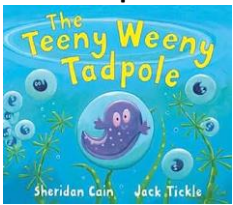
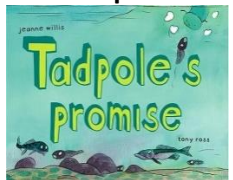
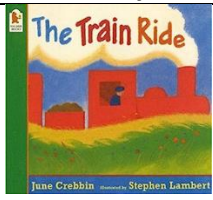

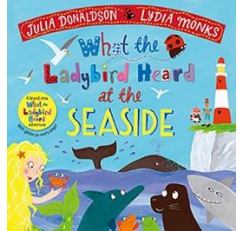




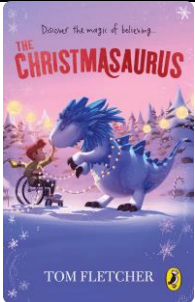
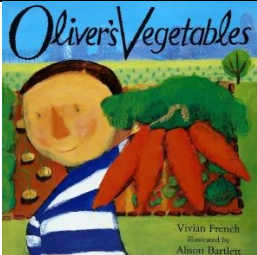
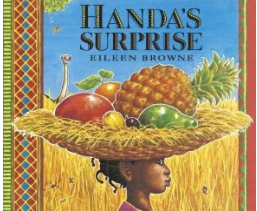
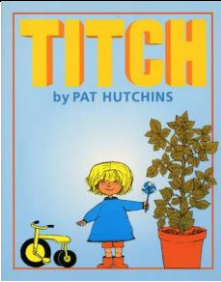
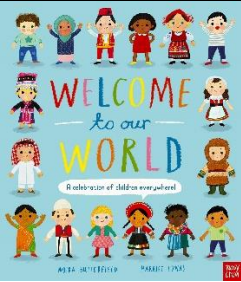
Pre-School English Curriculum Map

<p>Themes each half term</p>	<p>Autumn 1: I am Special All about me Differences between themselves and others</p>	<p>Autumn 2: Celebrations Diwali Fireworks Harvest Festival Christmas</p>	<p>Spring 1: Babies – Then and Now Growing into toddlers Types of families</p>	<p>Spring 2: Space Space and rockets</p>	<p>Summer 1: Planting Planting Looking after our environment</p>	<p>Summer 2: End of Year Festival Musical instruments Dance My favourite nursery rhymes</p>
<p>Class Text</p> <p>Different texts are available for pupils to read in reading corners and also on their activity tables.</p> <p>Additional weekly texts are available for children based on their interests.</p>	 <p>Elmer</p>  <p>The Rainbow Fish</p>  <p>The Colour Monster</p>	 <p>Pick a Pumpkin</p>  <p>Little Glow</p>  <p>The Best Diwali Ever</p>	 <p>Owl Babies</p>  <p>My New Baby</p>  <p>All Kinds of Families</p>	 <p>Whatever Next?</p>  <p>Meet the Planets</p>  <p>Aliens Love Underpants</p>	 <p>Jasper's Beanstalk</p>  <p>Sam plants a Sunflower</p>  <p>Grandpa's Garden</p>	 <p>Giraffes Can't Dance</p>  <p>Chicka, Chicka, Boom, Boom</p>
<p>Literacy Form</p>	<p>Picture Books & Information Books</p>	<p>Picture Books, Information Books and Poetry</p>	<p>Picture Books and Information Books</p>	<p>Picture Books and Information Books</p>	<p>Information Books and Picture Books</p>	<p>Picture Books and Poetry</p>
<p>Fine/Gross Motor Development</p>	<p>Finger/hand painting</p>	<p>Painting with a brush – big and small</p>	<p>Drawing – pencil, felt pen, crayon</p>	<p>Mark making using chalk and blackboard</p>	<p>Unscrewing jar tops</p>	<p>Modelling in sand Riding on a tricycle</p>

<p><i>Some of the activities used to develop muscles for writing</i></p>	<p>Pipe cleaners in colanders Play-dough Dancing Cutting with scissors</p>	<p>Threading pasta necklaces Tearing and folding paper Sensory play – spaghetti, pasta, shaving foam Using a paper punch to make paper patterns</p>	<p>Climbing outside apparatus Block building/dancing Cutting with scissors Measuring and pouring</p>	<p>Ball games: throwing and catching Sewing, lacing, buckling and tying laces Scooping Using pipettes</p>	<p>Putting on coats, zipping and buttoning Construction toys – linking pieces together Large chalks Sand/glitter trays</p>	<p>Climbing, swinging hanging Puzzles Pegs/peg boards</p>
<p>Skills <i>Mark making skills</i></p>	<ul style="list-style-type: none"> • Explore different materials and tools • Experiment with a range of mark making tools • Give meanings to marks • I know how to recognise my name card • Make marks on their picture to stand for their name • Enjoy drawing freely • I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand • I know how to hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round • Developing strong shoulder, elbow and wrist muscles and movement through a range of physical activities • Gain more control over mark making tools 					

Nursery English Curriculum Map

	Autumn 1 All about me and my family	Autumn 2 Animals	Spring 1 Look at me: our bodies	Spring 2 Traditional tales	Summer 1 Our wonderful world, plants and minibeasts	Summer 2 Transport and holidays
<p>Class Text</p> <p>Different texts are available for pupils to read in reading corners and also on their activity tables.</p> <p>Additional weekly texts are available for children based on their interests.</p>	 <p>My Mum is Fantastic</p>  <p>My Dad is Brilliant</p>  <p>Zaza's baby brother</p>	 <p>What the Ladybird Heard</p>  <p>Walking Through the Jungle</p>  <p>Oi Frog! Oi Cat! Oi Dog! (collection)</p>	 <p>Your body is Awesome</p>  <p>My five senses</p>  <p>Going to the dentist</p>	 <p>Goldilocks and the Three Bears</p>  <p>Jack and the Beanstalk</p>  <p>The little red hen</p>  <p>The Three Billy Goats Gruff</p>	 <p>The Crunching, Munching Caterpillar</p>  <p>The Very Hungry Caterpillar</p>  <p>The Teeny, Weeny Tadpole</p>  <p>Tadpole's promise</p>	 <p>The Train Ride</p>  <p>Mr Gumpy's Outing</p>  <p>What the Ladybird Heard at the Seaside</p>
WOW Week	Cultures and Celebrations	Christmas	Healthy Eating		Planting	Countries around the World

	 <p>It's Okay to be Different</p>  <p>Every child is Different</p>	 <p>The Christmasaurus</p>	 <p>Oliver's Vegetables</p>  <p>Handa's Surprise</p>		 <p>Titch</p>	 <p>Welcome to our World</p>
Literacy Form	Picture Books & Information Books	Picture Books, Information Books and Poetry	Picture Books and Information Books	Picture Books, Information Books and Non-fiction Books	Information Books and Picture Books	Picture Books and Poetry
Outcomes	My family picture Create whole class 'Nursery Family Tree'	Create own map of the farm Painting favourite jungle animal Make your own rhyme page of the book to match your name/animal	Self-portrait Mark making fabric-hand, feet and finger painting- touch sense	Drawing a character from the story Creating a paper plate mask	Life cycles – tadpoles and caterpillars Name flower	Holiday suitcase list Different modes of transport
Skills	I know how to recognise my name card	I know how to make the lines and marks that I want with a pencil	I know how to find my name card (without a picture)	I know how to attempt copy the letters in my name	I know how to write some of the letters in my name	I know how to write my name correctly
	I know how to draw lines and circles using gross motor movements	I know how to make the lines and marks that I want with a pencil	Develops more control over mark making tools/equipment Understands language 'up, down, round, back' when making marks		I know how to draw the majority of the pre-writing shapes	Write some letters correctly
		Experiments with mark making Gives meaning to marks			I know how to choose the shapes and marks I make for a purpose	Adds letter shapes to mark making

		(e.g. a round face, two circles for the eyes etc)	
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Reception English Curriculum Map

	Autumn 1 'All About Me'	Autumn 2 'The Seasons'	Spring 1 'Animals'	Spring 2 'Traditional Tales'	Summer 1 'Mini-beasts and Plants'	Summer 2 'Superheroes'
<p>Class Text</p> <p><i>Different texts are available for pupils to read in reading corners and also on their activity tables.</i></p>	<p>Week 1 – 3</p> <p>Settling in period for Reception</p> <p>Baseline assessments take place here</p>	<p>Text 1</p>  <p>Tree: Seasons Come, Seasons Go</p>	<p>Text 1</p>  <p>Farmer Duck</p>	<p>Text 1</p>  <p>Little Red Riding Hood</p>	<p>Text 1</p>  <p>Mad about Mini-Beasts</p>	<p>Text 1</p>  <p>Supertato</p>
	<p>Text 1</p>  <p>The Colour Monster Goes to School</p>	<p>Text 2</p>  <p>The Leaf Thief</p>	<p>Text 2</p>  <p>Dear Zoo</p>	<p>Text 2</p>  <p>The Gingerbread Man</p>	<p>Text 2</p>  <p>The Big Book of Bugs</p>	<p>Text 2</p>  <p>Superworm</p>
	<p>Text 2</p>  <p>Monkey Puzzle</p>	<p>Text 3</p>  <p>Stick Man</p>	<p>Text 3</p>  <p>The Gruffalo</p>	<p>Text 3</p>  <p>You Choose: Fairy Tales</p>	<p>Text 3</p>  <p>The Bad-Tempered Ladybird</p>	<p>Text 3</p>  <p>Here's a Little Poem</p>

	<p>Text 3</p>  <p>We are all Different: A Celebration of Diversity</p>		<p>Text 4</p>  <p>The Bear who went Boo</p>			
<p>WOW Week <i>In the last week of each half term, Reception take part in a WOW enrichment week surrounding a topic/theme</i></p>	<p>WOW Week: People Who Help Us and Good Hygiene</p>  <p>A collection of 'Busy People' books</p>  <p>Dr Dog</p>	<p>WOW Week: Christmas and family celebrations</p>  <p>The Nativity Story</p>  <p>Dear Santa</p>	<p>WOW Week: Living Things and Our Bodies</p>  <p>Life on Earth: Human Body</p>  <p>Find out about... animal babies</p>	<p>WOW Week: Our Local Area</p>  <p>Living in England</p>  <p>Paddington's London Story Treasury</p>	<p>WOW Week: Planting</p>  <p>The Tiny Seed</p>	<p>WOW Week: Keeping safe and Transport</p>  <p>Mrs Armitage on Wheels</p>
<p>Literacy Form</p>	<p>Picture Books & Information Books</p>	<p>Picture Books, Information Books and Poetry</p>	<p>Picture Books and Information Books</p>	<p>Picture Books, Information Books and Non-fiction Books</p>	<p>Information Books and Picture Books</p>	<p>Picture Books and Poetry</p>
<p>Links to main area of the NC</p>	<p>PSHE & History: people who help us</p>	<p>Science: seasons RE: religious festivals</p>	<p>PSHE: bravery, feeling scared and feeling safe</p>	<p>Geography: local area PSHE: good triumphs over evil and trust awareness</p>	<p>Science: mini-beasts and plants</p>	<p>PSHE: Keeping safe History & Geography: transport</p>

			Science: living things & our bodies			
Outcomes	<p>Family picture</p> <p>Self portrait</p> <p>Name writing</p> <p>Posters of people who help us</p>	<p>Who is the Leaf Thief? (Poster)</p> <p>Speech Bubbles</p> <p>Creating a calendar about the Seasons</p> <p>Letter to Santa</p> <p>Christmas cards</p>	<p>Letter to Farmer Duck</p> <p>Character Description of a character from The Gruffalo</p> <p>Describing different animals</p>	<p>Wanted poster of the Wolf from LRRH</p> <p>Shopping list of LRRH's basket</p> <p>Gingerbread man recipe</p>	<p>What am I? Lift the flap riddle</p> <p>Fact file about a bug</p>	<p>Missing poster</p> <p>Create your own vegetable character</p> <p>Superhero power</p>
Skills	<p>Gives meaning to marks</p> <p>Hears and says initial sounds in words</p> <p>Knowing that when I say a word you can write it down and that the letters you use make up the word I have said</p> <p>Write the letters to their name correctly</p>	<p>Include letters in their mark making, beginning to write some sounds in sequence</p> <p>Segments sounds in words</p> <p>Re-read what they have written to check it makes sense</p> <p>Begin to form recognisable letters</p>	<p>Use phonic knowledge to write words which match their spoken sounds</p> <p>Write CVC words correctly</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lowercase letters correctly</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Spells some words correctly, others match their spoken sounds</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lower case upper case letters correctly</p>	<p>When writing letters they usually start and finish in the right place</p> <p>Write short sentences using a full stop, capital letter and finger spaces</p> <p>Re-read what they have written to check it makes sense</p> <p>Form lower case upper case letters correctly</p> <p>Spell some of the 100 high frequency words correctly</p> <p>ELG: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	
	<p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Write some of the tricky words correctly</p>		<p>Write more of the tricky words correctly</p>			

Year 1 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 <p>Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.</p>  <p>Peace at Last Jill Murphy</p>  <p>We're going on a bear hunt</p>  <p>Super Duper You</p>	 <p>Room on the Broom</p>  <p>One Day on Our Blue Planet: In The Savannah</p>  <p>Dogger</p>	 <p>The Elephant and the Bad Baby</p>  <p>Where the Wild Things are</p>  <p>Out and About: A First Book of Poems</p>	 <p>Goldilocks and the Three Bears</p>  <p>The Three Little Pigs</p>  <p>The Three Little Wolves and the Big Bad Pig</p>	 <p>Lost and Found</p>  <p>Beegu</p>  <p>The Tiny Seed</p>	 <p>Cops and Robbers</p>  <p>The Tiger Who Came To Tea</p>  <p>Elmer</p>
Literacy Form	Picture book	Picture book	Picture book	Traditional tales	Picture book	Picture books

	Picture book Poetry through a picture book Picture book	Non-fiction Picture book	Picture book Poetry		Picture book Non-fiction	
Links to main area of the NC	Science: Animals and Humans PSHE: exploring feelings and emotions	PSHE: friendship, helping others and team work Science: Animals and Humans	PSHE: families PSHE: dealing with emotions and feelings Science: seasons	PSHE: how our actions might affect others PSHE: risk taking and resilience	PSHE: loneliness and friendship PSHE: refugees, manners and kindness Science: plants and seeds	PSHE: people who help us when in need PSHE: being kind to others PSHE: diversity, identity and tolerance
Writing based on	Brown Bear, Brown Bear, What do you see? Peace at Last We're going on a bear hunt Super Duper You	Room on the Broom One Day on Our Blue Planet: In The Savannah	The Elephant and the Bad Baby Where the Wild Things Are Out and About: A First Book of Poems	Goldilocks and the Three Bears & The Three Little Pigs	Lost and Found Beegu The Tiny Seed	Cops and Robbers The Tiger Who Came To Tea Elmer
Genres/outcomes • 6 x writing to entertain • 6 x writing to inform: 2 x report, 2 x recount and 2 x instructions • 3 x poetry	<u>Sentence Structure Focus</u> 1. Story map 2. Character description based on Brown Bear 3. Story sequencing (Peace at Last) 4. Setting description (Peace at Last) 5. Cross curricular link: retelling stories through role play	<u>Sentence Structure Focus</u> 1. Captions and sentences (Room on the Broom) 2. Narrative: rewriting part of a story (Room on the Broom) 3. Captions and sentences (ODOOBP) 4. Fact card (ODOOBP) 5. Shape poem (ODOOBP) 6. Information report on the Savannah (ODOOBP)	<u>Sentence Structure Focus</u> 1. Story mapping and sequencing 2. Character description 3. Recount: diary entry 4. Writing retrieval assessment task: character description (WTWTA) 5. Setting description (WTWTA) 6. Letter to Max to comfort and reassure him (WTWTA)	<u>Sentence Structure Focus</u> 1. Recipe on how to make porridge 2. Wanted poster 3. Apology card from Goldilocks to the Three Bears 4. Diary in the role of the Wolf 5. Writing retrieval assessment task: instructions on how to catch a Big Bad Wolf	<u>Sentence Structure Focus</u> 1. Wanted poster (Lost and Found) 2. Fact file (Lost and Found) 3. Persuasive letter (Beegu) 4. Lost poster (Beegu) 5. Character description (Beegu) 6. Information text: how plants grow (The Tiny Seed)	<u>Sentence Structure Focus</u> 1. Story map 2. Rhyming poetry 3. Invitation to a tea party (TTWCTT) 4. Narrative: adapting a character 5. Cross curricular link: non-chronological report about kings and queens 6. Character description of Elmer 7. Book review for a peer

7. Acrostic poem
(Out and About:
A First Book of
Poems)

Grammar and punctuation

- Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.
- Combining words to make sentences; joining words and joining clauses using 'and'.
- Sequencing sentences to form short narratives.
- Separable words; capital letters, full stops, question marks and demarcating sentences.
- Capital letters for names and the personal pronoun 'I'.
- **Terminology:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

Spelling

Objectives that are in blue are a Y1 statutory requirement and individual words highlighted blue are from the Y1 non-statutory example words and their exceptions.

The additional words and sets either reinforce the rule/pattern being taught; revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y1 statutory requirement or practise the common exception words.

1. The sounds /f/ and /s/ spelt 'ff' and 'ss' (off, puff, sniff, miss, hiss, less, if, us, bus, yes)
2. The sounds /l/, /k/ and /z/ spelt 'll', 'zz' and 'ck' (well, pull, full, wall, buzz, fizz, back, stick, flick, pal)
3. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, cracker)
4. The sound spelt n before g 'ng' and the sound spelt n before k 'nk' (bank, think, honk, sunk, wink, bunk, sing, string, hang, long)
5. The sound /ch/ spelt 'ch' and the sound /ch/ spelt

1. The digraphs 'ai' and 'oi' are hardly ever used at the end of English words (rain, wait, train, paid, afraid, oil, join, coin, point, soil)
2. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables (play, way, stay, today, says, boy, toy, enjoy, annoy, royal)
3. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) (goal, coach, own, snow, grow, toe, goes, go, no, so)
4. The sound /ee/ spelt 'e' and with the vowel digraph 'ee' (me, she, we, be, he, see, tree, green, meet, week)

1. The trigraph igh (right, bright, light, night, fright, tight, high, I, by, my)
2. The vowel digraph 'ar' (car, start, park, arm, garden, artist, star, are, were, our)
3. The vowel digraph 'er' (unstressed) and 'er' (stressed) (better, under, summer, winter, sister, rubber, her, term, verb, person)
4. The vowel digraph 'ir' and 'ur' (girl, bird, shirt, first, third, turn, hurt, church, burst, burn)
5. Adding -er and -est to adjectives where no change is needed to the root word (grand, grander, grandest, fresher, freshest, quicker, quickest, taller, tallest, slower, slowest)
6. Days of the week/ Common

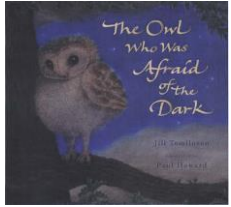
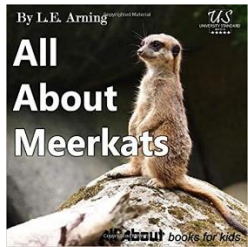

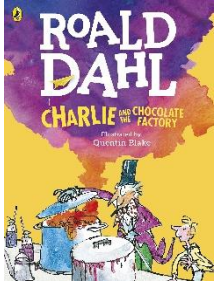
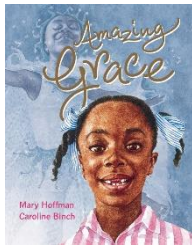
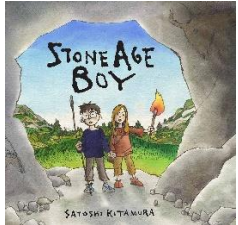
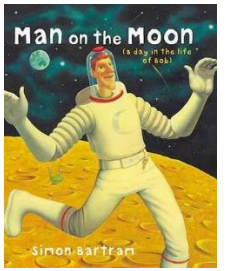
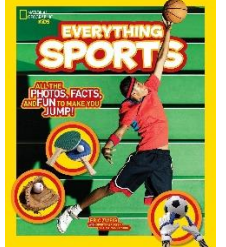
1. The sound /k/ spelt with a 'k' and y (Kent, sketch, kit, skin, frisky, skill, risky, kettle, kilt, king)
2. The split vowel digraphs 'a-e' and 'e-e' (made, came, same, take, safe, date, lake, these, theme, complete)
3. The split vowel digraphs 'i-e' 'o-e' (five, ride, like, time, side, home, those, woke, hope, hole)
4. The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' (June, rule, rude, flute, use, tube, tune, huge, cute, cube)
5. The vowel digraph 'oo' (food, pool, moon, soon, zoo, book, took, foot, wood, good)
6. The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'

1. The vowel digraphs 'ow' and 'ou' (now, how, brown, down, town, out, about, mouth, sound, you)
2. Words ending with the sound /ee/ spelt with 'y' (very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny)
3. The vowel digraph 'or' and the vowel digraph 'ore' (for, short, born, horse, morning, more, score, before, wore, shore)
4. The vowel digraphs 'aw' and 'au' (saw, draw, yawn, crawl, claw, author, August, dinosaur, astronaut, your)
5. The vowel digraphs 'air' and 'are' (air, fair, pair, hair, chair, bare, dare, care, share, scared)
6. The vowel digraph 'ear' (dear, hear, beard, near, year,

1. New consonant spelling 'ph' and 'wh' (dolphin, alphabet, phonics, elephant, when, where, which, wheel, while, white)
2. Adding the prefix -un without any change to the spelling of the root word (unhappy, undo, unload, unfair, unlock, unwrap, unzip, untidy, unwell, unkind)
3. Adding s and es to words (cats, dogs, spends, rocks, schools, friends, thanks, catches, pushes, fetches)
4. Compound words (football, playground, farmyard, bedroom, blackberry, lighthouse, sometimes, bathroom, classroom, teatime)
5. Read words with contractions (word reading - English) (I'm, I'll, we'll, she'll, you'll, they'll, we're, you're, he's, they're)

	<p>–‘tch’ (chip, chick, catch, fetch, kitchen, notch, hutch, rich, much, such)</p> <p>6. The /v/ sound at the end of words spelt with ‘ve’ (van, vet, visit, have, live, give, love, glove, above, nerve)</p>	<p>5. The vowel digraph ‘ea’ (sea, dream, meat, each, scream, read, head, bread, meant, instead)</p> <p>6. The vowel digraph ‘ie’ making the /igh/ and /ee/ sounds (lie, tie, pie, cried, tried, dried, chief, field, thief, shield)</p>	<p>Exception Words (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, there, here, they)</p>	<p>(blue, clue, true, rescue, drew, new, few, grew, flew, threw)</p>	<p>clear, fear, bear, wear, pear)</p>	<p>6. Common Exception Words (of, said, was, has, come, one, once, ask, your, is)</p>
<p>Handwriting</p>	<p>Objectives:</p> <ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 					
	<p>2 weeks per unit Unit 1: Revising letter families from set 1a: c, o, a, d, g, q</p> <p>Unit 2: Revising letter families from set 1b: f, s, e</p> <p>Unit 3: Revising letter families from Set 2a i, l, t and Set 3 sounds RWI</p>	<p>2 weeks per unit Unit 4: Practicing letter families from set 2b: j, u, y</p> <p>Unit 5: Introducing letter families from Set 3a: m, n, r</p> <p>Unit 6: Practicing letter families from Set 3b: b, h, k, p and Set 3 sounds RWI</p>	<p>2 weeks per unit Unit 7: Introducing letter families from set 4: v, w, x, z</p> <p>Unit 8: Practicing letter families from set 4: v, w, x, z</p> <p>Unit 9: Practicing capital letters: E, F, H, I, T, L and set 3 sounds RWI</p>	<p>2 weeks per unit Unit 10: Practicing capital letters: A, K, M, N, V, W, X, Y, Z</p> <p>Unit 11: Practicing capital letters: C, G, O, Q, S, B, D, P, R, U, J</p> <p>Unit 12: Practicing numbers and number words 1 -10 and set 3 sounds RWI</p>	<p>Retrieve and consolidate units 1 -12 across this term, introducing the lead out to each letter.</p> <p>Practise alongside RWI phonic practice – e.g. set 2 and 3 sounds/ green words / red words</p>	

Year 2 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Text	 Traction Man Is Here  A Songbird Dreams of Singing	 The Owl who was Afraid of the Dark  It's Not Turkey for Dinner, It's Turkey the Country	 All About Meerkats  Meerkat Mail	 I am the Seed that grew the Tree  Charlie and the Chocolate Factory	 Amazing Grace  Stone Age Boy	 Man on the Moon  Everything Sports
Literacy Form	Picture book Poetry	Picture book Non-fiction	Picture book Non-fiction	Poetry Adventure novel	Picture book Contemporary fiction	Fictional novel Non-fiction
Links to main area of the NC	PSHE: feelings and emotions Science: Living things and their habitats	Science: Living things and their habitats Geography: Turkey	Science: Food chains	Science: Plants Geography: Chocolate	PSHE: tackling racism History: Stone Age	Geography: Olympics around the world
Writing based on	Traction Man is Here & A Songbird Dreams of Singing	The Owl who was Afraid of the Dark & It's Not Turkey for Dinner, It's Turkey the Country	Meerkat Mail & All About Meerkats	I am the Seed that grew the Tree & Charlie and the Chocolate Factory	Amazing Grace & Stone Age Boy	Man on the Moon & Everything Sports
Genres/outcomes	<u>Sentence Structure Focus</u> 1. Character description	<u>Sentence Structure Focus</u> 1. Writing retrieval assessment task:	<u>Sentence Structure Focus</u> 1. Description of meerkats	1. Free verse poetry 2. Descriptive setting based on nature	1. Narrative writing (retelling the story)	1. Advertisement of holidays to the Moon

<ul style="list-style-type: none"> 4 x writing to inform: report, recount, instructions and explanation 2 x writing to persuade: letter and one other 3 x poetry 	<ol style="list-style-type: none"> Diary entry Setting description Narrative: retelling events from a story Persuasive advert Diamantes poetry 	<p>character description</p> <ol style="list-style-type: none"> Narrative: adapting a chapter Persuasive letter to Plop Non-chronological report on Turkey Instructions: how to make cacik 	<ol style="list-style-type: none"> Fact file about meerkats Postcard Letter writing Diary entry Book review for peers 	<ol style="list-style-type: none"> Leaflet: how to look after plants Character description of an Oompa Loompa Narrative: amending the opening of the story Explanation text: the chocolate machine Cross-curricular writing: biography on Florence Nightingale (history) 	<ol style="list-style-type: none"> Setting description Diary entry: a day in the life of a Stone Age boy Instruction text: how to make a Stone Age tool Recount of 'Stone Age Discovery day' 	<ol style="list-style-type: none"> Interview between two characters Magazine article Explanation text: how to play football Poetry Non-chronological report on the history of the Olympics
<p>Grammar, punctuation and vocabulary</p>	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
<p>Spelling Objectives that are in blue are a Y2 statutory requirement and individual words highlighted blue are from the Y2 non-statutory example words and their exceptions.</p>	<ol style="list-style-type: none"> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words (knock, know, knee, knitting, knife, gnat, gnaw, gnash, gnome, gnarled) The sounds /r/ spelt 'wr' at the beginning of 	<ol style="list-style-type: none"> The sound /l/ spelt with '-le' at the end of words (table, apple, bottle, little, middle, able, wobble, multiple, dazzle, riddle) The sound /l/ spelt with '-el' at the end of words (camel, tunnel, squirrel, travel, towel, tinsel, 	<ol style="list-style-type: none"> Adding -ed, -er and -est to a word ending in -y with a consonant before it (copier, copied, happier, happiest, cried, replied, tried, dried, driest, funnier) Adding -ing to a word ending in -y 	<ol style="list-style-type: none"> The sound /u/ spelt with 'o' (other, mother, brither nothing, Monday, money*, cover, honey, discover, wonder) The sound /ee/ spelt with '-ey' (key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey) 	<ol style="list-style-type: none"> The suffixes -ment, -ness and -ful (enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful, cheerful) The suffixes -less and -ly (badly, hopeless, penniless, happily, lovely, joyless, 	<ol style="list-style-type: none"> Homophones and near homophones (there, their, they're, here, hear, see, sea, to, too, two) Homophones and near homophones (be, bee, quite, quiet, bare, bear, one, won, son, sun)

<p><i>The additional words and sets either reinforce the rule/pattern being taught; practise a spelling rule linked to a Y2 statutory requirement or practise the common exception words.</i></p> <p><i>Any words with an * are included because of their pronunciation with a Southern accent.</i></p>	<p>words (write, written, wrote, wrong, wrap, wrist, wreck, wrestle, wriggle, wren)</p> <ol style="list-style-type: none"> The sound /s/ spelt 'c' before e, i and y (race, ice, cell, city, fancy, face, space, bicycle, circle, spicy) The sound /j/ spelt with '-dge' and '-ge' at the end of words (badge, edge, bridge, dodge, fudge, age, huge, change, charge, village) The sound /j/ often spelt with g before e, i and y The sound /j/ always spelt with 'j' before a, o and U (gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust) Common Exception Words* (door, floor, again, wild, children, climb, parents, most, only, both)* Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<p>bagel, hazel, vowel, jewel)</p> <ol style="list-style-type: none"> The sound /l/ spelt with '-il' and '-al' at the end of words (pencil, fossil, nostril, pupil, metal, pedal, capital, hospital, animal, oval) The sound /igh/ spelt with '-y' at the end of words (cry, fly, dry, try, reply, sly, shy, terrify, sky, multiply) Adding -ies to nouns and verbs ending in -y (flies, tries, replies, copies, babies, carries, cries, dries, marries, families) Common Exception Words * (find, mind, behind, old, cold, gold, hold, told, every, everybody)* Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<p>with a consonant before it (copying, crying, replying, marrying, carrying, flying, trying, drying, skiing, taxiing)</p> <ol style="list-style-type: none"> Adding -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring) Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny) The sound /or/ spelt 'a' before l or ll (all, ball, call, walk, talk, always, small, wall, fall, altogether) Common Exception Words * (fast, last, father, class, grass, pass, plant, path, bath, people)* Retrieve and consolidate spelling patterns from this half term: dictation 	<ol style="list-style-type: none"> The /o/ sound spelt with 'a' after w and qu (want, watch, wander, quantity, squash, quality, squabble, squad, quad, quarrel) The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w (word, work, worm, world, worth, worst, war, warm, towards, ward) The sound /zh/ spelt 's' (television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure) Common Exception Words * (even, break, steak, move, prove, improve, sure, sugar, eye)* Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<p>slowly, quickly, careless, fearless)</p> <ol style="list-style-type: none"> Words ending in -tion (station, fiction, motion, national, section, addition, subtraction, potion, option, introduction) Contractions (can't, didn't, hasn't, couldn't, it's, wouldn't, shouldn't, wasn't, Mr, Mrs) The possessive apostrophe (Megan's, Ravi's, the girl's, the child's, the man's, the woman's, the school's, a dog's, a teacher's, Gus') Common Exception Words* (any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind)* Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<ol style="list-style-type: none"> Homophones, near homophones and conjunctions (night, knight, blue, blew, hole, whole, because, so, that, or) Months of the year/time (January, February, March, April, May, June, July, August, September, October) Months of the year/time (November, December, after*, past*, hour*, half*, minute, quarter, month, second) Question words and SPaG terms (who*, why, what, how, which, where, when, adjective, adverb, verb) Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake
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			passages and spot the mistake			
Handwriting	Objectives: <ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters. 					
	1 week per unit Unit 1: Introducing diagonal join to ascender: joining at, all Unit 2: Practising diagonal join to ascender: joining th, ch, cl Unit 3: Introducing diagonal join, no ascender: joining in, im, cr, tr, dr Unit 4: Practising diagonal join, no ascender: joining lp, mp, ee Unit 5: Practising diagonal join, no ascender: joining ai, ay, ime, ine, op, oy Unit 6: Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig, nd, ld, ng	1 week per unit Unit 7: Diagonal join to ascender in words: -eel / -eet / -eek / -ilk Unit 8: Practising diagonal join, no ascender, in words: a_e (same) Unit 9: Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride) Unit 10: Practising horizontal join, no ascender, in words: -ow, ou, oi, oy Unit 11: Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode Unit 12: Practising horizontal join, to ascender ole, obe, ook, oo	1 week per unit Unit 1: Practising diagonal join to r: ir, ur, er Unit 2: Practising horizontal join to r: or, oor Unit 3: Introducing horizontal join from r to ascender: irl, url, irt Unit 4: Introducing horizontal join from r: ere Unit 5: Practising joining to and from r: air	1 week per unit Unit 6: Introducing diagonal join to s: dis Unit 7: Introducing horizontal join to s: ws Unit 8: Introducing diagonal join from s to ascender: sh Unit 9: Introducing diagonal join from s, no ascender: si, su, se, sp, sm, Unit 10: Introducing horizontal join from r to an anticlockwise letter: rs	1 week per unit Unit 1: Practising diagonal join to an anticlockwise letter: ea, ear Unit 2: Introducing horizontal join to and from f to ascender: ft, fl Unit 3: Introducing horizontal join from f, no ascender: fu, fr Unit 4: Introducing diagonal join, no ascender Unit 5: Introducing horizontal join, no ascender Unit 6: Introducing diagonal join, no ascender, to an anticlockwise letter	1 week per unit Unit 7: Introducing horizontal join to ascender Unit 8: Capital letter practice: height of ascenders and capitals Unit 9-12: Handwriting sessions should now be focussed around practising joining spellings / common exception words. <i>Assessment – focus intervention groups based on specific joins / numbers / capitals.</i>

Year 3 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Text</p> <p>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</p> <p>Monday and Friday guided reading lessons are based on these texts.</p>	 <p>Hansel and Gretel</p>  <p>The Egyptian Cinderella</p>  <p>Marcy and the Riddle of the Sphinx</p>	 <p>Cat Tales – Ice Cat</p>  <p>World Feature Focus: Mountains</p>	 <p>The Willow Pattern Story</p>  <p>The Lost Words</p>	 <p>The Iron Man</p>	 <p>Leo and the Gorgon's Curse</p>  <p>The Lion, The Witch and The Wardrobe</p>	 <p>Mythologica: An Encyclopaedia of Gods, Monsters and Mortals from Ancient Greece</p>  <p>Coming to England</p>  <p>Extracts from 'Boy'</p>
<p>Literacy form</p>	<p>Fairy tale picture book Picture book</p>	<p>Fictional novel Non-fiction picture book</p>	<p>Picture book Poetry</p>	<p>Sci-fi novel</p>	<p>Graphic novel Classic novel from our heritage</p>	<p>Information text Auto-biographical novels</p>
<p>Links to main area of the NC</p>	<p>PSHE: coping with fears</p>	<p>PSHE: dealing with disappointment</p>	<p>History: Shang Dynasty</p>	<p>PSHE: bravery, friendship and fear</p>	<p>History: Ancient Greeks</p>	<p>History: Ancient Greeks PSHE: Black History</p>

	History: The Egyptians	Geography: Mountains	Science: Living Things and their Habitats		PSHE: betrayal and forgiveness	
Writing based on	Hansel and Gretel & The Egyptian Cinderella	Cat Tales – Ice Cat & World Feature Focus: Mountains	The Willow Pattern Story & The Lost Words	The Iron Man	Leo and the Gorgon’s Curse The Lion, The Witch and The Wardrobe	Mythologica & Coming to England/Boy
Genres/outcomes 6 x writing to entertain 4 x writing to inform: report, recount, instructions and explanation 2 x writing to persuade: letter and one another 3 x poetry	<ol style="list-style-type: none"> 1. Setting description 2. Character description 3. Narrative: adapting a character 4. Missing poster on the slippers 5. Fact file on the Egyptians 	<ol style="list-style-type: none"> 1. Narrative: alternative mythical character 2. Setting description 3. Clerihews poem 4. Information text on mountains 	<ol style="list-style-type: none"> 1. Diary entry 2. Narrative: modifying a story 3. Cross-curricular link: non-chronological report on the Shang Dynasty 4. Persuasive letter: why we should protect birds 5. Free verse poetry 	<ol style="list-style-type: none"> 1. Description of Iron Man toppling off clifftop (setting and character description) 2. Diary entry in role as Hogarth’s Father 3. Blackout poetry 4. Narrative: re-tell the opening of the story 5. Set of instructions for trapping the Iron Man 	<ol style="list-style-type: none"> 1. Non-chronological report on Ancient Greece 2. Diary writing from Lucy’s perspective 3. First person narrative: Lucy meeting Mr Tumnus 4. Explanation: how are volcanoes formed? 	<ol style="list-style-type: none"> 1. Magazine article 2. Auto-biographies 3. Encyclopaedia entry: Greek myths
Grammar, punctuation and vocabulary	<p>Retrieval: consolidate grammar, punctuation and vocabulary from Year 2</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. 					
Spelling	<ol style="list-style-type: none"> 1. Words with the long /ai/ sound spelt eith ei (eight, eighth, eighty, weight, neighbour, vein, 	<ol style="list-style-type: none"> 1. Creating adverbs using the suffix -ly (no change to root word) (kindly, quickly, safely, rudely, sweetly, strongly, bravely, secretly, finally, usually) 	<ol style="list-style-type: none"> 1. Words with short /i/ sound spelt ‘y’ (myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical) 2. Adding suffixes beginning with a 	<ol style="list-style-type: none"> 1. Homophones and near homophones (grate, great, grown, groan, plain, plane, peace, piece, rain, reign) 2. Homophones and near 	<ol style="list-style-type: none"> 1. Words ending in –ary (library, February, dictionary, boundary, salary, summary, primary, secondary, ordinary, necessary) 2. Words with a short /u/ sound 	<ol style="list-style-type: none"> 1. Words ending in the suffix –al (natural, occasional, actual, accidental, medical, national, capital, vocal, sensational, personal)

<p>veil, beige, sleigh, freight)</p> <ol style="list-style-type: none"> 2. Words with the long /ai/ sound spelt with ey (hey, they, obey, grey, prey, whey, survey, convey, disobey, purvey) 3. Words with the long /ai/ sound spelt with ai (straight, campaign, contain, brain, faint, waist, claim, praise, complaint, afraid) 4. Words with /ur/ sound spelt with ear (earth, early, learn, heard, earn, pearl, search, unearth, earl, rehearse) 5. Homophones and near homophones (here, hear, heel, heal, main, mane, mail, male, knot, not) 6. Homophones and near homophones (berry, bury, brake, break, meet, meat, mall, bawl, fair, fare) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<ol style="list-style-type: none"> 2. Creating adverbs using the suffix -ly when the root word ends in 'y' with more than one syllable (happily, angrily, lazily, easily, busily, greedily, messily, wearily, cheekily, clumsily) 3. Creating adverbs using the suffix -ly when the root word ends in 'le' (gently, simply, humbly, nobly, horribly, terribly, possibly, incredibly, comfortably, probably) 4. Creating adverbs using the suffix -ly when the root word ends in 'ic' or 'al' (basically, frantically, dramatically, magically, tragically, comically, actually, accidentally, occasionally, eventually) 5. Creating adverbs using the suffix -ly (truly, duly, wholly, fully, daily, publicly, dryly, slyly, shyly, coyly) 6. Statutory spelling challenge words (believe, appear, often, group, breath, continue, arrive, women, describe, height) 7. Retrieve and consolidate spelling patterns from this half term: dictation 	<p>vowel (er/ed/en/ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant) (gardener, gardening, limited, limiting, offering, offered, benefited, benefiting, focused, focusing)</p> <ol style="list-style-type: none"> 3. Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) (forgetting, forgotten, beginning, beginner, preferred, preferring, occurred, occurring, forbidden, committed) 4. Creating negative meanings using prefix mis- (misspell, mislead, mistreat, misbehave, mistrust, misprint, misuse, misplace, misheard, misread) 5. Creating negative meanings using prefix dis- (dislike, disobey, discolour, discover, disappear, dishonest, disallow, disbelieve, disapprove, discontinue) 	<p>homophones (scent, sent, vain, vein, rode, road, steel, steal, waist, waste)</p> <ol style="list-style-type: none"> 3. Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- meaning 'again' or 'back' (bicycle, biplane, bisect, bilingual, biannual, reappear, redecorate, reapply, repay, rebuild) 4. Words ending in the /g/ sound spelt 'gue' and the 'k' sound spelt 'que' (league, plague, rogue, vague, fatigue, unique, antique, mosque, cheque, technique) 5. Words with a /sh/ sound spelt with 'ch' (chef, chalet, machine, brochure, crochet, ricochet, parachute, moustache, champagne, chute) 6. Statutory spelling challenge words (address, busy, business, heart, fruit, breathe, strange, complete, extreme, forwards) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake 	<p>spelt 'o' (woman, wonder, month, govern, brother, another, shovel, above, above, Monday, discover)</p> <ol style="list-style-type: none"> 3. Words with a short /u/ sound spelt with 'ou' (enough, young, touch, double, trouble, country, courage, rough, tough, cousin) 4. Word families based on common words, showing how words are related in form and meaning (instruct, structure, construction, instruction, instructor, unit, union, united, universe, university) 5. Word families based on common words, showing how words are related in form and meaning (scope, telescope, microscope, horoscope, periscope, inspect, spectator, respect, perspective, spectacles) 6. Word families based on common words, showing how words are related in form and meaning (press, suppress, express, compress, impress, 	<ol style="list-style-type: none"> 2. Words ending with an /zhuh/ sound spelt with 'sure' (treasure, measure, pleasure, enclosure, closure, leisure, exposure, pressure, composure, fissure) 3. Words ending with a /chuh/ sound spelt 'ture' (creature, picture, nature, furniture, capture, culture, moisture, future, gesture, structure) 4. Words ending with a /chuh/ sound spelt 'ture' (lecture, literature, fracture, miniature, mixture, puncture, sculpture, signature, temperature, texture) 5. Silent letter retrieval (island, answer, write, wrapper, knife, knock, thumb, doubt, half, calm) 6. Silent letter retrieval (build, guide, guard, wheat, whale, honest, whirl, gnome, gnaw, surprise) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake
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		passages and spot the mistake	6. Words with a /k/ sound spelt with 'ch' (scheme, chorus, echo, character, ache, chaos, stomach, chemistry, orchestra, technology) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake		prevent, invent, venture, adventure, eventful) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake	
Handwriting	Objectives: <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. 					
	1. Revising joins in a word: long vowel phonemes: ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc 2. Revising joins in a word: le 3. Revising joins in a word: ing 4. Revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks.	1. Revising joins in a word: new vocabulary 2. Revising joins in a word: un, de 3. Revising joins to and from s: dis 4. Revising joins to and from r: re, pre 5. Revising joins to and from f and ff 6. Revising joins: qu	1. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu 2. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po 3. Practising joining b and p: diagonal join to ascender, bl, ph 4. Relative sizes of letters: silent letters 5. Parallel ascenders: high frequency words 6. Parallel ascenders: adding y to words	7. Relative size and consistency: -ly, - less, -ful 8. Relative size and consistency: capitals 9. Speed and fluency - practice: -er, -est 10. Speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc) High frequency wordlist – year 3	Assessment and Retrieval Joining with: - f / ff - j - k Joining words with break letter x Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line). Practice joins through spelling practice of high frequency wordlist for Year 3	

Year 4 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Text</p> <p>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</p> <p>Monday and Friday guided reading lessons are based on these texts.</p>	 <p>Voices in the Park</p>  <p>The Bee is not Afraid of Me</p>	 <p>The Firework-Maker's Daughter</p>  <p>So You Think You've Got It Bad: A Kid's Life in Ancient Rome</p>	 <p>Escape from Pompeii</p>  <p>Charlotte's Web</p>	 <p>Charlotte's Web</p>  <p>Aladdin and the Enchanted Lamp</p>	 <p>The Tempest</p>  <p>How To Train Your Dragon</p>	 <p>How to Train Your Dragon</p>  <p>Greta Thunberg</p>
Literacy Form	Picture book Poetry	Modern fairy tale Non-fiction	Non-fiction Classic novel	Classic novel Fictional fairy tale	Tragicomedy graphic novel Fantasy fiction novel	Fantasy fiction novel Non-fiction
Link to main NC Area of Learning	PSHE: Everyone sees things differently Science: Living Things and their Habitats	PSHE: taking risks and not exploiting others History: Ancient Rome	History: Ancient Rome PSHE: friendship and perseverance	PSHE: friendship and perseverance History: Middle East	PSHE: revenge and forgiveness History: ancient civilisations	History: ancient civilisations Geography: climate change
Writing based on	Voices in the Park & The Bee is not Afraid of Me	The Firework-Maker's Daughter	Escape from Pompeii & Hoverbike (Literacy Shed)	Charlotte's Web	The Tempest & How to Train Your Dragon	How to Train Your Dragon & Greta Thunberg
Genres/outcomes	<u>Sentence structure focus</u> 1. Character description	<u>Sentence structure focus</u>	1. Setting description: before and after	1. Journal entry in the role of Fern	1. Play script 2. Explanation text: earthquakes	1. News broadcast: dragon sighting

<p>inform: report, recount, instructions and explanation</p> <ul style="list-style-type: none"> • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry 	<ol style="list-style-type: none"> 2. Setting description of the park 3. Retelling story from a character's point of view (1st person) 4. Cross-curricular writing: instructions on how to make and bake bread 	<ol style="list-style-type: none"> 1. Informal letter that Lila writes to her father 2. Explanation: the Ceremony of the Full Moon 3. Character description 4. Narrative: write a missing chapter (including speech) 	<p>the eruption of Mount Vesuvius</p> <ol style="list-style-type: none"> 2. Informal letter about the events in Pompeii 3. Encyclopaedia entry: Ancient Rome 4. Persuasive advert: join the Roman army 	<ol style="list-style-type: none"> 2. Persuasive letter from Wilbur's perspective 3. Non-chronological report on spiders 4. Cross-curricular brochure: wonders of the Mediterranean (links to geography) 	<ol style="list-style-type: none"> 3. Care manual: how to care for Caliban 4. Tetractys poetry 	<ol style="list-style-type: none"> 2. Narrative: setting and character description 3. Narrative: conversation between two of the novices 4. Balanced argument: should plastics be banned? 5. Free verse poetry
<p>Grammar, punctuation and vocabulary</p>	<p style="text-align: center;">Retrieval: consolidate grammar, punctuation and vocabulary from Year 3</p> <ul style="list-style-type: none"> • Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
<p>Spelling</p> <p><i>Objectives that are in blue are a Y3/Y4 statutory requirement and individual words highlighted blue are from the Y3/Y4 statutory spelling list.</i></p> <p><i>The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to the Y3/Y4 statutory</i></p>	<ol style="list-style-type: none"> 1. Words with /aw/ spelt with augh and au (caught, naughty, taught, daughter, autumn, clause, cause, astronaut, applaud, author) 2. Adding the prefix in- meaning 'not' or 'into' (inactive, incorrect, inaccurate, insecure, indefinite, incomplete, infinite, inedible, inability, indecisive) 3. Adding the prefix im- before a root word starting with 'm' or 'p' (immature, 	<ol style="list-style-type: none"> 1. Words with a /shuhn/ sound, spelt with 'sion' if root word ends in 'se', 'de' or 'd' (expansion, extension, comprehension, tension, corrosion, supervision, fusion, conclusion, persuasion, suspension) 2. Words with a /shuhn/ sound, spelt with 'ssion' if root word ends in 'ss' or 'mit' (expression, discussion, confession, permission, admission, transmission, possession, profession, depression, impression) 	<ol style="list-style-type: none"> 1. Homophones and near homophones (accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's) 2. Homophones and near homophones (cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs) 3. Nouns ending in the suffix -ation (information, adoration, sensation, preparation, education, location, exaggeration, concentration, 	<ol style="list-style-type: none"> 1. Words with the /s/ sound spelt 'sc' (science, crescent, discipline, fascinate, scent, scissors, ascent, descent, scientist, scenery) 2. Words with a 'soft c' spelt with 'ce' (centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate) 3. Words with a 'soft c' spelt with 'ci' (circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen) 	<ol style="list-style-type: none"> 1. Adding the prefix inter- meaning 'between' or 'among' (interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, intervene, interlude) 2. Adding the prefix anti- meaning 'against' (antiseptic, anticlockwise, antisocial, antidote, antibiotic, antivenom, anti-ageing, antifreeze, antiperspirant, antigravity) 3. Adding the prefix auto- meaning 	<ol style="list-style-type: none"> 1. Adding the suffix -ous with no change to root word (dangerous, poisonous, mountainous, joyous, synonymous, hazardous, riotous, perilous, momentous, scandalous) 2. Adding the suffix -ous with no definitive root word (tremendous, enormous, jealous, serious, hideous, fabulous, curious, anxious, obvious, gorgeous)

<p><i>spelling word or relate to a work, sentence or punctuation objective from the English Appendix 2 of the NC 2014</i></p>	<p>immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite, important, improper)</p> <p>4. Adding the prefix il- before a root word starting with 'l' and the prefix ir- before a root word starting with 'r' (illegal, illegible, illogical, illiterate, illicit, irregular, irrelevant, irresponsible, irrational, irresistible)</p> <p>5. Homophones and near homophones (medal, meddle, missed, mist, scene, seen, board, bored, which, witch)</p> <p>6. Words with /shun/ endings spelt with 'sion' if root word ends in 'se', 'de' or 'd' (division, invasion, confusion, decision, collision, television, revision, erosion, inclusion, explosion)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Words with a /shuhn/ sound, spelt 'tion' if root word ends in 'te' or 't' / has no definite root (invention, injection, action, question, mention, attraction, translation, devotion, position, solution)</p> <p>4. Words with a /shuhn/ sound, spelt with 'cian' if root word ends in 'c' or 'cs' (musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician)</p> <p>5. Words with 'ough' to make a long /o/, /oo/ or /or/ sound (though, although, dough, through, breakthrough, thought, bought, brought, fought, ought)</p> <p>6. Statutory spellings challenge words (interest, experiment, potatoes, favourite, imagine, material, promise, opposite, minute, increase)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation</p>	<p>imagination, organisation)</p> <p>4. Nouns ending in the suffix -ation (creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration)</p> <p>5. Adding the prefix sub- (meaning 'under') and the prefix super- (meaning 'above') (submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman)</p> <p>6. Plural possessive apostrophes with plural words (girls', boys', babies', parents', teachers', women's, men's, children's, people's, mice's)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>4. Word families based on common words, showing how words are related in form and meaning (phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal, realisation)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (solve, solution, insoluble, dissolve, solvent, sign, signature, assign, design, signal)</p> <p>6. Statutory spelling challenge words (length, strength, purpose, history, different, difficult, separate, suppose, therefore, knowledge)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>'self' or 'own' (autograph, autobiography, automatic, autofocus, autocorrect, autopilot, autorotate, automobile, autonomy, autocue)</p> <p>4. Adding the prefix ex- meaning 'out' (exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior)</p> <p>5. Adding the prefix non- meaning 'not' (non-stick, non-stop, non-starter, non-smoker, nonsense, non-fiction, non-drip, non-violent, non-profit, non-believer)</p> <p>6. Words ending on -ar/-er (calendar, grammar, regular, particular, peculiar, popular, consider, remember, quarter, integer)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Adding the suffix -ous where word ending in 'y' become 'i' and words ending in 'our' become 'or' (various, furious, glorious, victorious, mysterious, humorous, glamorous, vigorous, odorous, rigorous)</p> <p>4. Adding the suffix -ous where words ending in 'e' drop the 'e' but not 'ge' (famous, nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous)</p> <p>5. Adverbials of frequency and possibility (regularly, occasionally, frequently, usually, rarely, perhaps, maybe, certainly, possibly, probably)</p> <p>6. Adverbials of manner (awkwardly, frantically, curiously, obediently, carefully, rapidly, unexpectedly, deliberately, hurriedly, reluctantly)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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		passages and spot the mistake				
<p>Handwriting</p> <p><i>Pupils will work towards earning a 'pen licence' from Year 4 onwards.</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 					
	<p>Join from the letter 's'</p> <p>Patterns: sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw</p> <p>Join to letters with hooks, lines and loops</p> <p>Patterns: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p>	<p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Practise printing using high frequency words from Year 3-4 wordlists using joins.</p> <p>Join to letters with hooks, lines and loops</p> <p>ga, ge, gi, gl, go, gr, gs, gu, wh</p>	<p>Retrieval: consolidate the 4 basic joins</p> <p>Retrieval: consolidate specific letter joins to ensure children are writing in a fluent style.</p>			

Year 5 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Text</p> <p>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</p> <p>Monday and Friday guided reading lessons are based on these texts.</p>	 <p>Nobody Owns the Sky – the Bessie Coleman Story</p>  <p>The Watertower</p>	 <p>Anglo-Saxon Boy</p>	 <p>Macbeth</p>  <p>On the Move: Poems About Migration</p>	 <p>Odd and the Frost Giants</p>  <p>Norse Myths: Tales of Odin, Thor and Loki</p>	 <p>The Great Kaypok Tree</p>  <p>Time Trails: Rainforest</p>	 <p>Room 13</p>  <p>Expedition diaries: Amazon Basin</p>
Literacy Form	Narrative poetry Visual text	Historical fiction novel	Classic texts from our heritage Picture book	Mythical novel Myths and legends picture book	Picture book Non-fiction	Gothic fiction Non-fiction information text
Writing based on	Nobody Owns the Sky The Watertower	Anglo-Saxon Boy	Macbeth	Odd and the Frost Giants Norse Myths: Tales of Odin, Thor and Loki	The Great Kaypok Tree Time Trails: Rainforest	Room 13 Expedition diaries: Amazon Basin
Link to main NC Area of Learning	History and PSHE: Black History PSHE: belonging	History: Anglo-Saxons	PSHE: dealing with conflict Geography and PSHE: Migration across Europe & empathy and kindness	History: Vikings	Geography: Rainforests	Geography: Amazon Basin

<p>Genres/outcomes</p> <ul style="list-style-type: none"> • 6 x writing to entertain • 4 x writing to inform: report, recount, instructions and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry 	<p><u>Sentence Structure</u> <u>Focus</u></p> <ol style="list-style-type: none"> 1. Biography based on Bessie Coleman 2. Narrative poem 3. Setting description 4. Cross-curricular writing: non-chronological report on Baghdad (linked to history) 	<ol style="list-style-type: none"> 1. Adapted character description 2. Setting description of their own Anglo-Saxon village 3. Diary writing 4. News commentary about the Battle of Hastings 	<ol style="list-style-type: none"> 1. Informal letter: Macbeth revealing his inner most thoughts to his wife 2. Play script 3. Instructions: how to make a witches' potion 4. Balanced argument - Macbeth: tragic hero or dastardly villain? 	<ol style="list-style-type: none"> 1. Character description 2. Adapted myths and legends narrative 3. Cross-curricular writing: tourist guidebook for Brazil (linked to geography) 	<ol style="list-style-type: none"> 1. Renga poems based on rainforests 2. Explanation text: How to save the rainforest 3. Persuasive letter fighting against deforestation 	<ol style="list-style-type: none"> 1. Journal entry 2. Senryus poems on the Amazon Basin 3. Encyclopaedia entry based on Machu Picchu
<p>Grammar and punctuation</p>	<p style="text-align: center;">Retrieval: consolidate grammar, punctuation and vocabulary from Years 3 and 4</p> <ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
<p>Spelling <i>Objectives that are in blue are a Y5/Y6 statutory requirement and individual words highlighted blue are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a</i></p>	<ol style="list-style-type: none"> 1. Words with endings that sound like /shuhs/ spelt with -cious (vicious, gracious, spacious, malicious, precious, conscious, delicious, suspicious, atrocious, ferocious) 2. Words with endings that sound like /shuhs/ spelt with -tious or -ious (ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, 	<ol style="list-style-type: none"> 1. Words with 'silent' letters (doubt, lamb, debt, thumb, solemn, autumn, column, knight, knuckle, knot) 2. Words with 'silent' letters (wrestle, wrapper, island, aisle, debris, mortgage, Christmas, yacht, guarantee, guilty) 3. Modal verbs (can, could, may, might, must, shall, should, will, would, ought) 4. Words ending in 'ment' (equipment, environment, government, parliament, enjoyment, 	<ol style="list-style-type: none"> 1. Creating nouns using -ity suffix (community, curiosity, ability, visibility, captivity, activity, eternity, flexibility, possibility, sensitivity) 2. Creating nouns using -ness suffix (happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness) 3. Creating nouns using -ship suffix (membership, ownership, partnership, dictatorship, championship, 	<ol style="list-style-type: none"> 1. Words with an /or/ sound spelt 'or' (forty, scorch, absorb, decorate, afford, enormous, category, tornado, according, opportunity) 2. Words with /or/ sound spelt 'au' (pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, restaurant) 3. Convert nouns or adjectives into verbs using the suffix -ate (pollinate, captivate, activate, motivate, communicate, medicate, 	<ol style="list-style-type: none"> 1. Words containing the letter string 'ough' (tough, although, dough, doughnut, through, cough, trough, rough, tough, enough) 2. Words containing the letter string 'ough' (plough, bough, drought, brought, bought, wrought, thought, ought, borough, thorough) 3. Adverbials of time (yesterday, tomorrow, later, immediately, earlier, eventually, recently, previously, finally, lately) 	<ol style="list-style-type: none"> 1. Unstressed vowels in polysyllabic words (definite, desperate, literate, secretary, stationary, dictionary, Wednesday, familiar, original, animal) 2. Adding verb prefixes de- and re- (deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit) 3. Adding verb prefix over- (overthrow, overturn, overslept, overcook, overreact, overestimate,

<p><i>word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.</i></p>	<p>pretentious, anxious, obnoxious)</p> <p>3. Words with the short vowel sound /i/ spelt with y (<i>symbol, mystery, lyrics, oxygen, symptom, physical, system, typical, crystal, rhythm</i>)</p> <p>4. Words with the long vowel sound /i/ spelt with y (apply, supply, identify, occupy, multiply, rhyme, cycle, python, hygiene, hyphen)</p> <p>5. Homophones and near homophones (past, passed, proceed, precede, aisle, isle, aloud, allowed, affect, effect)</p> <p>6. Homophones and near homophones (farther, father, guessed, guest, heard, herd, led, lead, mourning, morning)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>document, management, movement, replacement, statement)</p> <p>5. Adverbs of possibility and frequency (certainly, definitely, possibly, perhaps, probably, frequently, often, occasionally, rarely, always)</p> <p>6. Statutory spelling challenge words (<i>vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur, neighbour</i>)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>craftsmanship, fellowship, apprenticeship, citizenship, sponsorship)</p> <p>4. Homophones and near homophones (stationary, stationery, steal, steel, wary, weary, who's, whose, fate, fete)</p> <p>5. Homophones and near homophones (alter, altar, ascent, assent, bridal, bridle, cereal, serial, compliment, complement)</p> <p>6. Homophones and near homophones (principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>elasticate, hyphenate, alienate, validate)</p> <p>4. Convert nouns or adjectives into verbs using the suffix –ise (<i>criticise, advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise</i>)</p> <p>5. Convert nouns or adjectives into verbs using the suffix –ify (amplify, solidify, signify, salsify, glorify, notify, testify, purify, intensify, classify)</p> <p>6. Convert nouns or adjectives into verbs using the suffix –en (blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>4. Adverbials of place (nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere)</p> <p>5. Words with an /ear/ sound spelt 'ere' (<i>sincere, interfere, sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere</i>)</p> <p>6. Statutory spelling challenge words (<i>amateur, ancient, bargain, muscle, queue, recognise, twelfth, profession, develop, harass</i>)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>overuse, overpaid, overlook, overbalance)</p> <p>4. Convert nouns or verbs into adjectives using suffix –ful (<i>boastful, faithful, doubtful, fearful, thankful, beautiful, pitiful, plentiful, fanciful, merciful</i>)</p> <p>5. Convert nouns or verbs into adjectives using suffix –ive (<i>attractive, creative, addictive, assertive, abusive, co-operative, exhaustive, appreciative, offensive, expressive</i>)</p> <p>6. Convert nouns or verbs into adjectives using suffix –al (<i>musical, political, accidental, mathematical, functional, tropical, professional, central, global, industrial</i>)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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<p>Handwriting</p>	<p style="text-align: center;">Retrieval practice: retrieve patterns and handwriting styles from Years 3 and 4</p> <p>Objectives:</p> <ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
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- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Patterns ending in:

- -cious / -tious / -cial / -tial
- -ant / -ance/ -ent / -ence
- -able / -ably / -ible / -ibly
- Retrieve and consolidate joins using Year 3 and 4 wordlist

Patterns:

- Suffixes: -fer
- Hyphens: co- / re-
- ie / ei
- ough
- Retrieve and consolidate joins using Year 5 and 6 wordlist
- Selecting different prints for different purposes: emails, posters, filling out a form, all capitals, labelling diagrams
- Writing up in best handwriting for presentation

Patterns:

- Silent letters
- Homophones / near homophones
- Retrieve and consolidate joins using Year 5 and 6 wordlist
- Select different prints for different purposes: emails, posters, filling out a form, all capitals, labelling diagrams
- Writing up in best handwriting for presentation

Year 6 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Text</p> <p>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</p> <p>Monday and Friday guided reading lessons are based on these texts.</p>	 <p>No Ballet Shoes In Syria</p>	 <p>Beowulf</p>  <p>Shackleton's Journey</p>	 <p>Harry Potter and the Chamber of Secrets</p>	 <p>Harry Potter and the Chamber of Secrets</p>  <p>Dark Sky Park</p>	 <p>Moth</p>  <p>The Nowhere Emporium</p>	 <p>When the Sky Falls</p>  <p>Overheard in a Tower Block</p>
Literacy Form	Contemporary novel	Epic poem Non-fiction	Fantasy fiction novel	Fantasy fiction novel Poetry	Non-fiction Adventure novel	Historical fiction Poetry
Link to main NC Area of Learning	History: Migration PSHE: Communication and the nature of language	History: Anglo-Saxons and Vikings Geography: Polar Regions	PSHE: Dealing with change	Science: Living things and their habitats Evolution and adaptation	Science: Evolution and adaptation Science: Electricity	History: WW2 PSHE: Growing and changing; the urban environment
Writing based on	No Ballet Shoes in Syria	Beowulf & Shackleton's Journey	Harry Potter and the Philosopher's Stone and Chamber of Secrets	Harry Potter	Alma (literacy shed)	Beyond the Lines (literacy shed) When the Sky Falls Overheard in a Tower Block

<p>Genres/outcomes</p> <ul style="list-style-type: none"> • 6 x writing to entertain • 4 x writing to inform: report, recount (1 x letter or diary and 1 x newspaper report) and explanation • 1 x writing to persuade • 1 x writing to discuss • 3 x poetry 	<ol style="list-style-type: none"> 1. Descriptive setting of Manchester compared to Syria 2. Letter writing (from Aya to her father) 3. Diary/journal entry in the role of Ciara 4. A formal character reference for Aya and her family to stay in England 5. Speech that Aya would tell Ciara 	<ol style="list-style-type: none"> 1. Character description of Grendel 2. Kennings poem 3. Newspaper reporting Beowulf's victory 4. Log on-board the Endurance 5. Setting description of Antarctica 6. Haiku poem based on Antarctica 	<ol style="list-style-type: none"> 1. Film review 2. Balanced argument: should magic be allowed outside of school? 3. Formal letter of complaint 4. Informal letter in the style of a howler 	<ol style="list-style-type: none"> 1. Persuasive advert of a magical item 2. Persuasive leaflet of the Warner Bros studios 3. Narrative poem based on the Tale of the Three Brothers 	<ol style="list-style-type: none"> 1. Descriptive setting 2. 3rd person narrative 3. Narrative including dialogue 4. Science: Evolution explanation report 	<ol style="list-style-type: none"> 1. Setting description 2. 1st person narrative 3. Informal letter 4. Diary entry 5. Formal letter including emotive language 6. Free verse poem
<p>Grammar, punctuation and vocabulary</p>	<p style="text-align: center;">Retrieval: consolidate grammar, punctuation and vocabulary from Years 3, 4 and 5</p> <ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech (using question tags in informal writing) and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. <p>Terminology</p> <ul style="list-style-type: none"> • To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. 					
<p>Spelling</p> <p><i>Objectives that are in blue are a Y5/Y6 statutory requirement and individual words highlighted blue are from the Y5/Y6 statutory spelling list.</i></p>	<ol style="list-style-type: none"> 1. Ambitious synonyms: adjectives (aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular) 2. Homophones & near homophones: 	<ol style="list-style-type: none"> 1. Words ending in –able (applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable) 2. Words ending in –ible (adorable, valuable, advisable, believable, desirable, excitable, 	<ol style="list-style-type: none"> 1. Adding suffixes beginning with vowel letters to words ending in –fer (referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference) 	<ol style="list-style-type: none"> 1. Words with endings which sound like /shuhl/ after a vowel letter (official, special, artificial, social, racial, crucial, facial, beneficial, superficial, antisocial) 2. Words with endings which sound like /shuhl/ 	<ol style="list-style-type: none"> 1. Word families based on common words, showing how words are related in form and meaning (programme, telegram, hologram, diagram, grammar, grammatical, parallelogram, 	<ol style="list-style-type: none"> 1. Synonyms and antonyms (bellowed, screeched, squealed, shrieked, squawked, whispered, murmured, breathed, sighed, muttered) 2. Synonyms and antonyms (immense, vast, gigantic, gargantuan, mammoth, miniature, miniscule,

<p><i>The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.</i></p>	<p>nouns that end in -ce/-cy and verbs that end in -se/-sy (advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy)</p> <p>3. Adjectives ending in -ant into nouns ending in -ance/-ancy (observant, observance, expectant, expectancy, hesitant, hesitancy, tolerant, tolerance, relevant, relevance)</p> <p>4. Adjectives ending in -ent into nouns ending in -ence/-ency (innocent, innocence, decent, decency, excellent, excellence, confident, confidence, existent, existence)</p> <p>5. Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel (co-operate, co-ordinate, co-own, co-author, re-enter, re-educate, re-examine, re-evaluate, re-energise, re-elect)</p> <p>6. Hyphens: to join compound adjectives to avoid ambiguity (man-eating, little-used, rock-bottom, wide-eyed, pig-headed, tight-fisted, cold-hearted, stone-</p>	<p>knowledgeable, likeable, changeable, noticeable)</p> <p>3. Words ending in -ably (adorably, valuably, believably, considerably, tolerably, changeably, noticeably, dependably, comfortably, reasonably)</p> <p>4. Word families based on common words, showing how words are related in form and meaning (temperature, temper, temperament, tempered, variety, vary, variation, varied, variable, variance)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (suggest, digest, congestion, gesture, gestation, lightning, daylight, enlighten, twilight, limelight)</p> <p>6. Creating diminutives using prefixes micro- or mini- (minibus, miniskirt, minuscule, minibeast, minicab, minimum, microscopic, microchip, microphone, microwave)</p> <p>7. Retrieve and consolidate</p>	<p>2. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (siege, niece, grief, chief, fiend, shriek, believe, achieve, convenience, mischievous)</p> <p>3. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (deceive, conceive, receive, perceive, ceiling, receipt, protein, caffeine, seize, neither)</p> <p>4. Word families based on common words, showing how words are related in form and meaning (commit, committee, transmit, submit, commitment, emit, permit, intermittent, omit, unremitting)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (interrupt, interfere, intercept, interject, intertwine, interim, internal, intersperse, interloper, interest)</p> <p>6. Statutory spellings (attached, available, average, competition, conscience,</p>	<p>after a consonant letter (partial, confidential, essential, substantial, torrential, sequential, potential, spatial, martial, influential)</p> <p>3. Words with a 'soft c' spelt /ce/ (cemetery, certificate, celebrate, necessary, deceased, December, sacrifice, hindrance, nuisance, prejudice)</p> <p>4. Word families based on common words, showing how words are related in form and meaning (accommodate, accompany, access, accuse, accost, accrue, accuracy, accomplish, accumulate, accentuate)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (signature, assign, design, designate, significant, resignation, resign, insignificant, assignment, signal)</p> <p>6. Statutory spellings (foreign, apparent, appreciate, persuade, individual, language, sufficient, determined,</p>	<p>monogram, programmer, program)</p> <p>2. Words that can be nouns and verbs (challenge, protest, broadcast, benefit, charge, function, influence, interest, object, damage)</p> <p>3. Words that can be nouns and verbs (produce, present, reason, silence, support, transport, surprise, scratch, freeze, balance)</p> <p>4. Words with a long /o/ sound spelt 'ou' or 'ow' (shoulder, smoulder, mould, poultry, soul, shallow, window, blown, known, thrown)</p> <p>5. Words ending in -ible (possible, horrible, terrible, visible, incredible, sensible, forcible, legible, responsible, reversible)</p> <p>6. Words ending in -ibly (possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibility, reversibly)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>insignificant, microscopic, petite)</p> <p>3. Synonyms and antonyms (ecstatic, jovial, exultant, elated, delighted, despondent, forlorn, dejected, woeful, dismal)</p> <p>4. Synonyms and antonyms (deafening, piercing, blaring, ear-piercing, raucous, silent, tranquil, inaudible, unobtrusive, peaceful)</p> <p>5. Synonyms and antonyms (scorching, searing, sizzling, blistering, sweltering, chilly, frozen, arctic, bitter, wintry)</p> <p>6. Synonyms and antonyms (ambled, tottered, strolled, staggered, sauntered, sprinted, raced, darted, dashed, galloped)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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	faced, green-eyed, short-tempered) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake	spelling patterns from this half term: dictation passages and spot the mistake	controversy, correspond, embarrass, especially, exaggerate) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake	explanation, pronunciation) 7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake		
Handwriting	Retrieval practice: retrieve patterns and handwriting styles from Years 3, 4 and 5					
	<p>Objectives:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. • To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). 					
	<p>Pupils will focus on maintaining a consistent and fluent style. All pupils will write in blue ink pen. Pupils will continue to practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>					