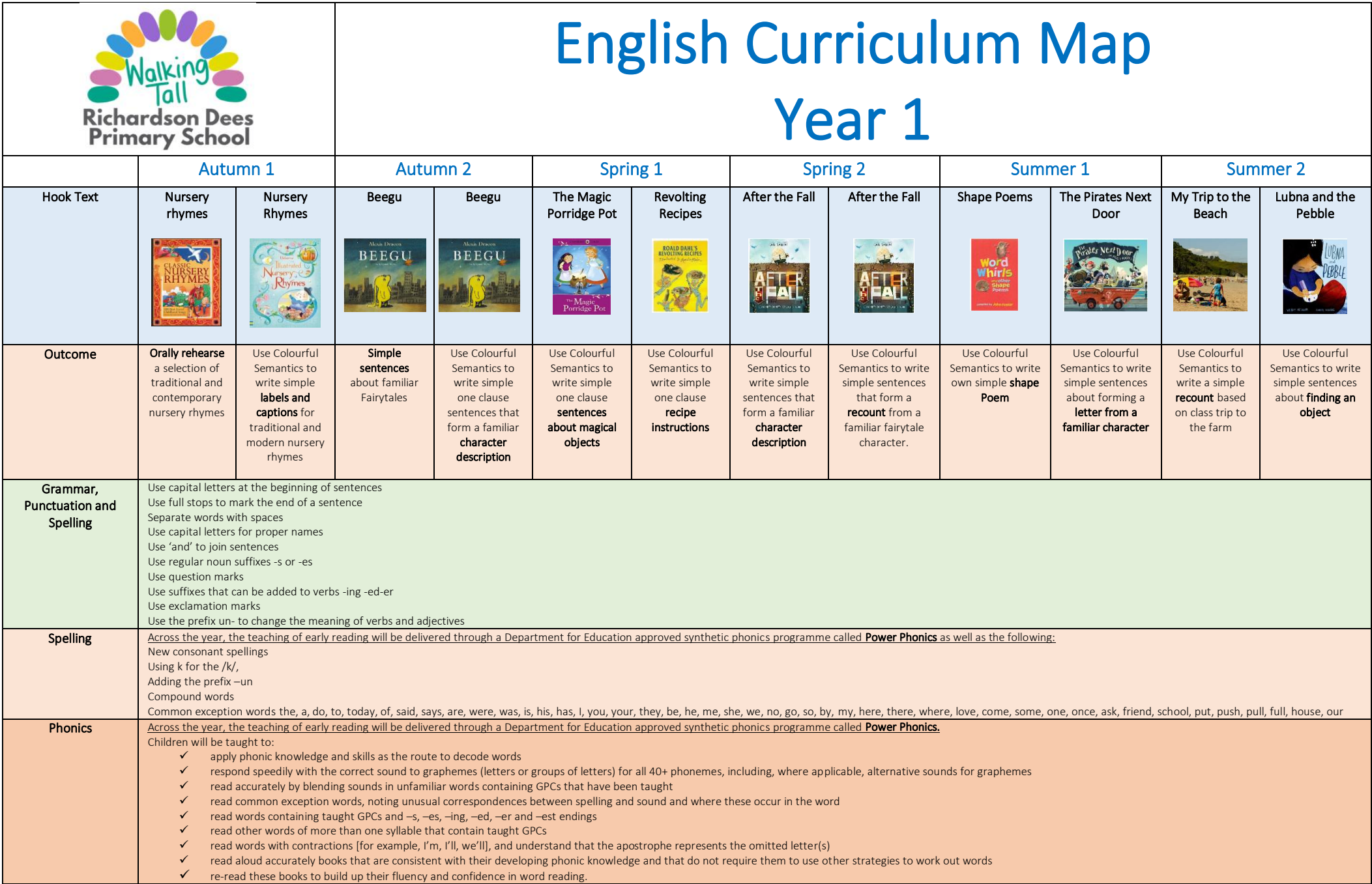




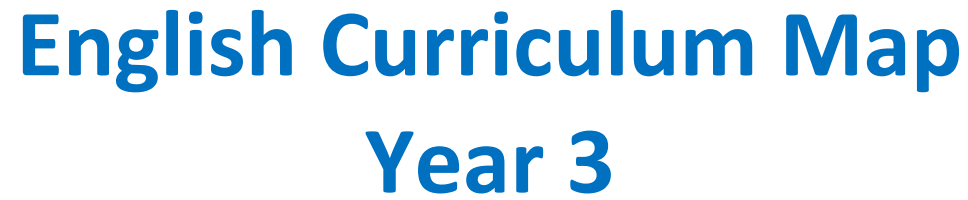
Handwriting	(l, i, u, t, y and j) (n, m and h) (k, b, p and r) (c, a, d, e, s and g) (f, q and o) (z, v, w and x)
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise. During Reading lessons, Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains. Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information. Summarising Capturing the essence of a story.
Class Reader List	To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature: • World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with us. • Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award. • The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually. • Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds. • Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop kindness and understanding toward others. • Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum. In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to: • Animals • Seasonal Changes • Everyday Materials • Sensitive Bodies • Plants • Kings and Queens • George Stephenson and the First Steam Train • Florence Nightingale, Mary Seacole and Edith Cavell

English Curriculum Map

Year 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	The Comet 	Recipes 	Coming to England 	Limericks and Riddles 	Hilda and the Troll 	Superworm 	Hansel and Gretel 	A Perfect Spot 	Hermelin the Detective Mouse 	Vlad and the Great Fire of London 	The Most Important Animal of All 	Giraffes Can't Dance 
Outcome	Use Colourful Semantics to write simple sentences that form a familiar setting description	Use Colourful Semantics to write simple recipe instructions	Use Colourful Semantics to write simple sentences in a diary entry of a familiar fairytale character.	Use Colourful Semantics to write a simple Limerick Riddle	Use Colourful Semantics to write simple sentences that form a losing tale	Use Colourful Semantics to write simple Instructions on how to trap a familiar animal	Simple sentences about finding an object	Simple sentences that explain The life cycle of an animal/insect.	Simple sentences that describe a familiar setting	Simple sentences of a Non-chronological report about The Great Fire of Gateshead	Simple sentences that Persuade Which animal is the most important animal of all?	Simple short rhyming couplet poem
Previous Grammar, Punctuation and Spelling	- Use capital letters at the beginning of sentences - Use full stops to mark the end of a sentence - Separate words with spaces - Use capital letters for proper names - Use 'and' to join sentences - Use regular noun suffixes -s or -es - Use question marks - Use exclamation marks											
New Grammar, Punctuation and Spelling	- Use commas and making lists - Form nouns using suffixes -ness, -er, -ful, -less - Use adjectives to describe nouns - Use conjunctions (and, or, but) - Use suffixes -er and -est to form comparisons of adjectives and adverbs - Distinguish between past and present tense - Use subordination - Use expanded noun phrase for description and specification - Use adjectival phrases to describe nouns - Use apostrophes to mark contracted forms of spelling - Use the continuous form of verbs in the past and present tense to mark actions in progress											
Spelling Patterns	- The s sound spelt c before e, l, and y - The n sound spelt kn and gn at the beginning of words		- The r sound spelled wr at the beginning of words - The l or ul sound spelled le, al or el at the end of words - Words ending in il		- The long vowel sound i spelled with y at the end of words - Adding ed, er, ed to words ending in y - Adding ing to words ending in e with a consonant before it.		- Adding er to words ending in e with a consonant before it. - Adding ing / ed to one syllable words. The last letter is doubled to keep the short vowel sound. - The or sound spelled a before ll and l		- The ee sound spelled ey - Words with the spelling a pronounced o after w and qu e.g. quad, ant - The er sound spelled with o and ar - The zh sound spelled with an s - The suffixes ment, ness, full, less		- Homophones and near homophones - Words ending in tion - Contractions for omission and possession	

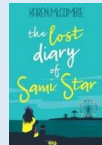
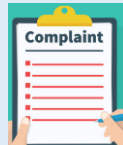
Power Phonics	Across the year, the teaching of early reading will be delivered through a Department for Education approved synthetic phonics programme called Power Phonics. - Children should be taught to: - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.
Handwriting	(l, i, u, t, y and j) (n, m and h) (k, b, p and r) (c, a, d, e, s and g) (f, q and o) (z, v, w and x) Including capital letters for all
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise. During Reading lessons, Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains. Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts, and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles, and information. Summarising Capturing the essence of a story.
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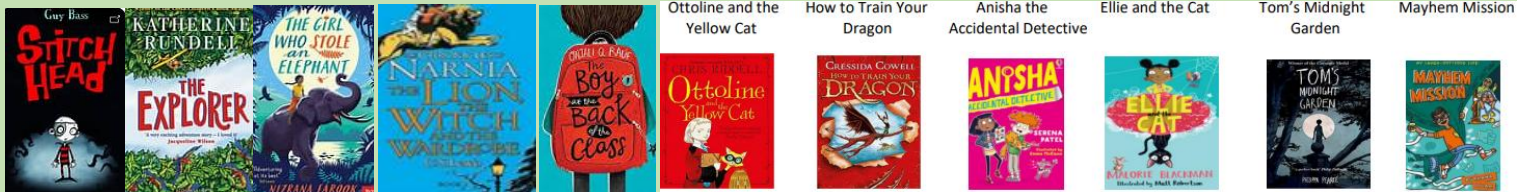


Spelling Patterns	- Recap Year 2, Summer (Homophones) - The <i>ow</i> / <i>u</i> sound spelled <i>ou</i> - The <i>i</i> sound spelled with a <i>y</i> - Words with endings that sound like <i>ze</i> spelled <i>sure</i> - Words with endings that sound like <i>ch</i> spelled <i>ture</i>	- Words with the prefix <i>re</i> / <i>dis</i> / <i>mis</i> - Adding suffixes beginning with a vowel to words of more than one syllable - Adding suffixes where the final consonant letter is doubled	- The long vowel <i>a</i> spelled <i>ai</i> / <i>ei</i> / <i>ey</i> - Adding the <i>ly</i> suffix to an adjective - Homophones	- The <i>l</i> sound spelled <i>al</i> / <i>le</i> at the end of words - Adding the suffix <i>ly</i> when the root word ends in <i>le</i> - Adding the suffix <i>ally</i> when the root word ends in <i>ic</i>	- Words ending in <i>er</i> when the root word ends in (t)ch e.g. <i>teacher, stretcher</i> - Words with the <i>k</i> sound spelled <i>ch</i> - Words ending with the <i>g</i> sound spelt <i>gue</i> and the <i>k</i> sound spelt <i>que</i> - Words with the <i>s</i> sound spelt <i>sc</i>	- Homophones - The suffix <i>sion</i> pronounced <i>shion</i> - Revision of Year 3 Spelling Patterns
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip Bottom e letter joins be, ie, se, xe, ze, her, men Bottom to c letter joins as, ea, ed, ss, igh, ing, sat Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh					
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English Curriculum Map

Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Stitch Head 	Examples of diamante poems 	The Promise 	Saving Sorya – Chang and the Sun Bear 	The Explorer 	The Explorer 	Debate a current affairs issue 	The Lion, the Witch and the Wardrobe 	The Lost Diary of Sami Star 	The Lost Diary of Sami Star 	Letter of Complaint 	Recount of a personal trip by class teacher 
Outcome	Character description of an invented laboratory character	Own diamante poem from Autumn 1 character	Own extract of a meeting tale with an exchange	Interior monologue of a familiar character	Setting description of a familiar location	A familiar character's letter to family	Own debate for and against a topical issue	Own extract of a port hole story	Own short finding tale	Own diary entry based on a personal experience	Own letter of complaint	Recount of class trip to Holy Island
Previous Core Grammar, Punctuation and Spelling	- Add a subordinate clause to a sentence - Use of determiner 'a' or 'an' - Use powerful verbs - Introduce paragraphs to group related material - Begin to use speech marks to punctuate direct speech - Begin to use tense in verb - Use and recognise nouns, adjective and adjectival phrases - Express time and cause using conjunctions, adverbs, or prepositions - Use the perfect form of verbs to mark relationships of time and cause - Use dialogue in narrative or drama - Extend the range of sentences with more than one clause (compound) - Use a wider range of conjunction to add subordinate clauses											
New Grammar, Punctuation and Spelling	- Use adverbs and adverbials (prepositional phrases which function as adverbs) - Use conjunctions to express time or cause - Understand the grammatical difference between plural and possessive -s - Use fronted adverbials - Use of commas after fronted adverbials - Use adverbs to modify verbs - Standard English forms for verbs instead of local forms - Person - understanding that writing can be third or first person - Use of apostrophes to mark singular and plural possession - Pronouns to avoid repetition or ambiguity - Use commas after or before phrases or clauses. - Use prepositions to express time and place											
Spelling Patterns	Revision of Year 3 Spelling Patterns - Homophones - The prefix <i>in</i> meaning <i>not</i>		The suffix <i>ation</i> added to verbs to form nouns		- Adding suffix <i>ion</i> (root words ending in <i>d</i>, <i>de</i> or <i>se</i>) - Adding the suffix <i>ous</i>		- The <i>au</i> digraph - The suffix <i>ion</i> when the root word ends in <i>t</i> or <i>te</i> the suffix becomes (<i>tion</i>) e.g. <i>invention</i>		- Homophones - The <i>s</i> sound spelled <i>c</i> before <i>l</i> and <i>e</i>		Revision of Year 4 Spelling Patterns	

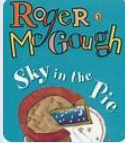
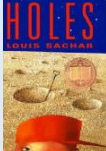
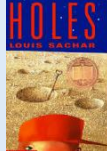
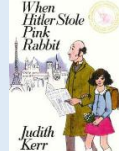
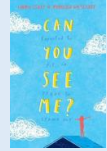
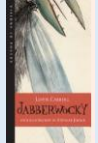
	• Opposite words <i>l</i> and <i>in</i> becoming <i>il</i> and <i>ir</i> The prefix <i>sub</i> / <i>inter</i> • Adding <i>ly</i> to create adverbs of manner	• Adding <i>ly</i> to adverbs words ending in <i>y</i> become <i>ily</i> and <i>le</i> become <i>ly</i> • Adding <i>ly</i> to turn an adjective into an adverb when the final letter is <i>l</i>	• The suffix <i>ous</i> when the final <i>e</i> of the root word must be kept • The <i>ee</i> sound spelt with an <i>i</i> • Word with the <i>sh</i> sound spelled <i>ch</i>	• The suffix <i>ion</i> becomes <i>ssion</i> when the root word ends in <i>ss</i> or <i>mit</i> e.g. <i>expression</i>, <i>permission</i> • The suffix <i>cian</i> used instead of <i>sion</i> when the root word ends in <i>c</i> or <i>cs</i>	• <i>Sol</i>, and ‘real’ word families e.g. <i>solar</i>, <i>reality</i> • <i>Phon</i> and <i>sign</i> word families e.g. <i>phone</i>, <i>signature</i> • The prefixes <i>super</i>, <i>anti</i>, <i>auto</i> The prefix <i>bi</i> meaning two	
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip Bottom e letter joins be, ie, se, xe, ze, her, men Bottom to c letter joins as, ea, ed, ss, igh, ing, sat Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh					
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise. During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains. • Vocabulary Drawing upon knowledge of vocabulary to understand the text. • Infer Make inferences from the text. • Predict Predicting what you think will happen based on the information that you have been given. • Explain Explaining your preferences, thoughts and opinions about the text. • Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information. • Summarising Capturing the essence of a story.					
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Spelling Patterns	- Revision of Year 4 Spelling Patterns - Words ending in ious / cious / tial / cial	- Words ending in ant /ance / ancy - Use ent and ence after a soft c, g and qu - Words ending in able / ible / ably / ibly	- Words ending in able - Adverbs of time - Adding suffixes beginning with a vowel to words ending in fer - Words with silent letters	- Words spelled ie after c - Words with the ee sound spelled ei after c - Words containing the letter string ough where the sound is aw / oa / ow - Adverbs of possibility	Homophone s or near homophone s	Revision of Year 5 spelling patterns
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip Bottom e letter joins be, ie, se, xe, ze, her, men Bottom to c letter joins as, ea, ed, ss, igh, ing, sat Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh					
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English Curriculum Map

Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	The Unforgotten Coat 	The Unforgotten Coat 	Sky in the Pie 	Debate a current affairs issue 	Holes 	Holes 	When Hitler Stole Pink Rabbit 	When Hitler Stole Pink Rabbit 	Can you see me? 	Can you see me? 	Letters of application 	The Jabberwocky 
Outcome	An interior monologue from the perspective of a familiar character or personal experience	Dialogue between 2 characters	Own rhyming couplet poem	Own debate for and against a topical issue	Letter from a familiar character to parents	Newspaper report about a criminal incident	Postcard from a familiar character	Information report about an aspect of WW2	A diary entry from a personal experience	Character description of a familiar character	Write an application letter for a job	Own nonsense poem
Previous Core Grammar, Punctuation and Spelling	- Use relative clauses - Converting nouns or adjectives into verbs using suffixes - Use devices to build cohesion within a paragraph - Use modal verbs to indicate degrees of possibility - Use a wide range of conjunctions to create compound and complex sentences - Use adverbials of time, place and number to organise ideas across paragraphs - Use verb prefixes - Use brackets, dashes or commas to indicate parenthesis - Use dialogue, recognise difference between spoken and written speech - Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures - Use commas to clarify meaning or avoid ambiguity											
New Grammar, Punctuation and Spelling	- Full range of punctuation. - Use of the passive voice to affect the presentation of information - Layout devices, such as heading, sub-heading, columns, bullets or tables - Extended noun phrases to convey complicated information concisely - Use of semi-colon, colon and dash - Use of question tags - The difference between formal and informal speech. - How hyphens are used to avoid ambiguity											
Spelling Patterns	- Revision of Year 5 Spelling Patterns - High Frequency Words and Spellings from Key Stage 2 list		Revision of Year 5 Spelling Patterns High Frequency Words and Spellings from Key Stage 2 list		Adding the prefix over to verbs Convert nouns or verbs into adjectives using suffix ful		- Words with the f sound spelt ph - Words with origins from other countries		- Words with acc at the beginning of words - Words ending in ably / ible - Add ibly to create an adverb		- Adjectives to describe settings/character - Vocabulary to describe feelings	

		Words with the short and long vowel sound i spelled y	- Words which can be nouns and verbs - Words with an o sound spelled ou or ow - Words with a soft c spelt ce Prefix dis, un, over, im	- Words with unstressed vowel sounds - Words with endings which sound like shuhl after a vowel / consonant letter e.g. official, influential	- Changing ent to ence - Words ending in er / or /ar - Adverbs synonymous with determination	
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip Bottom e letter joins be, ie, se, xe, ze, her, men g, sat Bottom to c letter joins as, ea, ed, ss, igh, in Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh					
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise. During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains. Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts, and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information. Summarising Capturing the essence of a story.					
Class Reader List	To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature: World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with us. Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award. The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually. Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds. Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop kindness and understanding toward others. Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum. In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to: - The Roman Empire: Boudicca - The Battle of Britain - The Northeast Ship Building Industry - Classifying Big and Small - Light and Reflection - Evolution and Inheritance - Circuits, Batteries and Switches - Circulation and Health					