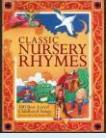
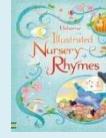
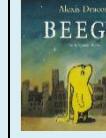
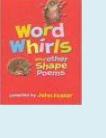
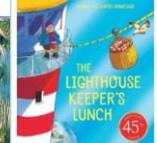
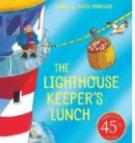


# English Curriculum Map

## Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Hook Text	Nursery Rhymes	Nursery Rhymes	Beegu	Where The Wild Things Are	The Magic Porridge Pot	Revolting Recipes	After the Fall	Lubna and the Pebble	Shape Poems	The Pirates Next Door	My Trip to the Beach	The Lighthouse Keepers Lunch	
													
Outcome	Orally rehearse a selection of traditional and contemporary nursery rhymes with dramatic actions and <b>write simple labels and captions</b> for traditional and modern nursery rhymes	Orally rehearse the rhymes with dramatic actions and <b>write simple labels and captions</b> for traditional and modern nursery rhymes	Use Colourful Semantics to orally compose and write simple sentences about familiar <b>settings</b>	Use Colourful Semantics to orally compose and write simple sentences about <b>wild animals</b>	Use Colourful Semantics to orally compose and write simple sentences about <b>magical objects</b>	Use Colourful Semantics to orally compose and write simple <b>recipe instructions</b>	Use Colourful Semantics to orally compose and write simple sentences about <b>familiar characters</b>	Use Colourful Semantics to orally compose and write simple sentences about <b>finding an object</b>	Use Colourful Semantics to orally compose and write a <b>simple shape poem</b>	Use Colourful Semantics to orally compose and write a <b>simple letter from a familiar character</b>	Use Colourful Semantics to orally compose and write a <b>recount based on class trip to the farm</b>	Use Colourful Semantics to orally compose and write simple sentences about <b>familiar characters</b>	
Composition	Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Discuss what they have written with the teacher or other pupils	Re-reading what they have written to check that it makes sense	Read aloud their writing clearly enough to be heard by their peers and the teacher	Saying out loud what they are going to write about	Discuss what they have written with the teacher or other pupils	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Sequencing sentences to form short narratives	
Vocabulary, Grammar and Punctuation	During handwriting, spelling and dictation lessons children will:  Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use exclamation marks Use capital letters for proper names Use suffixes that can be added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of verbs Use the prefix un- to change the meaning of adjectives	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffixes added to verbs	Use question marks Use capital letters for the days of the week Use full stops to mark the end of a sentence Use capital letters for proper names Use the prefix un- to change the meaning of adjectives and verbs Use the prefix un- to change the meaning of adjectives	Use question marks Use capital letters for the days of the week Use full stops to mark the end of a sentence Use capital letters for proper names Use the prefix un- to change the meaning of adjectives and verbs Use the prefix un- to change the meaning of adjectives and verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use 'and' to join sentences Use of the past tense Use exclamation marks	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use 'and' to join sentences Use of the past tense Use exclamation marks	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use 'and' to join sentences Use of the past tense Use exclamation marks	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use 'and' to join sentences Use of the past tense Use exclamation marks	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use 'and' to join sentences Use of the past tense Use exclamation marks



<b>Class Reader List</b>	<p>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:</p> <ul style="list-style-type: none"> <li>✓ <b>World-Renowned Authors and Poets:</b> 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.</li> <li>✓ <b>Prize-Winning Books:</b> 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.</li> <li>✓ <b>The Five Plagues of Reading:</b> To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>✓ <b>Diversity:</b> We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>✓ <b>Inclusivity:</b> 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.</li> <li>✓ <b>Cross Curricular:</b> pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Pink is for Boys Julian is a Mermaid</p>   </div> <div style="text-align: center;"> <p>Grandad's Camper The Wall and the Wild</p>   </div> <div style="text-align: center;"> <p>Coming to England The Man on the Moor</p>   </div> <div style="text-align: center;"> <p>Lights on Cotton Rock Dogs in Disguise</p>   </div> <div style="text-align: center;"> <p>Dogger The Bear Who Stared</p>   </div> <div style="text-align: center;"> <p>Splash Day! Monster! Hungry! Phone!</p>   </div> <div style="text-align: center;"> <p>WHERE THE WILD THINGS ARE</p>  </div> <div style="text-align: center;"> <p>THE LIGHTHOUSE KEEPER'S LUNCH</p>  </div> </div> <p>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:</p> <ul style="list-style-type: none"> <li>✓ Animals</li> <li>✓ Seasonal Changes</li> <li>✓ Everyday Materials</li> <li>✓ Sensitive Bodies</li> <li>✓ Plants</li> <li>✓ Kings and Queens</li> <li>✓ George Stephenson and the First Steam Train</li> <li>✓ Florence Nightingale, Mary Seacole and Edith Cavell</li> </ul>
--------------------------	---

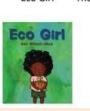
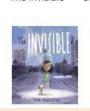
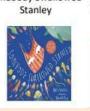
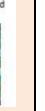


# English Curriculum Map

## Year 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Voices in the Park 	Recipes 	Giraffes Can't Dance 	Hansel and Gretel 	The Comet 	Tad 	Hermelin the Detective Mouse 	The Most Important Animal of All 	Superworm 	Vlad and the Great Fire of London 	Grandad's Island 	Coming to England 
Writing Outcome	Use Colourful Semantics to write simple sentences about familiar settings	Use Colourful Semantics to write simple recipe instructions	Use Colourful Semantics to orally rehearse the text with dramatic actions. Write simple rhyming couplet sentences	Write simple sentences about finding an object	Use Colourful Semantics to write simple sentences about familiar settings	Simple sentences that explain the life cycle of an animal/insect	Simple sentences that describe familiar characters	Simple sentences that persuade	Write simple instructions on how to trap an animal	Simple sentences that form a non-chronological report about a familiar event	Simple sentences that form a journey tale	Use Colourful Semantics to write simple sentences in the style of a diary entry
Composition	Planning or saying out loud what they are going to write about	Read aloud what they have written with appropriate intonation to make the meaning clear	Writing poetry Read aloud what they have written with appropriate intonation to make the meaning clear	Writing down ideas and/or key words, including new vocabulary	Encapsulating what they want to say, sentence by sentence	Writing down ideas and/or key words, including new vocabulary	Re-reading to check that their writing makes sense	Proof-reading to check for errors in spelling, grammar and punctuation	Writing narratives about personal experiences and those of others (real and fictional)	Writing about real events	Evaluating their writing with the teacher and other pupils	Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Year 1 Revision Vocabulary, Grammar and Punctuation	Leaving spaces between words Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Plural noun suffixes The prefix 'un'											
Vocabulary, Grammar and Punctuation	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use 'and' to join sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences
	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use 'and' to join sentences	Use 'and' to join sentences	Expanded noun phrases to describe and specify	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence	Use full stops to mark the end of a sentence
	Use capital letters for proper names, places and days of the week.	Use 'and' to join sentences	Sentences with different forms: statement	Sentences with different forms: command	Expanded noun phrases to describe and specify	Sentences with different forms: statement	Expanded noun phrases to describe and specify	Expanded noun phrases to describe and specify	Expanded noun phrases to describe and specify	Expanded noun phrases to describe and specify	Expanded noun phrases to describe and specify	Expanded noun phrases to describe and specify
	Use 'and' to join	Commas in lists			Consistent use of tenses	Formation of nouns using suffixes	Use 'and' to join sentences	Use 'and' to join sentences	Use 'and' to join sentences	Use 'and' to join sentences	Use 'and' to join sentences	Use 'and' to join sentences
					Use of the ly suffix	Suffixes er, est in adjectives						



<b>Class Reader List</b>	<p>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:</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>✓ Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>✓ 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.</li> <li>✓ Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>The Storm Whale</p> </div> <div style="text-align: center;">  <p>Molly Rogers to the Rescue</p> </div> <div style="text-align: center;">  <p>Eco Girl</p> </div> <div style="text-align: center;">  <p>The Great Paper Caper</p> </div> <div style="text-align: center;">  <p>Claude Adventures</p> </div> <div style="text-align: center;">  <p>Aaron Slater Illustrator</p> </div> <div style="text-align: center;">  <p>Sulwe</p> </div> <div style="text-align: center;">  <p>Sophia Valdez Future Prez</p> </div> <div style="text-align: center;">  <p>The Invisible</p> </div> <div style="text-align: center;">  <p>Somebody Swallowed Stanley</p> </div> <div style="text-align: center;">  <p>The Whale who Wanted More</p> </div> <div style="text-align: center;">  <p>Can I Build Another Me?</p> </div> <div style="text-align: center;">  <p>Flat Stanley</p> </div> <div style="text-align: center;">  <p>Lubna and the Pebble</p> </div> <div style="text-align: center;">  <p>Leo and the Octopus</p> </div> <div style="text-align: center;">  <p>Captain Flint and the Pirate Dinosaurs</p> </div> <div style="text-align: center;">  <p>All Through the Night</p> </div> <div style="text-align: center;">  <p>The Most Important Animal of all</p> </div> <div style="text-align: center;">  <p>Lizzy Lucky and the Case of the Missing Puppies</p> </div> <div style="text-align: center;">  <p>Grandad's Island</p> </div> </div> <p>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:</p> <ul style="list-style-type: none"> <li>✓ Explorers including Neil Armstrong and James Cook Spring</li> <li>✓ The Great Fire of London and The Great Fire of Gateshead</li> <li>✓ The Sinking of The Titanic</li> <li>✓ Life Cycles and Health</li> <li>✓ Habitats</li> <li>✓ Plant Growth</li> <li>✓ Microhabitats</li> <li>✓ Uses of Everyday Materials</li> </ul>
--------------------------	--

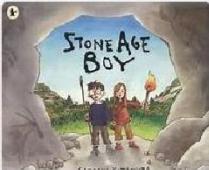
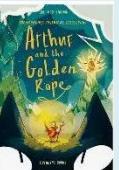
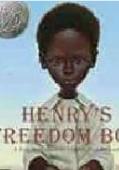


# English Curriculum Map

## Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Mythical Beasts and Imaginary Creatures 	What is Pink? 	The Boy Who Grew Dragons 	Information books about countries 	The Magic Faraway Tree 	Careers Related Learning 	Leonora Bolt 	Escape from Pompeii 	The Thing in the Basement 	How the Camel Got His Hump 	Journey 	Hilda and the Troll 
Writing Outcome	Simple sentences about an imaginary creature	Orally rehearse the poem with dramatic actions and write a question-and-answer poem	Sentences that Debate - Should you own a? as a pet?	Sentences that inform about countries	Sentences about discovering a magical world	Sentences explaining chosen career aspirations with reasons	Instructions for building an Invention	Sentences that form a warning tale	Sentences about finding a creature in a mysterious place	Just so story	Portal tale	Graphic novel with speech
Composition	Discussing and recording ideas	Composing and rehearsing sentences orally (including dialogue)	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Assessing the effectiveness of their own and others' writing and suggesting improvements
Year 2 Revision Vocabulary Grammar and Punctuation	Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify Using the present and past tenses correctly and consistently including the progressive form Subordination and co-ordination. Forming of adjectives and nouns using suffixes Using suffixes er, est, for adjectives											
Vocabulary Grammar and Punctuation	Paragraphs to group material  Headings and subheading to aid presentation  Use a or an according to whether the next word begin with  Use of a or an  Extend the range of sentences with more	Use of a or an  Extend the range of sentences with more than one clause by using a range of conjunctions  Use a or an according to whether the next word begin with  Use of a or an  Extend the range of sentences with more	Using inverted commas to punctuate direct speech  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Noun phrases expanded by the addition of modifying adjectives  Use conjunctions, adverbs and prepositions to express time	Paragraphs to group material  Headings and subheadings to aid presentation  Forming nouns using prefixes  Noun phrases expanded by the addition of modifying adjectives  Use conjunctions, adverbs and prepositions to express time	Extend the range of sentences with more than one clause by using a range of conjunctions  Use fronted adverbials with commas  Use of a or an  Using inverted commas to punctuate direct speech	Use of a or an  Extend the range of sentences with more than one clause by using a range of conjunctions  Use conjunctions to express time and cause  Use of a or an  Use of a or an	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Use fronted adverbials with commas  Use conjunctions to express time and cause  Use of a or an  Forming nouns using prefixes	Use conjunctions to express time and cause  Use of a or an  Using inverted commas to punctuate direct speech  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Use prepositions to express time and cause  Use of a or an  Using inverted commas to punctuate direct speech  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Use of a or an  Extend the range of sentences with more than one clause by using a range of conjunctions  Use conjunctions, adverbs and prepositions to express time	Use of a or an  Extend the range of sentences with more than one clause by using a range of conjunctions  Use conjunctions, adverbs and prepositions to express time	Use of a or an  Possessive apostrophes with plural nouns  Using inverted commas to punctuate direct speech  Extend the range of sentences with more than one clause by using a



<b>Class Reader List</b>	<p>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:</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>✓ Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>✓ 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.</li> <li>✓ Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p><i>Stone Age Boy</i></p> </div> <div style="text-align: center;">  <p><i>Arthur and the Golden Rope</i></p> </div> <div style="text-align: center;">  <p><i>The Thing in the Basement</i></p> </div> <div style="text-align: center;">  <p><i>Leonora Bolt</i></p> </div> <div style="text-align: center;">  <p><i>Malala's Magic Pencil</i></p> </div> <div style="text-align: center;">  <p><i>Henry's Freedom Box</i></p> </div> <div style="text-align: center;">  <p><i>Stig of the Dump</i></p> </div> <div style="text-align: center;">  <p><i>The Accidental Prime Minister</i></p> </div> <div style="text-align: center;">  <p><i>The Name Jar</i></p> </div> <div style="text-align: center;">  <p><i>I Talk Like a River</i></p> </div> <div style="text-align: center;">  <p><i>The Boy in the Jam Jar</i></p> </div> <div style="text-align: center;">  <p><i>Double Felix</i></p> </div> </div> <p>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:</p> <ul style="list-style-type: none"> <li>✓ Rocks and Soils</li> <li>✓ Light and Shadows</li> <li>✓ Forces and Space</li> <li>✓ Plant Reproduction</li> <li>✓ Movement and Nutrition</li> <li>✓ The Stone Age to The Iron Age</li> </ul>
--------------------------	--

# English Curriculum Map

## Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Stitch Head	Please Mrs Butler	The Promise	Wider World Writing	The Explorer	The Water Cycle	The Lion, the Witch and the Wardrobe	First News	The Lost Diary of Sami Star	Little People Big Dream Collection	Saving Sorya	Recount of a personal trip by class teacher
Writing Outcome	Character description	Orally rehearse the poem with dramatic actions and write a rhyming couplet poem	Meeting tale	Letter of complaint	Setting description	Explanation text-Life Cycle	Porthole tale	Newspaper Article	Finding tale	Biography	Diary entry	Recount
Composition	Composing and rehearsing sentences orally (including dialogue)  Discussing and recording ideas	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proposing changes to grammar and vocabulary to improve consistency	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Assessing the effectiveness of their own and others' writing and suggesting improvements	Proof-read for spelling and punctuation errors	Composing and rehearsing sentences orally (including dialogue)	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Year 3 Revision Vocabulary Grammar and Punctuation	Formation of nouns using a range of prefixes Use of the forms a or an Word families based on common words Expressing time, place and cause using conjunctions Paragraphs. Headings and sub-headings. Use of the present perfect form of verbs instead of the simple past Inverted commas to punctuate direct speech											
Vocabulary Grammar and Punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Noun phrases expanded by the addition of modifying nouns	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Noun phrases expanded by the addition of modifying adjectives  Using and punctuating direct speech	Use commas after fronted adverbials  The grammatical difference between plural and possessive s  Apostrophes to mark plural possession	Use paragraphs to organise ideas around a theme  Use conjunction to express time and cause  Noun phrases expanded by the addition of modifying adjectives, nouns and adverbs	Noun phrases expanded by the addition of modifying prepositions  Extend the range of sentences with more than one clause by using a wider range of conjunctions  Use of paragraphs to organise ideas around a theme	Extend the range of sentences with more than one clause by using a wider range of conjunctions  Use of paragraphs to organise ideas around a theme  Noun phrases expanded by the addition of modifying adjectives, nouns and adverbs	Apostrophes to mark plural possession  Use commas after fronted adverbials  Forming nouns using suffixes	Use conjunctions, adverbs and prepositions to express time and cause  Using and punctuating direct speech  Use of paragraphs to organise ideas around a theme	Extend the range of sentences with more than one clause by using a wider range of conjunctions  Use of paragraphs to organise ideas around a theme  Noun phrases expanded by the addition of modifying adjectives, nouns and adverbs	Use the present perfect form of verbs in contrast to the past tense  The grammatical difference between plural and possessive  Use of paragraphs to organise ideas around a theme	Use the present perfect form of verbs in contrast to the past tense  Use commas after fronted adverbials  Forming nouns using suffixes	Use the present perfect form of verbs in contrast to the past tense  Use commas after fronted adverbials  Using and punctuating direct speech

	Apostrophes to mark plural possession	Use prepositions to express time and cause	Extend the range of sentences with more than one clause by using a wider range of conjunctions	In contrast to the past tense	Use adverbs to express time and cause	Use conjunctions to express time and cause	modifying adjectives, nouns and prepositions	Use adverbs to express time and cause		Use prepositions to express time and cause		Use of paragraphs to organise ideas around a theme
<b>Spelling</b>	<b>Revision of Year Three Spellings</b> ✓ Spell further homophones ✓ Spell words that are often misspelt ✓ Place the possessive apostrophe accurately in words with regular plurals [for Example, girls', boys'] and in words with irregular plurals [for example, children's] ✓ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ✓ Use further prefixes and suffixes and understand how to add them ✓ Formation of nouns using prefixes ✓ Words ending in ation, ly, ure, sion, ous, tion, sion, cian ✓ Words ending gue, que				<b>Year Four Spellings</b> ✓ Spell further homophones ✓ Spell words that are often misspelt ✓ Place the possessive apostrophe accurately in words with regular plurals [for Example, girls', boys'] and in words with irregular plurals [for example, children's] ✓ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ✓ Use further prefixes and suffixes and understand how to add them ✓ K sound spelt ch ✓ Words with the sound s spelt sc ✓ Words with the ei sound spelt eigh or ey				<b>Revision of Year Three and Four Spellings</b> ✓ Spell further homophones ✓ Spell words that are often misspelt ✓ Place the possessive apostrophe accurately in words with regular plurals [for Example, girls', boys'] and in words with irregular plurals [for example, children's] ✓ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ✓ Use further prefixes and suffixes and understand how to add them ✓ Formation of nouns using prefixes ✓ Words ending in ation, ly, ure, sion, ous, tion, sion, cian ✓ Words ending gue, que ✓ K sound spelt ch ✓ Words with the sound s spelt sc ✓ Words with the ei sound spelt eigh or ey			
<b>Handwriting</b>	✓ Unit 1 Forming descenders accurately: sp ✓ Unit 2 Forming ascenders accurately: al ✓ Unit 3 Practicing the diagonal join to a smaller letter: ci ✓ Unit 4 Practicing the diagonal join to a taller letter: mb ✓ Unit 5 Practicing and joining to and from the letter l:ae ✓ Unit 6 Practicing joining to the letter y:ly ✓ Unit 7 Practicing forming the letter s correctly: es ✓ Unit 8 Practicing joining from the letter i: ie ✓ Unit 9 Practicing spacing between letters: ed				✓ Unit 10 Practicing writing with a slant: ake ✓ Unit 11 Practicing capital letters ✓ Unit 12 Practicing writing the letter t at the correct height: ti ✓ Unit 13 Practicing spacing letter consistently: ew ✓ Unit 14 Practicing forming double letter consistently: ff ✓ Unit 15 Practicing joining to the letter e: he ✓ Unit 16 Practicing joining to the letter k: ck ✓ Unit 17 Practicing the second join: ch ✓ Unit 18 Practicing joining from the letter e: ei				✓ Unit 19 Practicing the horizontal join: ous ✓ Unit 20 Practicing joining from the letter a: ap ✓ Unit 21 Practicing with the punctuation; ! ✓ Unit 22 Practicing diagonal joins to the letter y: ly ✓ Unit 23 Practicing joining to and from the letter r: ure ✓ Unit 24 Practicing joining from the letter w: wh ✓ Unit 25 Practicing forming numerals correctly ✓ Unit 26 Practicing writing silent letters: wr			
<b>Reading Comprehension</b>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>✓ <b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ <b>Infer</b> Make inferences from the text.</li> <li>✓ <b>Predict</b> Predicting what you think will happen based on the information that you have been given.</li> <li>✓ <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.</li> <li>✓ <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.</li> <li>✓ <b>Summarising</b> Capturing the essence of a story.</li> </ul>											
<b>Class Reader List</b>	<p>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:</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>✓ Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>✓ 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.</li> <li>✓ Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul>  <p>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:</p> <ul style="list-style-type: none"> <li>✓ The Industrial Revolution</li> <li>✓ The Viking Raid of Lindisfarne</li> <li>✓ The Shang Dynasty of Ancient China</li> <li>✓ Digestion and Food</li> <li>✓ Electricity and Circuits</li> <li>✓ States of Matter</li> <li>✓ Sound and Vibrations</li> </ul>											



# English Curriculum Map

## Year 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Skellig	Schoolitis	Freeze	First News	New Kid	Just Like Me	The Land of Roar	Greta's Story	The Highway Man	Careers Related Learning	Greek Myth: Atalanta	Various Information Books
												
Writing Outcome	Setting description	Orally rehearse the poem with dramatic actions and write an amusing rhyming poem	Spooky Tale	Newspaper Article	Diary Entry	Biography	Portal Tale	Debate	Narrative Poem	Job application letter	Character description	Information Text
Composition	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Perform their own compositions, using appropriate intonation	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Noting and developing initial ideas, drawing on reading and research where necessary	Ensuring correct subject and verb agreement when using singular and plural	Distinguishing between the language of speech and writing and choosing the appropriate register	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Assessing the effectiveness of their own and others' writing	Perform their own compositions, using appropriate intonation	Using a wide range of devices to build cohesion within and across paragraphs	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Year 4 Revision Vocabulary, Grammar and Punctuation	Plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of paragraphs to organize 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											
Year 5 Vocabulary, Grammar and Punctuation	Commas to clarify meaning or avoid ambiguity	Using passive verbs	Dashes to indicate parenthesis	Using adverbials of time	Using colons to mark boundaries between independent clauses	Commas to clarify meaning or avoid ambiguity	Brackets, dashes or commas to indicate parenthesis	Using colons to introduce a list	Converting nouns or adjectives into verbs using suffixes	Formal speech and writing, including subjunctive forms	Brackets, dashes or commas to indicate parenthesis	Using expanded noun phrases to convey complicated information
	Brackets to indicate parenthesis	Commas to clarify meaning or avoid ambiguity	Using passive verbs	Devices to build cohesion, then, firstly, after that	Using the perfect form of verbs to mark relationships of time and cause	Commas to indicate parenthesis	Using passive verbs	Formal speech and writing, including subjunctive forms	Using the perfect form of verbs to mark relationships of time and cause	Using hyphens to avoid ambiguity	Using colons to mark boundaries between independent clauses	Using bullet points
	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Using relative clauses beginning with who, which, where, when, whose, that	Using semi colons, to mark boundaries between independent clauses	Using relative clauses beginning with who, which, where, when, whose, that	Using passive verbs	Using adverbials of time	Using passive verbs	Using bullet points	Using the perfect form of verbs to mark relationships of time and cause	Converting nouns or adjectives into verbs using suffixes	Brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis





# English Curriculum Map

## Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Alice in Wonderland 	Debate current affairs issue 	The Peculiar Peggs of Ridling Woods 	First News 	The Last Chance Hotel 	Welcome to my Crazy Life 	When Stars are Scattered 	Holes 	When Hitler Stole Pink Rabbit 	Can you see me? 	Careers Related Learning 	Letters of application 
Writing Outcome	Portal Tale	Debate	Recount A Strange Dream	Newspaper Article	Murder Mystery Plot	Orally rehearse poetry with dramatic actions and write a rhyming couplet poem	Journey Tale from one country to another	Letter from a character to parents	Report about an aspect of WW2	A diary entry from a personal experience (Fictional)	Future Planning	Application letter for a job
Composition	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Noting and developing initial ideas, drawing on reading and research where necessary	Ensuring correct subject and verb agreement when using singular and plural	Perform their own compositions, using appropriate intonation	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Distinguishing between the language of speech and writing and choosing the appropriate register	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Using a wide range of devices to build cohesion within and across paragraphs	Organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Assessing the effectiveness of their own and others' writing
Revision of Year Four, Five and Six Grammar	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	The grammatical difference between plural and possessive s	Using passive verbs to affect the presentation of information in a sentence	Use of Ellipsis	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	Using hyphens to avoid ambiguity	Converting nouns or adjectives into verbs using suffixes	Using adverbials of time	Using a colon to introduce a list	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	Use a or an according to whether the next word begin with	Use commas after or before phrases or clauses	Use fronted adverbials	Use the present perfect form of verbs in contrast to the past tense	Standard English forms of verb inflection	Using semicolons, colons or dashes to mark boundaries between independent clauses	Using commas to clarify meaning or avoid ambiguity in writing	Using adverbials of time	Using semicolons, colons or dashes to mark boundaries between independent clauses	Using adverbials of time	Punctuating bullet points consistently	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Using semicolons, colons or dashes to mark boundaries between independent clauses	Use apostrophes to mark singular and plural possession	Using and punctuating direct speech	Using modal verbs or adverbs to indicate degrees of possibility	Using brackets, dashes or commas to indicate parenthesis	Using the perfect form of verbs to mark relationships of time and cause	Using expanded noun phrases to convey complicated information concisely	Using the present perfect form of verbs in contrast to the past tense	Using conjunctions, adverbs and prepositions to express time and cause	Standard English forms of verb inflection	Using modal verbs or adverbs to indicate degrees of possibility
	Use of commas after fronted adverbials			Punctuating bullet points consistently								Use of commas after fronted adverbials

<b>Revision of Year Four, Five and Six Spellings</b>	<ul style="list-style-type: none"> <li>✓ Spell further homophones</li> <li>✓ Spell words that are often misspelt</li> <li>✓ Place the possessive apostrophe accurately in words with regular plurals [for Example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>✓ Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>✓ Use further prefixes and suffixes and understand how to add them</li> <li>✓ K sound spelt ch</li> <li>✓ Words with the sound s spelt sc</li> <li>✓ Words with the ei sound spelt eigh or ey</li> <li>✓ Use further prefixes and suffixes and understand the guidance for adding them</li> <li>✓ Spell some words with 'silent' letters [</li> <li>✓ Continue to distinguish between homophones and other words which are often confused</li> <li>✓ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</li> <li>✓ Use dictionaries to check the spelling and meaning of words</li> <li>✓ Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary</li> <li>✓ Use a thesaurus</li> <li>✓ Words ending cious, cial, ency, ancy, ible, able,</li> <li>✓ Adding suffixes beginning with vowel letters to words ending in –fer</li> <li>✓ Words with the /i:/ sound spelt ei after c</li> <li>✓ Words containing the letter-string ough</li> <li>✓ Homophones</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Increase the legibility, consistency and quality of their handwriting</li> <li>✓ Write legibly, fluently and with increasing speed by:</li> <li>✓ Choosing which shape of a letter to use when given choices and deciding whether to join specific letters</li> <li>✓ Choosing the writing implement that is best suited for a task</li> <li>✓ K sound spelt ch</li> <li>✓ Words with the sound s spelt sc</li> <li>✓ Words with the ei sound spelt eigh or ey</li> <li>✓ Words ending cious, cial, ency, ancy, ible, able,</li> <li>✓ Words with the /i:/ sound spelt ei after c</li> <li>✓ Words containing the letter-string ough</li> </ul>
<b>Reading Comprehension</b>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>✓ <b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ <b>Infer</b> Make inferences from the text.</li> <li>✓ <b>Predict</b> Predicting what you think will happen based on the information that you have been given.</li> <li>✓ <b>Explain</b> Explaining your preferences, thoughts, and opinions about the text.</li> <li>✓ <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.</li> <li>✓ <b>Summarising</b> Capturing the essence of a story.</li> </ul>
<b>Class Reader List</b>	<p>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:</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>✓ Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>✓ 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.</li> <li>✓ Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>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</p>