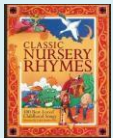
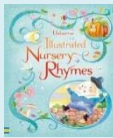
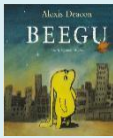


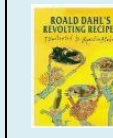




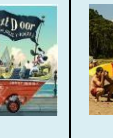



# English Curriculum Map

## Year 1

|                                     | Autumn 1   |   | Autumn 2  |   | Spring 1   |   | Spring 2   |   | Summer 1   |  | Summer 2   |   |
|-------------------------------------|--|---|---|---|--|---|--|---|--|--|--|---|
| Hook Text                           | Nursery Rhymes<br>  | Nursery Rhymes<br>   | Beegu<br>  | Where The Wild Things Are<br>  | The Magic Porridge Pot<br>  | Revolting Recipes<br>  | After the Fall<br>  | Lubna and the Pebble<br>   | Shape Poems<br>   | The Pirates Next Door<br>   | My Trip to the Beach<br>  | The Lighthouse Keepers Lunch<br>   |
| Outcome                             | Orally rehearse a selection of traditional and contemporary nursery rhymes with dramatic actions   | Orally rehearse the rhymes with dramatic actions and write simple labels and captions for traditional and modern nursery rhymes   | Use Colourful Semantics to orally compose and write simple sentences about familiar settings  | Use Colourful Semantics to orally compose and write simple sentences about wild animals   | Use Colourful Semantics to orally compose and write simple sentences about magical objects   | Use Colourful Semantics to orally compose and write simple recipe instructions  | Use Colourful Semantics to orally compose and write simple sentences about familiar characters   | Use Colourful Semantics to orally compose and write simple sentences about finding an object  | Use Colourful Semantics to orally compose and write a simple shape poem  | Use Colourful Semantics to orally compose and write a simple letter from a familiar character  | Use Colourful Semantics to orally compose and write a simple recount based on class trip to the farm   | Use Colourful Semantics to orally compose and write simple sentences about familiar characters  |
| 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:<br><br>Sit with appropriate writing posture at a table<br><br>Hold a pencil correctly and comfortably<br><br>Begin to form lower case letters in the correct direction<br><br>Space letters<br><br>Separate words with spaces<br><br>Use capital letters at the beginning of sentences | Sit with appropriate writing posture at a table<br><br>Hold a pencil correctly and comfortably<br><br>Begin to form lower case letters in the correct direction<br><br>Space letters<br><br>Separate words with spaces<br><br>Use capital letters at the beginning of sentences | Sit with appropriate writing posture at a table<br><br>Hold a pencil correctly and comfortably<br><br>Begin to form lower case letters in the correct direction<br><br>Space letters<br><br>Separate words with spaces<br><br>Use capital letters at the beginning of sentences | Sit with appropriate writing posture at a table<br><br>Hold a pencil correctly and comfortably<br><br>Begin to form lower case letters in the correct direction<br><br>Space letters<br><br>Separate words with spaces<br><br>Use capital letters at the beginning of sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use exclamation marks<br><br>Use capital letters for proper names<br><br>Suffixes that can be added to verbs | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use the prefix un- to change the meaning of verbs<br><br>Use capital letters for proper names<br><br>Use the prefix un- to change the meaning of adjectives | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use capital letters for proper names<br><br>Use the prefix un- to change the meaning of adjectives<br><br>Use the prefix un- to change the meaning of adjectives | Use question marks<br><br>Use capital letters for the days of the week<br><br>Use capital letters for proper names<br><br>Use the prefix un- to change the meaning of adjectives and verbs<br><br>Suffices added to verbs | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use of the past tense<br><br>Use exclamation marks<br><br>Use the prefix un- to change the meaning of adjectives and verbs | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use of the past tense<br><br>Use exclamation marks<br><br>Use the prefix un- to change the meaning of adjectives and verbs | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Use of the past tense<br><br>Use exclamation marks<br><br>Use the prefix un- to change the meaning of adjectives and verbs | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use capital letters for proper names<br><br>Use 'and' to join sentences<br><br>Use of the past tense<br><br>Use exclamation marks<br><br>Suffixes added to verbs |

|                       |   |   |  |   |  |  |  |  |   |  |  |  |
|-----------------------|---|---|--|---|--|--|--|--|---|--|--|--|
|                       |   | Use full stops to mark the end of a sentence        | beginning of sentences<br>Use full stops to mark the end of a sentence | Use full stops to mark the end of a sentence        |  |  |  |  |   |  |  |  |
|                       |   | Write from memory sentences dictated by the teacher | Write from memory sentences dictated by the teacher                    | Write from memory sentences dictated by the teacher |  |  |  |  |   |  |  |  |
| Spelling              | <p><b>Year One Spellings</b></p> <ul style="list-style-type: none"><li>✓ Learn to spell common exception words</li><li>✓ Using letter names to distinguish between alternative spellings of the same sound</li><li>✓ Using the spelling rule for adding s or es as the plural marker or nouns and the third person singular market for verbs</li><li>✓ Using ed, ing, er and est where no change is needed in the root word</li><li>✓ Write from memory sentences dictated by the teacher</li></ul>   |   |  |   |  |  |  |  |   |  |  |  |
| Phonics               | <p><u>The teaching of early reading and spelling will be delivered through a Department for Education approved synthetic phonics programme called <b>Power Phonics</b></u><br/><u>Children will be taught to:</u></p> <ul style="list-style-type: none"><li>✓ Apply phonic knowledge and skills as the route to decode words</li><li>✓ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>✓ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>✓ Read other words of more than one syllable that contain taught GPCs</li><li>✓ Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>✓ Read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>✓ Re-read these books to build up their fluency and confidence in word reading</li></ul> |   |  |   |  |  |  |  |   |  |  |  |
| Handwriting           | <ul style="list-style-type: none"><li>✓ Sit with appropriate writing posture at a table</li><li>✓ Hold a pencil correctly and comfortably</li><li>✓ Begin to form lower case letters in the correct direction</li><li>✓ Space letters</li><li>✓ Capital letters</li><li>✓ Number 0-9</li><li>✓ Introducing letter families: Unit 1 c, o, a, d, g, f, s, q, e</li><li>✓ Practicing letter families: Unit 1 co, ad, gs, ge</li><li>✓ Introducing letter families: Unit 2 i, l, t, j, u, y</li><li>✓ Practicing letter families: Unit 2 it, tl, uy, jy</li></ul>   |   |  |   | <ul style="list-style-type: none"><li>✓ Sit with appropriate writing posture at a table</li><li>✓ Hold a pencil correctly and comfortably</li><li>✓ Begin to form lower case letters in the correct direction</li><li>✓ Space letters</li><li>✓ Capital letters</li><li>✓ Number 0-9</li><li>✓ Introducing letter families: Unit 3 b, h, k, m, n, p, r</li><li>✓ Practicing letter families: Unit 3 nk, rp, nm, bh</li><li>✓ Introducing letter families: Unit 4 v, w, x, z</li><li>✓ Practicing letter families: Unit 4 vw, xw, xz, z</li></ul> |  |  |  | <ul style="list-style-type: none"><li>✓ Sit with appropriate writing posture at a table</li><li>✓ Hold a pencil correctly and comfortably</li><li>✓ Begin to form lower case letters in the correct direction</li><li>✓ Space letters</li><li>✓ Capital letters</li><li>✓ Number 0-9</li><li>✓ Revision of letter family formations within Phonics words and Spelling lessons</li></ul> |  |  |  |
| Reading Comprehension | <p><u>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: <b>Vocabulary Inference Prediction Explanation Retrieval Summarise.</b></u><br/><u>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.</u></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>   |   |  |   |  |  |  |  |   |  |  |  |

## 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.



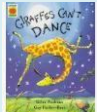

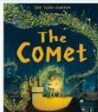









In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:

- ✓ 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  | Voices in the Park<br>  | Recipes<br>   | Giraffes Can't Dance<br>  | Hansel and Gretel<br>  | The Comet<br>  | Tad<br>  | Hermelin the Detective Mouse<br>   | The Most Important Animal of All<br>   | Superworm<br>  | Vlad and the Great Fire of London<br>  | Grandad's Island<br>   | Coming to England<br>  |
| Writing Outcome  | Use Colourful Semantics to write simple sentences about <b>familiar settings</b>   | Use Colourful Semantics to write simple <b>recipe instructions</b>   | Use Colourful Semantics to <b>orally rehearse</b> the text with dramatic actions. Write simple <b>rhyming couplet sentences</b>  | Write simple sentences about <b>finding an object</b>   | Use Colourful Semantics to write simple sentences about <b>familiar settings</b>   | Simple sentences that <b>explain the life cycle of an animal/insect</b>   | Simple sentences that <b>describe familiar characters</b>   | Simple sentences that <b>persuade</b>   | Write simple <b>instructions on how to trap an animal</b>   | Simple sentences that form a <b>non-chronological report</b> about a familiar event   | Simple sentences that form a <b>journey tale</b>  | Use Colourful Semantics to write simple sentences in the style of a <b>diary entry</b>  |
| 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<br>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                                |
| <b>Year 1 Revision Vocabulary, Grammar and Punctuation</b> | Leaving spaces between words<br>Joining words and joining clauses using and<br>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<br>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'<br>Plural noun suffixes<br>The prefix 'un' |  |  |   |  |   |   |   |   |   |   |   |
| <b>Vocabulary, Grammar and Punctuation</b>                 | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use capital letters for proper names, places and days of the week.<br><br>Use 'and' to join   | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Use 'and' to join sentences<br><br>Sentences with different forms: statement<br><br>Commas in lists | Use capital letters at the beginning of sentences<br><br>Use 'and' to join sentences<br><br>Expanded noun phrases to describe and specify<br><br>Sentences with different forms: command | Use capital letters at the beginning of sentences<br><br>Use 'and' to join sentences<br><br>Expanded noun phrases to describe and specify<br><br>Consistent use of tenses<br><br>Use of the ly suffix | Use 'and' to join sentences<br><br>Expanded noun phrases to describe and specify<br><br>Sentences with different forms: statement<br><br>Formation of nouns using suffixes<br><br>Suffixes er, est in adjectives | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences | Use capital letters at the beginning of sentences<br><br>Use full stops to mark the end of a sentence<br><br>Expanded noun phrases to describe and specify<br><br>Use 'and' to join sentences |

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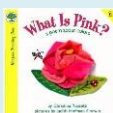

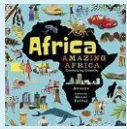


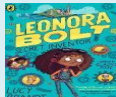
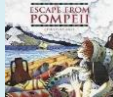


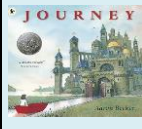

In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:

- ✓ Explorers including Neil Armstrong and James Cook Spring
- ✓ The Great Fire of London and The Great Fire of Gateshead
- ✓ The Sinking of The Titanic
- ✓ Life Cycles and Health
- ✓ Habitats
- ✓ Plant Growth
- ✓ Microhabitats
- ✓ Uses of Everyday Materials



# English Curriculum Map

## Year 3

|  | Autumn 1  |   | Autumn 2  |   | Spring 1   |  | Spring 2  |  | Summer 1  |   | Summer 2   |  |
|--|---|---|---|---|--|--|---|--|---|---|--|--|
| Hook Text  | Mythical Beasts and Imaginary Creatures<br>  | What is Pink?<br>  | The Boy Who Grew Dragons<br>   | Information books about countries<br>  | The Magic Faraway Tree<br>   | Careers Related Learning<br>  | Leonora Bolt<br>   | Escape from Pompeii<br>                                       | The Thing in the Basement<br>  | How the Camel Got His Hump<br>   | Journey<br>   | Hilda and the Troll<br>   |
| 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)<br>Sentences with different forms: statement, question, exclamation, command<br>Expanded noun phrases to describe and specify<br>Using the present and past tenses correctly and consistently including the progressive form<br>Subordination and co-ordination. Forming of adjectives and nouns using suffixes<br>Using suffixes er, est, for adjectives |   |   |   |  |  |   |  |   |   |  |  |
| Vocabulary Grammar and Punctuation                 | Paragraphs to group material<br>Headings and subheading to aid presentation<br>Use a or an according to whether the next word begin with<br>Use of a or an<br>Extend the range of sentences with more   | Use of a or an<br>Extend the range of sentences with more than one clause by using a range of conjunctions<br>Noun phrases expanded by the addition of modifying adjectives | Using inverted commas to punctuate direct speech<br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>Use conjunctions, adverbs and prepositions to express time | Paragraphs to group material<br>Headings and subheadings to aid presentation<br>Forming nouns using prefixes<br>Noun phrases expanded by the addition of modifying adjectives | Extend the range of sentences with more than one clause by using a range of conjunctions<br>Use fronted adverbials with commas<br>Use of a or an<br>Using inverted commas to punctuate direct speech | Use of a or an<br>Extend the range of sentences with more than one clause by using a range of conjunctions<br>Use conjunctions to express time and cause<br>Paragraphs to group material | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>Use fronted adverbials with commas<br>Use of a or an | Use conjunctions to express time and cause<br>Use of a or an<br>Using inverted commas to punctuate direct speech<br>Forming nouns using prefixes | Use prepositions to express time and cause<br>Use of a or an<br>Using inverted commas to punctuate direct speech<br>Choose nouns or pronouns appropriately for clarity and cohesion | Use of a or an<br>Extend the range of sentences with more than one clause by using a range of conjunctions<br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Use of a or an<br>Extend the range of sentences with more than one clause by using a range of conjunctions<br>Use conjunctions, adverbs and prepositions to express time | Use of a or an<br>Possessive apostrophes with plural nouns<br>Using inverted commas to punctuate direct speech<br>Extend the range of sentences with more than one clause by using a |


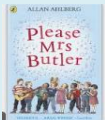



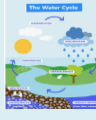



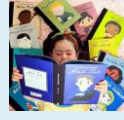






|                                 |   |
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| <p><b>Class Reader List</b></p> | <p><u>To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature:</u></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 data-bbox="360 327 2011 499"> </div> <p><u>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:</u></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


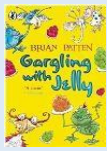







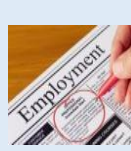

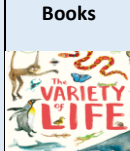
## Year 4


|  | Autumn 1   |  | Autumn 2  |  | Spring 1   |   | Spring 2   |   | Summer 1  |  | Summer 2   |   |
|--|--|--|---|--|--|---|--|---|---|--|--|---|
| Hook Text  | Stitch Head<br>   | Please Mrs Butler<br>   | The Promise<br>  | Wider World Writing<br>   | The Explorer<br>   | The Water Cycle<br>  | The Lion, the Witch and the Wardrobe<br>  | First News<br>   | The Lost Diary of Sami Star<br>  | Little People Big Dream Collection<br>  | Saving Sorya<br>  | Recount of a personal trip by class teacher<br>  |
| 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) 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<br>Use of the forms a or an<br>Word families based on common words<br>Expressing time, place and cause using conjunctions<br>Paragraphs. Headings and sub-headings. Use of the present perfect form of verbs instead of the simple past<br>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<br><br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br><br>Noun phrases expanded by the addition of modifying adjectives<br><br>Using and punctuating direct speech<br><br>Apostrophes to mark plural possession | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br><br>Noun phrases expanded by the addition of modifying adjectives<br><br>Using and punctuating direct speech<br><br>Apostrophes to mark plural possession | Use commas after fronted adverbials<br><br>The grammatical difference between plural and possessive s<br><br>Apostrophes to mark plural possession<br><br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Use of paragraphs to organise ideas around a theme<br><br>Use conjunction to express time and cause<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns<br><br>Standard English forms of verb inflections<br><br>Use the present perfect form of verbs | Noun phrases expanded by the addition of modifying prepositions<br><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions<br><br>Use commas after fronted adverbials<br><br>Forming nouns using suffixes | Extend the range of sentences with more than one clause by using a wider range of conjunctions<br><br>Use of paragraphs to organise ideas around a theme<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns<br><br>Use commas after fronted adverbials | Apostrophes to mark plural possession<br><br>Use commas after fronted adverbials<br><br>Forming nouns using suffixes<br><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions<br><br>Noun phrases expanded by the addition of | Use conjunctions, adverbs and prepositions to express time and cause<br><br>Using and punctuating direct speech<br><br>Use of paragraphs to organise ideas around a theme<br><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions | Extend the range of sentences with more than one clause by using a wider range of conjunctions<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases<br><br>Using and punctuating direct speech<br><br>Apostrophes to mark plural possession<br><br>Use commas after fronted adverbials | Use the present perfect form of verbs in contrast to the past tense<br><br>The grammatical difference between plural and possessive<br><br>Use of paragraphs to organise ideas around a theme<br><br>Apostrophes to mark plural possession | Use the present perfect form of verbs in contrast to the past tense<br><br>Use commas after fronted adverbials<br><br>Forming nouns using suffixes<br><br>Use prepositions to express time and cause<br><br>Use conjunctions to express time and cause | Use the present perfect form of verbs in contrast to the past tense<br><br>Use commas after fronted adverbials<br><br>Using and punctuating direct speech<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases |

[illegible]

# English Curriculum Map

## Year 5






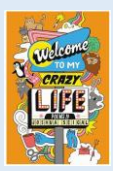
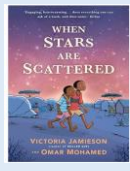
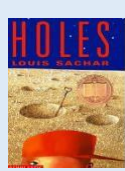
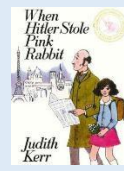

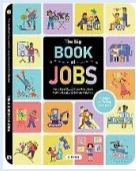

|   | Autumn 1   |   | Autumn 2  |   | Spring 1   |  | Spring 2   |  | Summer 1  |  | Summer 2  |  |
|---|--|---|---|---|--|--|--|--|---|--|---|--|
| Hook Text   | Skellig  | Schoolitis  | Freeze  | First News  | New Kid  | Just Like Me   | The Land of Roar   | Greta's Story  | The Highway Man   | Careers 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<br>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases<br>Use of paragraphs to organize ideas around a theme<br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>Use of inverted commas and other punctuation to indicate direct speech<br>Apostrophes to mark plural possession<br>Use of commas after fronted adverbials |   |   |   |  |  |  |  |   |  |   |  |
| Year 5 Vocabulary, Grammar and Punctuation          | Commas to clarify meaning or avoid ambiguity<br><br>Brackets to indicate parenthesis<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases   | Using passive verbs<br><br>Commas to clarify meaning or avoid ambiguity<br><br>Using relative clauses beginning with who, which, where, when, whose, that | Dashes to indicate parenthesis<br><br>Using passive verbs<br><br>Devices to build cohesion, then, firstly, after that<br><br>Using semi colons, to mark boundaries between independent clauses<br><br>Use of ellipsis | Using adverbials of time<br><br>Using the perfect form of verbs to mark relationships of time and cause<br><br>Using relative clauses beginning with who, which, where, when, whose, that | Using colons to mark boundaries between independent clauses<br><br>Commas to indicate parenthesis<br><br>Using passive verbs<br><br>Using adverbials of time | Commas to clarify meaning or avoid ambiguity<br><br>Using passive verbs<br><br>Using expanded noun phrases to convey complicated information concisely<br><br>Using adverbials of time | Brackets, dashes or commas to indicate parenthesis<br><br>Commas to clarify meaning or avoid ambiguity<br><br>Using passive verbs<br><br>Using semi colons, to mark boundaries between independent clauses | Using colons to introduce a list<br><br>Formal speech and writing, including subjunctive forms<br><br>Using bullet points<br><br>Using the perfect form of verbs to mark relationships of time and cause | Converting nouns or adjectives into verbs using suffixes<br><br>Using the perfect form of verbs to mark relationships of time and cause<br><br>Using adverbials of time | Formal speech and writing, including subjunctive forms<br><br>Using hyphens to avoid ambiguity<br><br>Converting nouns or adjectives into verbs using suffixes | Brackets, dashes or commas to indicate parenthesis<br><br>Using colons to mark boundaries between independent clauses | Using expanded noun phrases to convey complicated information concisely<br><br>Using bullet points<br><br>Brackets, dashes or commas to indicate parenthesis |

|                       |   |  |  |  |   |  |                 |  |  |  |  |  |
|-----------------------|---|--|--|--|---|--|-----------------|--|--|--|--|--|
|                       |   |  |  | Devices to build cohesion, then, firstly, after that |   |  | Use of ellipsis | Devices to build cohesion, then, firstly, after that |  |  |  |  |
| Spelling              | <b>Revision of Year Four 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></ul>   |  |  |  | <b>Year Five and Year Six Spellings</b> <ul style="list-style-type: none"><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>Revision of Year Five and Six Spellings</b> <ul style="list-style-type: none"><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> |  |  |  |
| Handwriting           | <ul style="list-style-type: none"><li>✓ Unit 1 Practicing joining from the letter e: ea</li><li>✓ Unit 2 Practicing joining to and from the letter s: ask</li><li>✓ Unit 3 Practicing writing letters at the correct size and height</li><li>✓ Unit 4 Practicing writing double letters: tt</li><li>✓ Unit 5 Practicing consistency in spacing: sce</li><li>✓ Unit 6: Practicing using a diagonal join: un</li><li>✓ Unit 7 Practicing joining the horizontal join: re</li><li>✓ Unit 8 Practice joining the letter y: ly</li><li>✓ Unit 9 Practicing speed writing</li></ul>   |  |  |  | <ul style="list-style-type: none"><li>✓ Unit 10 Practicing the size and height of letters: ous</li><li>✓ Unit 11 Practicing spacing within words</li><li>✓ Unit 12 Practicing joining to and from the letter w: owf</li><li>✓ Unit 13 Practicing joining from the letter m: mb</li><li>✓ Unit 14 Practicing joining to the letter a from the letter w: wa</li><li>✓ Unit 15 Practicing using a diagonal joining line: hi</li><li>✓ Unit 16 Practice speed writing</li><li>✓ Unit 17 Practicing joining from the letter i: ig</li><li>✓ Unit 18 Practicing the diagonal join to ascenders: al</li></ul>  |  |                 |  | <ul style="list-style-type: none"><li>✓ Unit 19 Practicing joining to and from the letter f: ff</li><li>✓ Unit 20 Practicing joining to and from the letter e: ec</li><li>✓ Unit 21 Practicing punctuation 's</li><li>✓ Unit 22 Practicing consistency in forming and joining letter: ar</li><li>✓ Unit 23 Practicing printing to make captions</li><li>✓ Unit 24 Practicing joining to and from the letter v: ive</li><li>✓ Unit 25 Practicing break letters</li><li>✓ Unit 26 Practicing drafting and editing</li><li>✓ Unit 27 Practicing speed writing</li></ul>   |  |  |  |
| Reading Comprehension | <p><u>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.</u></p> <p><u>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.</u></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>   |  |  |  |   |  |                 |  |  |  |  |  |
| Class Reader List     | <p><u>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:</u></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></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>✓ Properties and Changes</li><li>✓ Earth and Space</li><li>✓ Mixtures and Separation</li><li>✓ Unbalanced Forces</li><li>✓ Life Cycles and Reproduction</li><li>✓ Crime and Punishment</li><li>✓ The achievements of the Ancient Greeks</li><li>✓ Coalmining in The Northeast of England</li></ul> |  |  |  |   |  |                 |  |  |  |  |  |




# English Curriculum Map

## Year 6

|   | Autumn 1   |  | Autumn 2   |   | Spring 1  |  | Spring 2   |  | Summer 1   |  | Summer 2   |   |
|---|--|--|--|---|---|--|--|--|--|--|--|---|
| Hook Text                                   | Alice in Wonderland<br>   | Debate current affairs issue<br>  | The Peculiar Peggs of Ridling Woods<br>   | First News<br>   | The Last Chance Hotel<br>   | Welcome to my Crazy Life<br>  | When Stars are Scattered<br>  | Holes<br>   | When Hitler Stole Pink Rabbit<br>   | Can you see me?<br>   | Careers Related Learning<br>  | Letters of application<br>   |
| 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<br><br>Use a or an according to whether the next word begin with<br><br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br><br>Use of commas after fronted adverbials | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br><br>Use commas after or before phrases or clauses<br><br>Using semicolons, colons or dashes to mark boundaries between independent clause | The grammatical difference between plural and possessive s<br><br>Use fronted adverbials<br><br>Use the present perfect form of verbs in contrast to the past tense<br><br>Use of apostrophes to mark singular and plural possession | Using passive verbs to affect the presentation of information in a sentence<br><br>Standard English forms of verb inflection<br><br>Using and punctuating direct speech<br><br>Punctuating bullet points consistently | Use of Ellipsis<br><br>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br><br>Using modal verbs or adverbs to indicate degrees of possibility | Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br><br>Using semicolons, colons or dashes to mark boundaries between independent clauses | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases<br><br>Using commas to clarify meaning or avoid ambiguity in writing<br><br>Using brackets, dashes or commas to indicate parenthesis<br><br>Using and punctuating direct speech | Using hyphens to avoid ambiguity<br><br>Using adverbials of time<br><br>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br><br>Use the present perfect form of verbs in contrast to the past tense | Converting nouns or adjectives into verbs using suffixes<br><br>Using expanded noun phrases to convey complicated information concisely<br><br>Using the perfect form of verbs to mark relationships of time and cause<br><br>Use conjunctions, adverbs and prepositions to express time and cause | Using adverbials of time<br><br>Using semicolons, colons or dashes to mark boundaries between independent clauses<br><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although<br><br>Using modal verbs or adverbs to indicate degrees of possibility | Using a colon to introduce a list<br><br>Punctuating bullet points consistently<br><br>Using brackets, dashes or commas to indicate parenthesis<br><br>Standard English forms of verb inflection | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although<br><br>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><u>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.</u></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><u>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:</u></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="text-align: 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:<br/> 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> |