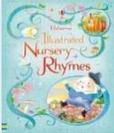
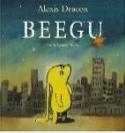
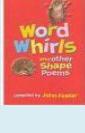




# English Curriculum Map

## 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 	Fairytales 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	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	<p><i>During handwriting, spelling and dictation lessons children will:</i></p> <p>Sit with appropriate writing posture at a table</p> <p>Hold a pencil correctly and comfortably</p> <p>Hold a pencil correctly and comfortably</p> <p>Begin to form lower case letters in the correct direction</p> <p>Begin to form lower case letters in the correct direction</p> <p>Space letters</p> <p>Space letters</p>	<p>Sit with appropriate writing posture at a table</p> <p>Hold a pencil correctly and comfortably</p> <p>Begin to form lower case letters in the correct direction</p> <p>Space letters</p> <p>Separate words with spaces</p> <p>Use capital letters at the beginning of sentences</p>	<p>Sit with appropriate writing posture at a table</p> <p>Hold a pencil correctly and comfortably</p> <p>Begin to form lower case letters in the correct direction</p> <p>Space letters</p> <p>Separate words with spaces</p> <p>Use capital letters at the beginning of sentences</p>	<p>Sit with appropriate writing posture at a table</p> <p>Hold a pencil correctly and comfortably</p> <p>Begin to form lower case letters in the correct direction</p> <p>Space letters</p> <p>Separate words with spaces</p> <p>Use capital letters at the beginning of sentences</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use exclamation marks</p> <p>Use capital letters for proper names</p> <p>Suffixes that can be added to verbs</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use the prefix un- to change the meaning of verbs</p> <p>Use capital letters for proper names</p> <p>Use the prefix un- to change the meaning of adjectives</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use capital letters for proper names</p> <p>Use the prefix un- to change the meaning of adjectives</p> <p>Suffices added to verbs</p>	<p>Use question marks</p> <p>Use capital letters for the days of the week</p> <p>Use capital letters for proper names</p> <p>Use the prefix un- to change the meaning of adjectives and verbs</p> <p>Suffices added to verbs</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use of the past tense</p> <p>Use exclamation marks</p> <p>Use the prefix un- to change the meaning of adjectives and verbs</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use of the past tense</p> <p>Use exclamation marks</p> <p>Use the prefix un- to change the meaning of adjectives and verbs</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use 'and' to join sentences</p> <p>Use of the past tense</p> <p>Use exclamation marks</p> <p>Suffixes added to verbs</p>	<p>Use capital letters at the beginning of sentences</p> <p>Use full stops to mark the end of a sentence</p> <p>Use capital letters for proper names</p> <p>Use 'and' to join sentences</p> <p>Use of the past tense</p> <p>Use exclamation marks</p> <p>Suffixes added to verbs</p>

		Use full stops to mark the end of a sentence  Write from memory sentences dictated by the teacher	beginning of sentences  Use full stops to mark the end of a sentence  Write from memory sentences dictated by the teacher	Use full stops to mark the end of a sentence  Write from memory sentences dictated by the teacher								
Spelling	<p><u>Year One Spellings</u></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 marker 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 Power Phonics</u> <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, qe</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: Vocabulary Inference Prediction Explanation Retrieval Summarise.</u> <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>✓ Vocabulary Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ Infer Make inferences from the text.</li> <li>✓ Predict Predicting what you think will happen based on the information that you have been given.</li> <li>✓ Explain Explaining your preferences, thoughts, and opinions about the text.</li> <li>✓ Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles, and information.</li> <li>✓ Summarising Capturing the essence of a story.</li> </ul>											

Class Reader List

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- ✓ 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



	sentences Use of the past tense Use I and?	Subordination (using when, if, that, or because)	Formation of nouns using suffixes Suffixes er, est in adjectives	Apostrophes for singular possession in nouns		Sentences with different forms: statement	Apostrophes for contracted forms Consistent use of tenses Formation of adjectives using suffixes Progressive form of verbs	Apostrophes for the possessive Sentences with different forms: question Progressive form of verbs Suffixes est, er in adjectives	Apostrophes for contracted forms Sentences with different forms: command Commas in lists Consistent use of tenses	Use of the past tense Commas for lists Subordination (using when, if, that, or because) Capital letters for places	Apostrophes for the possessive Co-ordination (using or, and, or but) Progressive form of verbs	Use of the past tense Apostrophes for the possessive Capital letters for places Consistent use of tenses Use of the ly suffix
Spelling	<u>Revision of Year One Spellings</u>  Learn to spell common exception words  Using letter names to distinguish between alternative spellings of the same sound of the root word  Write from memory, simple sentences dictated by the teacher	<u>Revision of Year One Spellings</u>  Learn to spell common exception words  Using the spelling rule for adding s or es as the plural marker or nouns and the third person singular marker for verbs  Using ed, ing, er and est where no change is needed in the spelling  Write from memory, simple sentences dictated by the teacher	<u>Revision of Year One Spellings</u>  Learn to spell common exception words and representing these by graphemes, spelling many correctly  Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learn to spell common exception words  Learn to spell more words with contracted forms	<u>Year Two Spellings</u>  Learn the possessive apostrophe (singular)  Distinguish between homophones and near homophones  Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	<u>Year Two Spellings</u>  Using letter names to distinguish between alternative spellings of the same sound Using the spelling rule for adding s or es as the plural marker or nouns and the third person singular marker for verbs Using ed, ing, er and est where no change is needed in the spelling of the root word Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learn to spell common exception words Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) Distinguish between homophones and near homophones Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	<u>Revision of Year One and Two Spellings</u>						
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Handwriting	<ul style="list-style-type: none"> <li>✓ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>✓ Unit 15 Diagonal join to Set 1 letters: ed</li> <li>✓ Unit 16 Diagonal join to Set 1 and 2 letters: ig</li> <li>✓ Unit 17 Diagonal join to Set 3 letters: ar</li> <li>✓ Unit 18 Diagonal join to Set 4 letters: aw</li> <li>✓ Unit 19 Diagonal join to the top of Set 1 letters: ef</li> </ul>	<ul style="list-style-type: none"> <li>✓ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>✓ Unit 20 Diagonal join to the top of set 1 letters il</li> <li>✓ Unit 21 Diagonal join to the top set of letters ck, tch</li> <li>✓ Unit 22 To form and join from the letter w: wa</li> <li>✓ Unit 23 Practicing joining the horizontal join oo</li> <li>✓ Unit 24 Horizontal join to set letters: or, ore</li> </ul>	<ul style="list-style-type: none"> <li>✓ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>✓ Unit 25 Practicing the fourth join to set 1 letters: of</li> <li>✓ Unit 26 Practicing the fourth join to set 2 letters: wl</li> <li>✓ Unit 27 Practicing break letters</li> <li>✓ Unit 28 Revising the four handwriting joins ai, al, ol, ow</li> <li>✓ Revise units, 15-28</li> </ul>									
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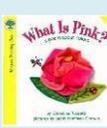
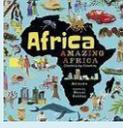
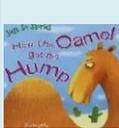
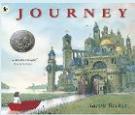
In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:

- ✓ 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

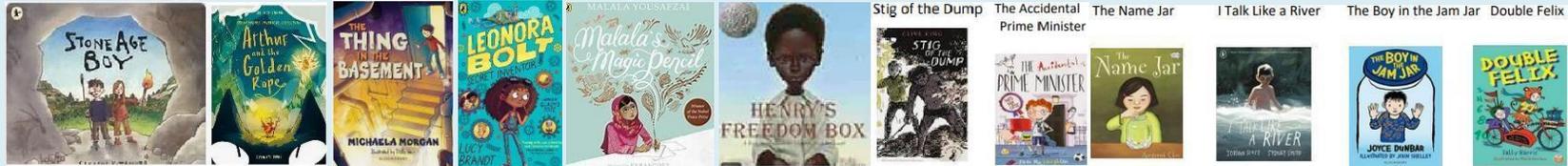
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Mythical Beasts and Imaginary Creatures 	What is Pink? 	The Boy Who Grew Dragons 	Information books about countries 	The Magic Faraway Tree 	Careers Related Learning 	Leonora Bolt 	Escape from Pompeii 	The Thing in the Basement 	How 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 subheadings to aid presentation Use a or an according to whether the next word begins 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 Noun phrases expanded by the addition of modifying adjectives	Using inverted commas to punctuate direct speech Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 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	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 Paragraphs to group material	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials with commas Use of a or an	Use conjunctions to express time and cause Use of a or an Using inverted commas to punctuate direct speech Forming nouns using prefixes	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	Use of a or an Extend the range of sentences with more than one clause by using a range of conjunctions 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 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

	than one clause by using a range of conjunctions  Headings and sub-headings			Headings and sub-headings	Noun phrases expanded by the addition of modifying adjectives	Headings and sub-headings	Possessive apostrophes with plural nouns  Using inverted commas to punctuate direct speech	Use conjunctions, adverbs and prepositions to express time	Introduction to inverted commas to punctuate direct speech	Noun phrases expanded by the addition of modifying adjectives,	Introduction to inverted commas to punctuate direct speech	range of conjunctions
Spelling	<u>Revision of Year Two Spellings</u>  Learn to spell common exception words  Segment spoken words into phonemes and representing these by graphemes, spelling many correctly  Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learn to spell more words with contracted forms	<u>Revision of Year Two Spellings</u>  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far  Learn the possessive apostrophe (singular)  Distinguish between homophones and near homophones  Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly	<u>Year Three Spellings</u>  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far  Spell further homophones  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	<u>Year Three Spellings</u>  Use further prefixes and suffixes and understand how to add them  Formation of nouns using prefixes  Word families based on common words  Words ending in ation, ly, ure, sion, ous, tion, sion, cian  Words ending gue, que	<u>Revision of Year Two and Three Spellings</u>  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] Learn to spell more words with contracted forms Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far using the GPCs and common exception words Word families based on common words Use further prefixes and suffixes and understand how to add them Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly Formation of nouns using prefixes Words ending in ation, ly, ure, sion, ous, tion, sion, cian Words ending gue, que							
Handwriting	<ul style="list-style-type: none"> <li>✓ Unit 1 Practicing joining to the top: ai</li> <li>✓ Unit 2 Practicing the join from the letter e: ee</li> <li>✓ Unit 3 Practicing joining the letter l:i.e.</li> <li>✓ Unit 4 Practicing the horizontal join: oa</li> <li>✓ Unit 5 Practicing the size and height of letter: oo</li> <li>✓ Unit 6 Practicing joining from the letter o: oi</li> <li>✓ Unit 7 Practicing capital letters</li> <li>✓ Unit 8 Practicing joining to the letter a: ea</li> <li>✓ Unit 9 Practicing joining to the letter r :er</li> </ul>	<ul style="list-style-type: none"> <li>✓ Unit 10 Practicing the horizontal join: ou</li> <li>✓ Unit 11 Practicing small letters- same height and size</li> <li>✓ Unit 12 Practicing joining r :ar</li> <li>✓ Unit 13 Practicing joining to ascenders: al</li> <li>✓ Unit 14 Practicing joining from the letter o: ot</li> <li>✓ Unit 15 Practice printing</li> <li>✓ Unit 16 Practicing joining to and from the letter c</li> <li>✓ Unit 17 Practicing writing the letter g</li> <li>✓ Unit 18 Practicing the diagonal line: le</li> </ul>	<ul style="list-style-type: none"> <li>✓ Unit 19 Practicing th two ways of joining the letter s:she, es</li> <li>✓ Unit 20 Practicing joining to the letter y: ky</li> <li>✓ Unit 21 Practicing joining to the letter g: ing</li> <li>✓ Unit 22 Reviewing the four handwriting joins: kn, mb, wh, wr</li> <li>✓ Unit 23 Practicing joining from the letter w: wa</li> <li>✓ Unit 24 Practicing correct height and size of letter: ly</li> <li>✓ Unit 25 Practicing Punctuation</li> <li>✓ Unit 26 Practicing joining to and from the letter i: cian</li> <li>✓ Unit 27 Practicing joining to and from the letter s: less</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. 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>✓ Vocabulary Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ Infer Make inferences from the text.</li> <li>✓ Predict Predicting what you think will happen based on the information that you have been given.</li> <li>✓ Explain Explaining your preferences, thoughts and opinions about the text.</li> <li>✓ Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.</li> <li>✓ Summarizing 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.



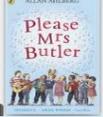
In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:

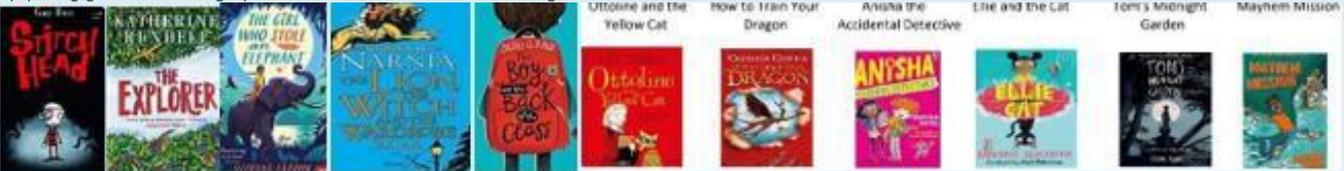
- ✓ Rocks and Soils
- ✓ Light and Shadows
- ✓ Forces and Space
- ✓ Plant Reproduction
- ✓ Movement and Nutrition
- ✓ The Stone Age to The Iron Age



# 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 	Desirable 	Collection of persuasive literature 	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	Tale of a magical object	Persuade to buy, visit, donate...	Porthole tale	Report- 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 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	Use commas after fronted adverbials	Use of paragraphs to organise ideas around a theme	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	Apostrophes to mark plural possession	Use conjunctions, adverbs and prepositions to express time and cause	Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use the present perfect form of verbs in contrast to the past tense	Use the present perfect form of verbs in contrast to the past tense	Use the present perfect form of verbs in contrast to the past tense
	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Noun phrases expanded by the addition of modifying adjectives	The grammatical difference between plural and possessive s	Use conjunctions to express time and cause	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	Use commas after fronted adverbials	Using and punctuating direct speech	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	The grammatical difference between plural and possessive	Use commas after fronted adverbials	Use commas after fronted adverbials
	Noun phrases expanded by the addition of modifying nouns	Using and punctuating direct speech	Apostrophes to mark plural possession	Noun phrases expanded by the addition of modifying adjectives, nouns	Standard English forms of verb inflections	Noun phrases expanded by the addition of modifying adjectives, nouns	Forming nouns using suffixes	Use of paragraphs to organise ideas around a theme	Using and punctuating direct speech	Use of paragraphs to organise ideas around a theme	Forming nouns using suffixes	Using and punctuating direct speech
	Apostrophes to mark plural possession	Apostrophes to mark plural possession	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Use the present perfect form of verbs	Use commas after fronted adverbials	Use commas after fronted adverbials	Noun phrases expanded by the addition of	Extend the range of sentences with more than one clause by using a wider range of conjunctions	Apostrophes to mark plural possession	Use of paragraphs to organise ideas around a theme	Use prepositions to express time and cause	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
								Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use commas after fronted adverbials			

	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 commas after fronted adverbials		Use of paragraphs to organise ideas around a theme
Spelling	<u>Revision of Year Three Spellings</u>  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far  Spell further homophones  Spell words that are often misspelt  Place the possessive apostrophe accurately in words with regular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary		<u>Revision of Year Three Spellings</u>  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		<u>Year Four Spellings</u>  Spell further homophones  Spell words that are often misspelt  Place the possessive apostrophe accurately in words with regular plurals  Use the first 2 or 3 letters of a word to check its spelling in a dictionary		<u>Year Four Spellings</u>  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 eight or ey		<u>Revision of Year Three and Four Spellings</u>  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 eight or ey			
Handwriting	<ul style="list-style-type: none"> <li>✓ Unit 1 Forming descenders accurately: sp</li> <li>✓ Unit 2 Forming ascenders accurately: al</li> <li>✓ Unit 3 Practicing the diagonal join to a smaller letter: ci</li> <li>✓ Unit 4 Practicing the diagonal join to a taller letter: mb</li> <li>✓ Unit 5 Practicing and joining to and from the letter l:ae</li> <li>✓ Unit 6 Practicing joining to the letter y:ly</li> <li>✓ Unit 7 Practicing forming the letter s correctly: es</li> <li>✓ Unit 8 Practicing joining from the letter i: ie</li> <li>✓ Unit 9 Practicing spacing between letters: ed</li> </ul>				<ul style="list-style-type: none"> <li>✓ Unit 10 Practicing writing with a slant: ake</li> <li>✓ Unit 11 Practicing capital letters</li> <li>✓ Unit 12 Practicing writing the letter t at the correct height: ti</li> <li>✓ Unit 13 Practicing spacing letter consistently: ew</li> <li>✓ Unit 14 Practicing forming double letter consistently: ff</li> <li>✓ Unit 15 Practicing joining to the letter e: he</li> <li>✓ Unit 16 Practicing joining to the letter k: ck</li> <li>✓ Unit 17 Practicing the second join: ch</li> <li>✓ Unit 18 Practicing joining from the letter e: ei</li> </ul>				<ul style="list-style-type: none"> <li>✓ Unit 19 Practicing the horizontal join: ous</li> <li>✓ Unit 20 Practicing joining from the letter a: ap</li> <li>✓ Unit 21 Practicing with the punctuation; !</li> <li>✓ Unit 22 Practicing diagonal joins to the letter y: ly</li> <li>✓ Unit 23 Practicing joining to and from the letter r: ure</li> <li>✓ Unit 24 Practicing joining from the letter w: wh</li> <li>✓ Unit 25 Practicing forming numerals correctly</li> <li>✓ Unit 26 Practicing writing silent letters: wr</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>✓ Vocabulary Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ Infer Make inferences from the text.</li> <li>✓ Predict Predicting what you think will happen based on the information that you have been given.</li> <li>✓ Explain Explaining your preferences, thoughts and opinions about the text.</li> <li>✓ Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.</li> <li>✓ Summarising Capturing the essence of a story.</li> </ul>											
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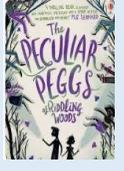
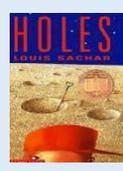
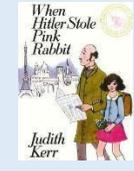
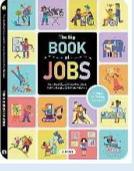


			Devices to build cohesion, then, firstly, after that		Use of ellipsis	Devices to build cohesion, then, firstly, after that			
Spelling	<p><u>Revision of Year Four Spellings</u></p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p><u>Revision of Year Four Spellings</u></p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>K sound spelt ch</p> <p>Words with the sound s spelt sc</p> <p>Words with the ei sound spelt eight or ey</p>	<p><u>Year Five and Year Six Spellings</u></p> <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>	<p><u>Revision of Year Five and Six Spellings</u></p> <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>						
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# 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 	A Dangerous Crossing 	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	Perilous Journey Tale	Letter from a character to parents	Report about an aspect of WW2	A diary entry from a personal experience (Fictional)	What are my plans for my future?	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  Use a or an according to whether the next word begin with  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Use commas after or before phrases or clauses  Using semicolons, colons or dashes to mark boundaries between independent clause	The grammatical difference between plural and possessive s  Use fronted adverbials  Use the present perfect form of verbs in contrast to the past tense  Use of apostrophes to mark singular and plural possession	Using passive verbs to affect the presentation of information in a sentence  Standard English forms of verb inflection  Using and punctuating direct speech  Punctuating bullet points consistently	Use of Ellipsis  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  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  Using semicolons, colons or dashes to mark boundaries between independent clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases  Using commas to clarify meaning or avoid ambiguity in writing  Using brackets, dashes or commas to indicate parenthesis  Using and punctuating direct speech	Using hyphens to avoid ambiguity  Using adverbials of time  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  Use the present perfect form of verbs in contrast to the past tense	Converting nouns or adjectives into verbs using suffixes  Using expanded noun phrases to convey complicated information concisely  Using the perfect form of verbs to mark relationships of time and cause  Use conjunctions, adverbs and prepositions to express time and cause	Using adverbials of time  Using semicolons, colons or dashes to mark boundaries between independent clauses  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  Using modal verbs or adverbs to indicate degrees of possibility	Using a colon to introduce a list  Punctuating bullet points consistently  Using brackets, dashes or commas to indicate parenthesis  Standard English forms of verb inflection	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  Use of commas after fronted adverbials

<p>Revision of Year Four, Five and Six Spellings</p>	<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 eight 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>
<p>Handwriting</p>	<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 eight 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>
<p>Reading Comprehension</p>	<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>✓ Vocabulary Drawing upon knowledge of vocabulary to understand the text.</li> <li>✓ Infer Make inferences from the text.</li> <li>✓ Predict Predicting what you think will happen based on the information that you have been given.</li> <li>✓ Explain Explaining your preferences, thoughts, and opinions about the text.</li> <li>✓ Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.</li> <li>✓ Summarising Capturing the essence of a story.</li> </ul>
<p>Class Reader List</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 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:  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>