



# English Curriculum Map

## Nursery

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Rhyming picture book	Fact finding about bears	Finding tale	Fact finding about pets	Prediction	Information texts	Sequential Picture book	Information text	Didactic	Information text	Picture book	Recount
<b>Text Example</b>	Brown Bear, Brown Bear, What Do You See – <i>Bill Martin Jr</i>	Habitat Food Countries of the world	Where's Spot? – <i>Eric Hill</i>	Pets at the vets Non-fiction books about pets and other animals	Dear Zoo – <i>Rod Campbell</i>	Wild animals	Jasper's Beanstalk – <i>Nick Butterworth</i>	Growing beans	The Very Hungry Caterpillar – <i>Eric Carle</i>	Life cycle of a butterfly	Hairy Maclary from Donaldson's Dairy – <i>Lynley Dodd</i>	The Train Ride – <i>June Crebbin</i>
<b>Pre-Writing Skills</b>	Joins in with repeated refrains and anticipates key events and phrases	Retrieval of information	Oral retelling Story sequencing	Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys Uses available resources to create props to support role-play.	Repetitive pattern	Adding adjectives and basic conjunctions	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Sequencing and labelling	Story sequencing Retell and innovation	Model ways of finding out information from non-fiction texts	Oral innovation	Recount of a trip Maps
<b>Nursery Rhymes, Poems, Songs and Alternate Learning</b>	Bear themed stories Bear rhymes Bear poems Teddy Bear's picnic Story maps		Vets role play Pet and animal themed stories Animal themed nursery rhymes and poems Baby animals		Small world zoo Baby wild animals Wild animal themed stories Wild animal themed poems Painting wild animals Discriminating animal sounds Story maps		Garden Centre role play Growing themed stories Growing poems		Life cycles – caterpillars to butterflies and tadpoles to frogs Seasons Growing and changing Story maps		Transport poems Travel poems Places to visit  Old MacDonald Had a Farm - <i>Song</i>	
<b>Power Phonics</b>	In Nursery, we teach all children using developmentally appropriate, Power Phonics tools and will be working throughout the year towards: <ul style="list-style-type: none"> <li>✓ Saying a sound for most letters in the alphabet</li> <li>✓ Reading some simple words consistent with immersing phonic knowledge by sound blending.</li> <li>✓ Recognising and becoming familiar with some common exception (red) words</li> <li>✓ Reading aloud simple sentences together</li> </ul>											

<p><b>Reading (Development Matters)</b></p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Has some favourite stories, rhymes, songs, poems or jingles. Repeat words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Interested in books and rhymes and may have favourites. Rhyming and rhythmic activities Recognising rhythm in spoken words Listen to and join in with stories and poems, one-to-one and also in small groups Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Describe main story settings, events and principal characters. Look at books independently. Handle books carefully Hold books the correct way up and turns pages Story maps Listen and support what children tell you about the marks they make.</p>	<p><b>Revisit Autumn Areas Which Require Consolidation</b> <b>In addition, for Spring:</b> Beginning to be aware of the way stories are structured. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment Expresses self through physical action and sound Can talk about some of the things they have observed Sometimes gives meaning to marks as they draw and paint</p>	<p><b>Revisit Autumn and Spring Areas Which Require Consolidation</b> <b>In Addition, for Summer:</b> Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom Hears and says the initial sound in words Writes own name and other things such as labels, and captions</p>
<p><b>Fine Motor Control</b></p>	<p>Strings four large beads - Turns single pages - Snips with scissors - Holds crayon with thumb and fingers (not fist) - Uses one hand consistently in most activities - Imitates circular, vertical, horizontal strokes - Paints with some wrist action, makes dots, lines, circular strokes - Rolls, pounds, squeezes and pulls play dough - Eats without assistance - Dough Disco - Write Dance</p>		<p>Cuts on a line continuously - Copies across – Copies square – Writes name – Writes numbers 1 to 5 – Copies letters – Handedness well established – Dresses and undresses independently – Dough Disco – Write Dance</p>
<p><b>Essential Reads</b></p>	<p><b>Each Peach Pear Plum - Janet and Allan Ahlberg</b> <b>Hug - Jez Alborough</b> <b>Come on Daisy - Jane Simmons</b> <b>We're Going on a Bear Hunt - Michael Rosen</b></p> <p><b><u>Over and Over Stories (Nursery and Reception)</u></b> <b>The Tiger Who Came to Tea - Judith Kerr</b> <b>The Runaway Pea - Kjartan Poskitt</b> <b>Meg and Mog - Helen Nicholl</b></p>	<p><b>The Room on the Broom - Julia Donaldson</b> <b>Where the Wild Things Are - Morris Sendak</b> <b>The Cat in the Hat - Dr Seuss</b> <b>Guess How Much I Love You - Sam McBratney</b></p> <p><b><u>Traditional Tales (Nursery and Reception)</u></b> <b>The Three Little Pigs</b> <b>The Three Billy Goats Gruff</b> <b>Little Red Riding Hood</b></p>	<p><b>The Enormous Turnip</b> <b>The Elves and the Shoemaker</b> <b>Rumpelstiltskin</b> <b>The Runaway Pancake</b></p>



# English Curriculum Map

## Reception

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Finding tale	Information / Narrative Wishing tale	Journey tale (Traditional tale)	Information text	Rhyming story	Instructions	Tale of defeating the monster	Information Text	Tales from other countries	Information text	Journey story	Recount
<b>Text Example</b>	Goldilocks and the Three Bears - <i>Traditional Tale</i>  Rosie's Walk - <i>Pat Hutchins</i>	Bear facts  Owl Babies - <i>Martin Waddell</i>	The Gingerbread Man - <i>Traditional Tale</i>	Text about foxes	Aliens Love Underpants - <i>Claire Freedman</i>	How to Catch a Star - <i>Oliver Jeffers</i>	Jack and the Beanstalk - <i>Traditional Tale</i>	Sunflowers	Handa's Surprise - <i>Eileen Browne</i>	Elmer - <i>David McKee</i>	Mr Gumpy's Outing - <i>John Burningham</i>	Mr Gumpy's Outing - <i>John Burningham</i>  Class generated recount of a trip
<b>Writing Focus</b>	Character lists of objects and characters Oral instructions and positional language Maps	Habitats Food Dangers Appearance Oral re-telling Missing poster	Oral retelling Letter/email to persuade the wolf not to eat the gingerbread man	Report about a fox	Rhyme	Write a set of instructions	Character-describing emotions	Sequencing and labelling	Story sequencing  Retell Innovation	Report about elephants	Retell innovation	Recount of a trip Maps
<b>Nursery Rhymes, Poems, Songs and Alternate Learning</b>	When Goldilocks Went to the House of the Bears - <i>Song</i> Them Bears - <i>Song</i> Goldilocks - <i>Song</i> If You Go Down to the Woods Today - <i>Song</i>	Farm poems Hen and fox poems The Three Billy Goats Gruff - <i>Song</i> A Wise Old Owl - <i>Song</i> Five little owls - <i>Song</i> Finger Family - <i>Song</i> The Owl and the Pussy Cat - <i>Song</i>	Food poems Five Yummy Gingerbreads - <i>Song</i>	Space poems	Growing poems Emotion poems	Rumble in the Jungle - <i>Giles Andreae</i> Poo in the Zoo - <i>Steve Smallman</i> Giraffes Can't Dance - <i>Giles Andreae</i>	Transport poems  Old MacDonald had a Farm - <i>Song</i>  Mr Gumpy's Motor Car - <i>John Burningham</i>					

<p><b>Reading Comprehension</b></p>	<p>Oral blending and segmenting Hearing and saying sounds in words</p> <p><b>Beginning to Develop Reading Skills:</b> Play word and sentence games Identify language features Check and explore meanings of words and phrases</p> <p><b>Key Focus (Story Structure):</b> Characters and settings</p>	<p>Read common irregular words Sounding out words to read cvc and using searchlights to read non regular words Begin to read a wider range of words and simple sentences</p> <p><b>Continuing to Develop Reading Skills:</b> Innovate - substitute a different character or setting Identify where 'and' is used to join sentences Identify question marks and exclamation marks Continue a rhyming string Know that information can be retrieved from books and computers Identify Capital Letters, Full Stops (CLFS) Identify capital letters for proper names</p> <p><b>Key Focus (Story Structure):</b> Story plots</p>	<p>Develop fluency by reading in their heads rather than sounding out Read fluently and with expression Talk about and understand what they have read</p> <p><b>Key Focus (Story Structure):</b> Alternate story endings</p>
<p><b>Power Phonics</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Say a sound for each letter in the alphabet and at least 10 diagraphs.</li> <li>✓ Read words consistent with their phonic knowledge by sound blending.</li> <li>✓ Read aloud simple sentences and boos that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<p><b>Reception High Frequency Words</b></p>	<p>a, all, am, and, are, at, away, big, can, cat, come, dad, day, dog, for, get, go, going, he, I, in, is, it, like, look, me, my, no, of, on, play, said, see, she, the, they, this, to, up.</p>		
<p><b>Essential Reads</b></p>	<p><b>The Gruffalo</b> - <i>Julia Donaldson</i> <b>Farmer Duck</b> - <i>Martin Waddell</i> <b>Six Dinner Sid</b> - <i>Inga Moore</i> <b>Mrs Armitage on Wheels</b> - <i>Quentin Blake</i> <b>Whatever Next!</b> - <i>Jill Murphy</i> <b>On the Way Home</b> - <i>Jill Murphy</i> <b>Goodnight Moon</b> - <i>Margaret Wise-Brown</i> <b>Shhhh!!!</b> - <i>Sally Grindley</i></p>	<p><b><u>Over and Over Stories (Nursery and Reception)</u></b> <b>The Tiger Who Came to Tea</b> - <i>Judith Kerr</i> <b>The Runaway Pea</b> - <i>Kjartan Poskitt</i> <b>Meg and Mog</b> - <i>Helen Nicholl</i> <b>The Room on the Broom</b> - <i>Julia Donaldson</i> <b>Where the Wild Things Are</b> - <i>Morris Sendak</i> <b>The Cat in the Hat</b> - <i>Dr Seuss</i> <b>Guess How Much I Love You</b> - <i>Sam McBratney</i></p>	<p><b><u>Traditional Tales (Nursery and Reception)</u></b> <b>The Three Little Pigs</b> <b>The Three Billy Goats Gruff</b> <b>Little Red Riding Hood</b> <b>The Enormous Turnip</b> <b>The Elves and the Shoemaker</b> <b>Rumpelstiltskin</b> <b>The Runaway Pancake</b></p>



# English Curriculum Map

## Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Journey story	Set of instructions	Tale of overcoming a magical disaster	Persuasion text	A wishing tale	Discussion text	A finding tale	Explanation	A tale of defeating the monster	Report	A tale of a quest	Recount
<b>Text Example</b>	Billy Goats Gruff – <i>Journey Tale Innovation</i>	How to Catch a Troll <i>Instructional writing</i>	The Elves and the Shoemaker <i>Traditional Tale Innovation</i>	Should you make friends with elves? <i>Discussion writing</i>	The Magic Porridge Pot <i>Magical disaster Innovation</i>	An advert for magical porridge <i>Persuasive writing</i>	Rumpelstiltskin <i>Defeating a monster innovation</i>	Non-chronological report on castles	Where the Wild Things Are <i>Finding tale innovation</i>	Recount of Where the Wild Things Are	The Pirates Next Door <i>Innovation</i>	Why do pirates bury treasure? <i>Explanation</i>
<b>Writing Focus</b>	Write repetitive patterns of speech and catchphrases	Write captions and labels	Write story openings and endings	Write for a purpose	Write a character description using adjectives	Use own opinion in writing	Write a setting description.	Read writing aloud to an audience	Write about a character-describing emotion	Use information in sentences	Sequence sentences to form a short narrative	Write about events in order
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Alliterative List Poems / Simple riddles  <b>Examples</b> Alphabet Poem – <i>Michael Rosen</i> Pineapple – <i>Vyanne Samuel</i>				<b>Poem Type</b> Innovate a well-known rhyme (written)  <b>Examples</b> Incey Wincey Spider There was a Crooked Man Hey Diddle Diddle				<b>Poem Type</b> Performance Poetry  <b>Examples</b> There Was an Old Lady Who Swallowed a Fly Voices of Water – <i>Tony Mitton</i> My Colours - <i>Colin West</i> Hands – <i>Julia Donaldson</i> Queue for the Zoo – <i>Clare Bevan</i>			
<b>Grammar, Punctuation and Spelling</b>	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Separate words with spaces Use capital letters for proper names				Use 'and' to join sentences Use regular noun suffixes -s or -es Use question marks				Use suffixes that can be added to verbs -ing -ed -er Use exclamation marks Use the prefix un- to change the meaning of verbs and adjectives			
<b>Reading Comprehension</b>	<p>We teach the skills of inference and comprehension through the <b>VIPERS</b> 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>V</b>ocabulary <b>I</b>nference <b>P</b>rediction <b>E</b>xplanation <b>R</b>etrieval <b>S</b>ummarise.</p> <p>During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.</p> <p><b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.  <b>Infer</b> Make inferences from the text.  <b>Predict</b> Predicting what you think will happen based on the information that you have been given.  <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.  <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.  <b>Summarising</b> Capturing the essence of a story.</p>											

<b>Power Phonics</b>	Children will be taught to: <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 accurately 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>					
<b>Sentence Structure</b>	Write simple sentences using adjectives  Write command sentences	Write simple sentences using adjectives  Write command sentences  Write statement sentences	Write simple sentences using adjectives  Join sentences using 'and'	Write simple sentences using adjectives  Join sentences using 'and'  Write question sentences	Write explanation sentences  Write statement sentences	Write simple sentences using adjectives  Join sentences using 'and'  Write question sentences  Write explanation sentences  Write statement sentences
<b>Handwriting</b>	The ladder family (l, i, u, t, y and j)	The One-Armed Robot Family (n, m and h)	The One-Armed Robot Family (k, b, p and r)	The Curly Caterpillar Family (c, a, d, e, s and g)	The Curly Caterpillar Family (f, q and o)	The Zigzag Monster Family (z, v, w and x)
<b>High Frequency Words and Spellings</b>	A, the, do, today, of, said, says, are, were, was, is, his, has, I, you, they, be, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, friend, school, put, push, pull, full, house, our					
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>• Words ending in double consonants <i>ff, ll, ss, zz</i></li> <li>• Words ending in <i>ck, nk, tch</i></li> <li>• Words ending with <i>e</i> sound spelled <i>y</i></li> <li>• Words ending with <i>v</i> sound add <i>e</i> on the end</li> </ul>	<ul style="list-style-type: none"> <li>• Add <i>ed</i> and <i>ing</i> to verbs</li> <li>• Add <i>s</i> and <i>es</i> (plurals)</li> </ul>	<ul style="list-style-type: none"> <li>• Add <i>er</i> and <i>est</i> to adjectives</li> <li>• Add prefix <i>un</i> to adjectives</li> <li>• Compound words e.g. <i>sandcastle, playground, bedroom</i></li> <li>• <i>Ai, oi, ay, oy</i> digraphs</li> <li>• Long vowel sounds <i>a-e, e-e</i></li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel sounds <i>i-e, o-e, oo, u-e</i></li> <li>• Long vowel sound <i>e</i> spelt <i>ea</i></li> <li>• Short vowel sound <i>e</i> spelt <i>ea</i></li> <li>• Digraphs <i>ar, er, ir, ur</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short vowel sound <i>oo</i></li> <li>• Digraphs <i>oa, oe, ou, ow</i></li> <li>• Digraphs <i>u-e, ue, ew</i></li> <li>• Digraph <i>ie</i> making the <i>ee</i> sound</li> </ul>	<ul style="list-style-type: none"> <li>• Long vowel <i>igh</i></li> <li>• The <i>or / ore</i> sound</li> <li>• The <i>or</i> sound spelt with <i>aw</i> or <i>au</i></li> <li>• Trigraphs <i>air, ear, are</i></li> <li>• Words with <i>ph</i> or <i>wh</i> spellings</li> </ul>
<b>Class Reader Choice List</b>	<i>Peace at Last - Jill Murphy</i> <i>Can't you sleep little Bear? - Martin Waddell</i> <i>Where the Wild Things Are - Maurice Sendak</i> <i>The Elephant and the Bad Baby - Elfrida Vipont</i>		<i>Avocado Baby - John Burningham</i> <i>The Tiger Who Came to Tea - Judith Kerr</i> <i>Lost and Found - Oliver Jeffers</i> <i>Knuffle Bunny - Mo Williams</i>		<i>Beegu - Alexis Deacon</i> <i>Dogger - Shirley Hughes</i> <i>Cops and Robbers - Janet &amp; Allan Ahlberg</i> <i>Elmer - David McKee</i>	



# English Curriculum Map

## Year 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Tale of a quest	Instructions	Warning Tale	Persuasion	Finding Tale	Non-chronological report	Tale of fear	Newspaper report	Character tale	Discussion	Tale of defeating the monster	Explanation
<b>Text Example</b>	Superworm – <i>Julia Donaldson</i>	How to trap a Lizard Wizard – <i>Innovation</i>	Little Red Riding Hood – <i>Traditional Tale</i>	Warning posters for the Big Bad Wolf	Hansel and Gretel – <i>Traditional Tale</i>	What is a 'Wicked Witch'?	The Papaya That Spoke – <i>African Folktale</i>	News Report on Grace Darling	Hermelin the Mouse – <i>Mini Grey</i>	Should we be scared of mice? – <i>Innovation</i>	The Paper Bag Princess – <i>Robert Munsch</i>	How a dragon trap works – <i>Innovation</i>
<b>Writing Focus</b>	Write a setting description	Write an instructional text	Write character description	Use persuasive language	Use paragraphing and speech	Organise information under headings	Use language to describe character actions	Organise information in chronological order	Describe setting and character traits	Voice own opinion	Describe character points of view	Organise information in chronological order
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Acrostic Poems Quatrain – AABB or ABAB  <b>Examples</b> Fireworks – <i>Gervais Phinn</i> Christmas - <i>Gervais Phinn</i> Food Stop – <i>Benjamin Zephaniah</i> Excuses – <i>Alan Ahlberg</i> Peter Pan – <i>Andrea Shavick</i>  <b>Books</b> Rumble in the Jungle - <i>Giles Andreae &amp; David Wojtowycz</i> Commotion in the Ocean - <i>Giles Andreae &amp; David Wojtowycz</i> Tasty Poems - <i>Jill Bennett &amp; Nick Sharratt</i>				<b>Poem Type</b> Shape Poem  <b>Examples</b> What Is He? – <i>Liz Brownlee</i> The Shape of a Poem – <i>Chris Odgen</i> Aaaah!!!! At Last it's Spring – <i>James Carter</i> Family Tree – <i>Damien Harvey</i> Word Whirls – <i>John Foster</i>				<b>Poem Type</b> Performance poetry  <b>Examples</b> I'm Walking with my Iguana – <i>Brian Moses</i> Solo with Chorus – <i>Rose Fyleman</i> The Rhythm of Life – <i>Michael Rosen</i> Nut Tree – <i>Julia Donaldson</i> The Dinosaur Rap – <i>John Foster</i> Cats – <i>Eleanor Farjeon</i> Shhhhhh! – <i>Julia Donaldson</i>			
<b>Grammar, Punctuation and Spelling</b>	Demarcate sentences using capital letter and full stops Use commas and making lists Form nouns using suffixes -ness, -er, -ful, -less Use adjectives to describe nouns Use conjunctions (and, or, but) Use suffixes -er and -est to form comparisons of adjectives and adverbs				Distinguish between past and present tense Use subordination (when, where, if, that, because) Use expanded noun phrase for description and specification Use adjectival phrases to describe nouns Use apostrophes to mark contracted forms of spelling Use the continuous form of verbs in the past and present tense to mark actions in progress				Use adjectives to describe nouns Use conjunctions (and, or, but) Distinguish between past and present tense Demarcate sentences using capital letters and full stops Use subordination (when, where, if, that, because) Use commas when making lists			
<b>Reading Comprehension</b>	We teach the skills of inference and comprehension through the <b>VIPERS</b> 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>V</b> ocabulary <b>I</b> nference <b>P</b> rediction <b>E</b> xplanation <b>R</b> etrieval <b>S</b> ummarise. During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.											

	<p><b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.  <b>Infer</b> Make inferences from the text.  <b>Predict</b> Predicting what you think will happen based on the information that you have been given.  <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.  <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.  <b>Summarising</b> Capturing the essence of a story.</p>					
<b>Power Phonics</b>	<p>Children should be taught to:</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 accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul> <p>re-read these books to build up their fluency and confidence in word reading.</p>					
<b>Sentence Structure (Alan Peat)</b>	Write -ing, -ing, -ing sentences  Write list sentences	Write 2A sentences  Write BOB sentences	Write Name - Adjective – Pair sentences  Write All the W's sentences	Write simile sentences  Write First Word Last sentences	Use fronted adverbials (ly)	Write Name - Adjective – Pair sentences  Write -ing, -ing, -ing sentences  Write BOB sentences
<b>Handwriting</b>	The ladder family (l, i, u, t, y and j)  Including capital letters	The One-Armed Robot Family (n, m and h)  Including capital letters	The One-Armed Robot Family (k, b, p and r)  Including capital letters	The Curly Caterpillar Family (c, a, d, e, s and g)  Including capital letters	The Curly Caterpillar Family (f, q and o)  Including capital letters	The Zigzag Monster Family (z, v, w and x)  Including capital letters
<b>High Frequency Words and Spellings</b>	Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, plant, path, hour, move, prove, improve, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas					
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>• The <i>j</i> sound spelled <i>dge / ge / g</i> at the end of words</li> <li>• The <i>s</i> sound spelt <i>c</i> before <i>e, i,</i> and <i>y</i></li> <li>• The <i>n</i> sound spelt <i>kn</i> and <i>gn</i> at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>r</i> sound spelled <i>wr</i> at the beginning of words</li> <li>• The <i>l</i> or <i>ul</i> sound spelled <i>le, al</i> or <i>el</i> at the end of words</li> <li>• Words ending in <i>il</i></li> </ul>	<ul style="list-style-type: none"> <li>• The long vowel sound <i>i</i> spelled with <i>y</i> at the end of words</li> <li>• Adding <i>ed, er, ed</i> to words ending in <i>y</i></li> <li>• Adding <i>ing</i> to words ending in <i>e</i> with a consonant before it.</li> </ul>	<ul style="list-style-type: none"> <li>• Adding <i>er</i> to words ending in <i>e</i> with a consonant before it.</li> <li>• Adding <i>ing / ed</i> to one syllable words. The last letter is doubled to keep the short vowel sound.</li> <li>• The <i>or</i> sound spelled a before <i>ll</i> and <i>l</i></li> <li>• The short vowel sound <i>o</i> e.g. other, cover</li> </ul>	<ul style="list-style-type: none"> <li>• The <i>ee</i> sound spelled <i>ey</i></li> <li>• Words with the spelling <i>a</i> pronounced <i>o</i> after <i>w</i> and <i>qu</i> e.g. <i>quad, want</i></li> <li>• The <i>er</i> sound spelled with <i>o</i> and <i>ar</i></li> <li>• The <i>zh</i> sound spelled with an <i>s</i></li> <li>• The suffixes <i>ment, ness, full, less</i></li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near homophones</li> <li>• Words ending in <i>tion</i></li> <li>• Contractions for omission and possession</li> </ul>
<b>Class Reader Choice List</b>	<b>Traction Man is Here</b> - Mini Grey <b>Meerkat Mail</b> - Emily Gravett <b>Amazing Grace</b> - Mary Hoffman <b>Pumpkin Soup</b> - Helen Cooper		<b>Who's Afraid of the Big Bad Book?</b> - Lauren Child <b>Dr Xargles Book of Earthlets</b> - Tony Ross <b>Not Now Bernard</b> - David McKee		<b>Tuesday</b> - David Wiesner <b>The Flower</b> - John Light <b>Gorilla</b> - Anthony Browne	



# English Curriculum Map

## Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Traditional tale	Instructions	Defeating the monster	Non chronological report	Warning tale	Recount - letter	Losing tale	Persuasion	Finding tale	Discussion	Tale of a quest	Explanation
<b>Text Example</b>	Different version of a traditional tale from KS1	How to trap a troll / wolf	Arthur and the Golden Rope – <i>Joe Todd Stanton</i>	Dragons	Adventure at Sandy Cove – <i>Pie Corbett</i>	The trip to ...	Daft Jack and the Beanstack – <i>Laurence Anholt</i>	Invitation to Jack's wedding	The Thing in the Basement – <i>Michaela Morgan</i>	Should schools have basements?	Myth Linked to Iron Age (History)  The Bravest Warrior – <i>Iron Age Tale</i>	What do you need to defeat the monster?
<b>Writing Focus</b>	Show character development	Write an instructional text	Describe the setting	Write information using headings and sub-headings	Write an action and adventure story	Recall and describe events in order	Develop openings and endings	Use persuasive techniques	Use techniques to create suspense	Develop author voice	Write in the style of ...	Use techniques to explain a process
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Question & Answer poems  <b>Examples</b> The Sound Collector – <i>Roger McGough</i> Registration – <i>Alan Ahlberg</i> Cool School – <i>Michael Rosen</i> What is Pink – <i>Christina Rossetti</i>				<b>Poem Type</b> Haiku & Tankas  <b>Examples</b> <u>Haiku</u> Seaview Haiku – <i>John Foster</i> Windy Day – <i>John Foster</i> Haiky Riddle – <i>Celia Warren</i> <u>Tanka</u> Silver aeroplane - <i>John Foster</i> The Penny Black – <i>John Foster</i> Two Tanka Riddles – <i>Marian Swinger</i>				<b>Poem Type</b> Performance poetry  <b>Examples</b> Life Doesn't Frighten Me At All – <i>Maya Angelou</i> The Sound Collector – <i>Roger Mc Gough</i> Twenty Four Hours – <i>Charles Causley</i> Instructions for Giants – <i>John Rice</i>  <b>Book</b> Loopy Limericks - <i>John Frost</i>			
<b>GP&amp;S</b>	Join simple sentences using conjunctions Form nouns using a range of prefixes Add a subordinate clause to a sentence Use and recognise nouns, adjective and adjectival phrases Use of determiner 'a' or 'an' Use powerful verbs Introduce paragraphs to group related material Use headings and sub-headings to aid presentation				Use dialogue in narrative or drama Begin to use speech marks to punctuate direct speech Begin to use tense in verbs Make connections between word families based on common words Use and recognise nouns, adjective and adjectival phrases Express time and cause using conjunctions, adverbs or prepositions Use the perfect form of verbs to mark relationships of time and cause				Use dialogue in narrative or drama Extend the range of sentences with more than one clause (compound) Use a wider range of conjunction to add subordinate clauses. (complex) Use powerful verbs and tense in verbs			

<p><b>Reading Comprehension</b></p>	<p>We teach the skills of inference and comprehension through the <b>VIPERS</b> 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>V</b>ocabulary <b>I</b>nference <b>P</b>rediction <b>E</b>xplanation <b>R</b>etrieval <b>S</b>ummarise.</p> <p>During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.</p> <p><b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.  <b>Infer</b> Make inferences from the text.  <b>Predict</b> Predicting what you think will happen based on the information that you have been given.  <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.  <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.  <b>Summarising</b> Capturing the essence of a story.</p>											
<p><b>Sentence Structure (Alan Peat)</b></p>	Double -ly endings	BOYS sentences	Ad, same ad sentences	Description detail sentences	Emotion word, comma sentences	Verb, person sentences	3 BAD – question sentences	Many questions sentences	Short sentences for effect	Ad, same ad sentences	2 pairs sentences	BOYS sentences
<p><b>Handwriting (Journey to Continuous Cursive)</b></p>	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh		Assess and review	
<p><b>High Frequency Words and Spellings</b></p>	<p>Actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular, centre, decide, disappear, early, heart, learn, minute, notice, regular, therefore, build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight, address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence, accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter, difficult, important, length, perhaps, position, pressure, question, strange, special, purpose</p>											
<p><b>Spelling Patterns</b></p>	<ul style="list-style-type: none"> <li>Recap Year 2, Summer (Homophones)</li> <li>The <i>ow / u</i> sound spelled <i>ou</i></li> <li>The <i>i</i> sound spelled with a <i>y</i></li> <li>Words with endings that sound like <i>ze</i> spelled <i>sure</i></li> <li>Words with endings that sound like <i>ch</i> spelled <i>ture</i></li> </ul>		<ul style="list-style-type: none"> <li>Words with the prefix <i>re / dis / mis</i></li> <li>Adding suffixes beginning with a vowel to words of more than one syllable</li> <li>Adding suffixes where the final consonant letter is doubled</li> </ul>		<ul style="list-style-type: none"> <li>The long vowel <i>a</i> spelled <i>ai / ei / ey</i></li> <li>Adding the <i>ly</i> suffix to an adjective</li> <li>Homophones</li> </ul>		<ul style="list-style-type: none"> <li>The <i>l</i> sound spelled <i>al / le</i> at the end of words</li> <li>Adding the suffix <i>ly</i> when the root word ends in <i>le</i></li> <li>Adding the suffix <i>ally</i> when the root word ends in <i>ic</i></li> </ul>		<ul style="list-style-type: none"> <li>Words ending in <i>er</i> when the root word ends in <i>(t)ch</i> e.g. <i>teacher, stretcher</i></li> <li>Words with the <i>k</i> sound spelled <i>ch</i></li> <li>Words ending with the <i>g</i> sound spelt <i>gue</i> and the <i>k</i> sound spelt <i>que</i></li> <li>Words with the <i>s</i> sound spelt <i>sc</i></li> </ul>		<ul style="list-style-type: none"> <li>Homophones</li> <li>The suffix <i>sion</i> pronounced <i>shion</i></li> <li>Revision of Year 3 Spelling Patterns</li> </ul>	
<p><b>Class Reader Choice List</b></p>	<p><b>The Queen's Nose</b> - Dick King-Smith  <b>Ice Palace</b> - Robert Swindles  <b>Beaver Towers</b> - Nigel Hinton</p>				<p><b>The Tale of Despereaux</b> - Kate DiCamillo  <b>The Hundred and One Dalmatians</b> – Dodie Smith  <b>The Legend of Podkin One-Ear</b> – Kieran Larwood</p>				<p><b>The Iron Man</b> - Ted Hughes  <b>The Sheep-Pig</b> - Dick King-Smith</p>			



# English Curriculum Map

## Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Tale of a quest	Discussion	Wishing tale	Instruction	Portal tale	Recount - letter	Finding tale	Non-chronological report	Poetry	Explanation	Warning tale	Persuasion
<b>Text Example</b>	Harriet Tubman and the Underground Railroad – <i>Various sources</i>	Current affairs in news	The King of the Fishes – <i>Traditional Tale</i>	How to cook your teacher	The Impossibly Impossible Bookshop – <i>Kat Pennington</i>	Our trip to ...	Mission Possible – <i>Kat Pennington</i>	Amazing Aliens – <i>Pie Corbett</i>	Including the Magic Box – <i>Pie Corbett</i>	Electricity (Science)	Nightmare Man – <i>Pie Corbett</i>	Should the Vikings have raided Britain? (History)
<b>Writing Focus</b>	Setting	Author voice	Character	Write an instructional text	Write an action and adventure story	Recall and describe events in order	Description	Write information using headings and sub-headings	Contemporary works of poetry	Use techniques to explain a process	Cliff-hangers / suspense	Use persuasive techniques
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Limericks  <b>Examples</b> Loopy Limericks - <i>John Frost</i>				<b>Poem Type</b> Metaphor poem  <b>Examples</b> The Sun – <i>Wes Magee</i> Don't Be Scared – <i>Caroll Ann Duffy</i>				<b>Poem Type</b> Performance poetry  <b>Examples</b> Macavity - <i>T.S Eliot</i> The Treasures – <i>Clare Bevan</i> Today, I Feel – <i>Gervais Phinn</i> The Trouble with My Brother – <i>Brian Patten</i> You Can't Stop Me – <i>Miriam Moss</i>			
<b>GP&amp;S</b>	Use adverbs and adverbials (prepositional phrases which act as adverbs) Use conjunctions to express time or cause Understand the grammatical difference between plural and possessive -s Use dialogue in narrative or drama emphasising the difference between spoken and written speech Use fronted adverbials (ly) Use of commas after fronted adverbials				Use adverbs to modify verbs Standard English forms for verbs instead of local forms Person - understanding that writing can be third or first person Use fronted adverbials (ly) Use of apostrophes to mark singular and plural possession Pronouns to avoid repetition or ambiguity Use of paragraphs to organise ideas around a theme				Use commas after or before phrases or clauses. Use prepositions to express time and place Use fronted adverbials (ly) Use adverbs and adverbials (prepositional phrases which act as adverbs)			
<b>Reading Comprehension Focus</b>	We teach the skills of inference and comprehension through the <b>VIPERS</b> 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 in order 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.  <b>Vocabulary</b> Drawing upon knowledge of vocabulary in order to understand the text. <b>Infer</b> Make inferences from the text.											

	<p><b>Predict</b> Predicting what you think will happen based on the information that you have been given.</p> <p><b>Explain</b> Explaining your preferences, thoughts and opinions about the text.</p> <p><b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> <p><b>Summarising</b> Capturing the essence of a story.</p>											
<b>Sentence Structure (Alan Peat)</b>	Ad, same ad sentences	FANBOYS sentences	Short sentences	FANBOYS sentences	Emotion word, comma sentences	Verb, person sentences	Description detail sentences	Description detail sentences	Short sentences	FANBOYS sentences	Emotion word, comma sentences	Many questions
<b>Handwriting (Continuous Cursive)</b>	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh		Assess and review	
<b>High Frequency Words and Spellings</b>	Calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women, complete, continue, experiment, famous, favourite, February, naughty, material, knowledge, remember, breath, business, caught, different, exercise, extreme, medicine, possession, although, thought, group, height, particular, potatoes, separate, surprise, through, various, though, woman											
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>• <b>Revision of Year 3 Spelling Patterns</b></li> <li>• Homophones</li> <li>• The prefix <i>in</i> meaning <i>not</i></li> <li>• Opposite words <i>l</i> and <i>in</i> becoming <i>il</i> and <i>ir</i></li> <li>• The prefix <i>sub / inter</i></li> </ul>		<ul style="list-style-type: none"> <li>• The suffix <i>ation</i> added to verbs to form nouns</li> <li>• Adding <i>ly</i> to adverbs words ending in <i>y</i> become <i>ily</i> and <i>le</i> become <i>ly</i></li> <li>• Adding <i>ly</i> to turn an adjective into an adverb when the final letter is <i>l</i></li> <li>• Word with the <i>sh</i> sound spelled <i>ch</i></li> </ul>		<ul style="list-style-type: none"> <li>• Adding suffix <i>ion</i> (root words ending in <i>d, de</i> or <i>se</i>)</li> <li>• Adding the suffix <i>ous</i></li> <li>• The suffix <i>ous</i> when the final <i>e</i> of the root word must be kept</li> <li>• The <i>ee</i> sound spelt with an <i>i</i></li> </ul>		<ul style="list-style-type: none"> <li>• The <i>au</i> digraph</li> <li>• The suffix <i>ion</i> when the root word ends in <i>t</i> or <i>te</i> the suffix becomes (<i>tion</i>) e.g. <i>invention</i></li> <li>• The suffix <i>ion</i> becomes <i>ssion</i> when the root word ends in <i>ss</i> or <i>mit</i> e.g. <i>expression, permission</i></li> <li>• The suffix <i>cian</i> used instead of <i>sion</i> when the root word ends in <i>c</i> or <i>cs</i></li> <li>• Adding <i>ly</i> to create adverbs of manner</li> </ul>		<ul style="list-style-type: none"> <li>• Homophones</li> <li>• The <i>s</i> sound spelled <i>c</i> before <i>l</i> and <i>e</i></li> <li>• <i>Sol</i>, and 'real' word families e.g. <i>solar, reality</i></li> <li>• <i>Phon</i> and <i>sign</i> word families e.g. <i>phone, signature</i></li> <li>• The prefixes <i>super, anti, auto</i></li> <li>• The prefix <i>bi</i> meaning two</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Revision of Year 4 Spelling Patterns</b></li> </ul>	
<b>Class Reader Choice List</b>	<b>The Turbulent Term of Tyke Tyler</b> - Gene Kemp <b>Dean Man's Cove</b> - Lauren St John <b>Sky Hawk</b> - Gill Lewis <b>Kindlekrax</b> - Philip Ridley				<b>The Miraculous Journey of Edward Tulane</b> <b>Journey to the River Sea</b> - Eva Ibbotson <b>Bill's New Frock</b> - Anne Fine <b>Charlotte's Web</b> - EB White				<b>Why the Whales Came</b> - Michael Morpurgo <b>The Firework-Maker's Daughter</b> - Philip Pullman <b>Voices in the Park</b> - Anthony Browne <b>Perry's Angel's Suitcase</b> - Glenda Millard			



# English Curriculum Map

## Year 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Defeating the monster	Persuasion	New scene in a story	Instructions	Wishing tale	Explanation	Warning tale	Journalistic	Tale of a quest	Discussion	Tale of fear	Non-chronological
<b>Text Example</b>	Beowulf – <i>Pie Corbett Version</i>	Advert for Hogwarts Hall	The Manor House	What to do in an emergency	One Chance	Earthquakes and Volcanos	Why the Whales Came – <i>Michael Morpurgo</i>	Protect the whales	Little Red – <i>Bethan Woollvin</i>	Should animals be kept in a zoo?	The Highwayman	Newspaper Article
<b>Writing Focus</b>	Description	Use persuasive techniques	Suspense	Write an instructional text	Character	Use techniques to explain process	Characterisation / dialogue	Write to inform	Setting	Author voice	Action	Organise information
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Cinquain  <b>Examples</b> November Night- <i>Adelaide Crapsey</i> Snow – <i>Adelaide Crapsey</i> Winter - <i>Adelaide Crapsey</i> Blackbird – <i>John Foster</i> At the Gate – <i>John Foster</i> The Wood in late Autumn – <i>John Foster</i> Mirror – <i>John Foster</i> How to Write Cinquains? – <i>John Foster</i>				<b>Poem Type</b> Simile and Metaphor Poem  <b>Examples</b> The Night Will Never Stay – <i>Eleanor Farjeon</i> Bluebottle – <i>Judith Nichols</i> Windrush Child - <i>John Agard</i>				<b>Poem Type</b> Performance poetry  <b>Examples</b> Give and Take – <i>Roger Mc Gough</i> From a Railway Carriage – <i>R.L. Stevenson</i> Conversation Piece – <i>Gareth Owen</i> Football Mad – <i>Benjamin Zephaniah</i> Rum Tum Tiger – <i>T.S Eliot</i>			
<b>GP&amp;S</b>	Use relative clauses Converting nouns or adjectives into verbs using suffixes Use devices to build cohesion within a paragraph Use modal verbs to indicate degrees of possibility Use a wide range of conjunctions to create compound and complex sentences Use adverbials of time, place and number to organise ideas across paragraphs. Use verb prefixes Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise ideas across paragraphs.				Use a wide range of conjunctions to create compound and complex sentences. Use modal verbs to indicate degrees of possibility. Use dialogue, recognise difference between spoken and written speech. Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures				Use commas to clarify meaning or avoid ambiguity. Use apostrophes. Use dialogue, recognise difference between spoken and written speech. Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise ideas across paragraphs.			

<p><b>Reading Comprehension</b></p>	<p>We teach the skills of inference and comprehension through the <b>VIPERS</b> 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>V</b>ocabulary <b>I</b>nference <b>P</b>rediction <b>E</b>xplanation <b>R</b>etrieval <b>S</b>ummarise.          During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.</p> <p><b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.  <b>Infer</b> Make inferences from the text.  <b>Predict</b> Predicting what you think will happen based on the information that you have been given.  <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.  <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.  <b>Summarising</b> Capturing the essence of a story.</p>											
<p><b>Sentence Structure (Alan Peat)</b></p>	<p>Noun, comma which, who, where sentences</p>	<p>Irony sentences  Imagine 3 examples: sentences</p>	<p>ing – ed sentences  Getting worse/getting better sentences</p>	<p><i>Italics</i> – stressed word sentences</p>	<p>P.C sentences (paired conjunctions)</p>	<p>When, when, when, then sentences</p>	<p>Inside outside sentences ( )</p>	<p>Active and passive sentences</p>	<p>Personification of weather sentences  Tell / show 3 sentences</p>	<p>Some; others sentences</p>	<p>The more the more sentences</p>	<p>Object/person (aka sentences)</p>
<p><b>Handwriting (Continuous Cursive)</b></p>	<p>Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip</p>		<p>Bottom e letter joins be, ie, se, xe, ze, her, men</p>		<p>Bottom to c letter joins as, ea, ed, ss, igh, ing, sat</p>		<p>Top e letter joins oe, re, ve, we, ere, ure</p>		<p>Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh</p>		<p>Assess and review</p>	
<p><b>High Frequency Words and Spellings</b></p>	<p>Appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable, accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth, amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment, accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm, achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system</p>											
<p><b>Spelling Patterns</b></p>	<ul style="list-style-type: none"> <li>• <b>Revision of Year 4 Spelling Patterns</b></li> <li>• Words ending in <i>ious / cious / tial / cial</i></li> </ul>		<ul style="list-style-type: none"> <li>• Words ending in <i>ant / ance / ancy</i></li> <li>• Use <i>ent</i> and <i>ence</i> after a soft <i>c, g</i> and <i>qu</i></li> <li>• Words ending in <i>able / ible / ably / ibly</i></li> </ul>		<ul style="list-style-type: none"> <li>• Words ending in <i>able</i></li> <li>• Adverbs of time</li> <li>• Adding suffixes beginning with a vowel to words ending in <i>fer</i></li> <li>• Words with silent letters</li> </ul>		<ul style="list-style-type: none"> <li>• Words spelled <i>ie</i> after <i>c</i></li> <li>• Words with the <i>ee</i> sound spelled <i>ei</i> after <i>c</i></li> <li>• Words containing the letter string <i>ough</i> where the sound is <i>aw / oa / ow</i></li> <li>• Adverbs of possibility</li> </ul>		<ul style="list-style-type: none"> <li>• Homophone <i>s</i> or near homophone <i>s</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Revision of Year 5 Spelling Patterns</b></li> </ul>	
<p><b>Class Reader Choice List</b></p>	<p><b>Hatchet</b> - Gary Paulson  <b>Floodland</b> - Marcus Sedgewick  <b>There's a Boy in the Girl's Bathroom</b> - Louis Sachar  <b>Beetle Boy</b> - M.G. Leonard</p>				<p><b>Artemis Fowl</b> - Eoin Colfer  <b>Room 13</b> - Robert Swindells  <b>The Wolves of Willoughby Chase</b> - Joan Aiken  <b>Varjak Paw</b> - SF Said</p>				<p><b>Wolf Brother</b> - Michelle Paver  <b>Street Child</b> - Berlie Doherty  <b>The Midnight Fox</b> - Betsy Byars</p>			



# English Curriculum Map

## Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
<b>Genre</b>	Tale of quest	Auto / biography	Tale of Fear	Persuasion	Fantasy	Non-chronological Report	Character	Discussion	Revision Unit		Defeating the monster	Explanations
<b>Text Example</b>	Kidnapped – <i>Pie Corbett</i>	Independent choice	The Canal – <i>Pie Corbett</i>	Job advert / application for the Wallsend shipyards (History)	Jack O' Lantern – <i>Pie Corbett</i>	Banksy – graffiti art (Art & Design)	Kissing the Railings – <i>Pie Corbett</i>	Rainforests (Geography)	Basic plot and non-fiction genres		Jabberwocky – <i>Lewis Carroll</i>	How mummification works (History)
<b>Writing Focus</b>	Suspense	Write to inform	Character	Use persuasive techniques	Setting	Organise information	Action	Author voice	Short story with a cliff-hanger	Working with a range of genres	Style / vocabulary	Use techniques to explain a process
<b>Poetry (First week of each term)</b>	<b>Poem Type</b> Blank Verse (Classics)  <b>Examples</b> Mercutio's Queen Mab Monologue (Romeo and Juliet) - <i>William Shakespeare</i> The Mending Wall - <i>Robert Frost</i> To Be or Not to Be (Hamlet) - <i>William Shakespeare</i> Tintern Abbey - <i>William Wordsworth</i> The Princess- <i>Alfred Lord Tennyson</i>				<b>Poem Type</b> Narrative / Classic  <b>Examples</b> The Highway Man – <i>Alfred Noyse</i> The Owl and the Pussycat – <i>Edward Lear</i> The Listeners - <i>Walter De La Mare</i> The Pied Piper - <i>Robert Browning</i> Matilda - <i>Hillaire Belloc</i> The Tyger - <i>William Blake</i> The Jabberwocky - <i>Lewis Carroll</i> The Pillow book - <i>Sei Shonagon</i> The Sick Rose - <i>William Blake</i>				<b>Poem Type</b> Performance Poetry  <b>Examples</b> The Visitor - <i>Ian Serrailer</i> Cargoes - <i>John Masefield</i> The Lion and Albert - <i>Marriot Edgar</i> If - <i>Rudyard Kipling</i> The Jumblies - <i>Edward Lear</i> What I Love About School – <i>Roger Mc Gough</i>  <b>Sonnets</b> Mermaid – <i>Susan Rogerson</i> Who Can Know? – <i>Susan Cartwright Smith</i> The Bottom of the Jar – <i>Susan Cartwright Smith</i>			
<b>GP&amp;S</b>	Using wide range of conjunctions to create compound and complex sentences. Full range of punctuation. Use of the passive voice to affect the presentation of information Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise ideas across paragraphs. Layout devices, such as heading, sub-heading, columns, bullets or tables Use commas to clarify meaning or avoid ambiguity. Extended noun phrases to convey complicated information concisely.				Use adverbials of time, place and number to organise ideas across paragraphs. Full range of punctuation. Use of semi-colon, colon and dash Use apostrophes. Use adverbials of time, place and number to organise ideas across paragraphs. Use dialogue, recognise difference between spoken and written speech. Use of question tags Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures. Use modal verbs to indicate degrees of possibility. The difference between formal and informal speech.				Use relative clauses. How hyphens are used to avoid ambiguity Full range of punctuation Using wide range of conjunctions to create compound and complex sentences. Use modal verbs to indicate degrees of possibility. Use dialogue, recognise difference between spoken and written speech. Use brackets, dashes or commas to indicate parenthesis. Use adverbials of time, place and number to organise ideas across paragraphs.			

<b>Reading Comprehension</b>	<p>We teach the skills of inference and comprehension through the <b>VIPERS</b> 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>V</b>ocabulary <b>I</b>nference <b>P</b>rediction <b>E</b>xplanation <b>R</b>etrieval <b>S</b>ummarise.</p> <p>During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.</p> <p><b>Vocabulary</b> Drawing upon knowledge of vocabulary to understand the text.  <b>Infer</b> Make inferences from the text.  <b>Predict</b> Predicting what you think will happen based on the information that you have been given.  <b>Explain</b> Explaining your preferences, thoughts and opinions about the text.  <b>Retrieve</b> Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information.  <b>Summarising</b> Capturing the essence of a story.</p>											
<b>Sentence Structure</b>	P.C. sentences (paired conjunctions)	When, when, when, then sentences	ing – ed sentences  Getting worse/getting better sentences	<i>Italics</i> – stressed word sentences	Personification of weather sentences  Tell / show 3 sentences	Some; others sentences	Inside outside sentences ( )	Active and passive sentences	Noun, comma which, who, where sentences	Irony sentences  Imagine 3 examples sentences	The more, the more sentences	Object/person (AKA sentences)
<b>Handwriting (Continuous Cursive)</b>	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip		Bottom e letter joins be, ie, se, xe, ze, her, men		Bottom to c letter joins as, ea, ed, ss, igh, ing, sat		Top e letter joins oe, re, ve, we, ere, ure		Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, oy, wh		Assess and review	
<b>High Frequency Words and Spellings</b>	Revise Key Stage 2 High Frequency Words and Spellings											
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li><b>Revision of Year 5 Spelling Patterns</b></li> <li>High Frequency Words and Spellings from Key Stage 2 list</li> </ul>		<ul style="list-style-type: none"> <li><b>Revision of Year 5 Spelling Patterns</b></li> <li>High Frequency Words and Spellings from Key Stage 2 list</li> <li>Words with the short and long vowel sound <i>i</i> spelled <i>y</i></li> </ul>		<ul style="list-style-type: none"> <li>Adding the prefix <i>over</i> to verbs</li> <li>Convert nouns or verbs into adjectives using suffix <i>ful</i></li> <li>Words which can be nouns and verbs</li> <li>Words with an <i>o</i> sound spelled <i>ou</i> or <i>ow</i></li> <li>Words with a soft <i>c</i> spelt <i>ce</i></li> <li>Prefix <i>dis, un, over, im</i></li> </ul>		<ul style="list-style-type: none"> <li>Words with the <i>f</i> sound spelt <i>ph</i></li> <li>Words with origins from other countries</li> <li>Words with unstressed vowel sounds</li> <li>Words with endings which sound like <i>shuhl</i> after a vowel / consonant letter <i>e.g. official, influential</i></li> </ul>		<ul style="list-style-type: none"> <li>Words with <i>acc</i> at the beginning of words</li> <li>Words ending in <i>ably / ible</i></li> <li>Add <i>ibly</i> to create an adverb</li> <li>Changing <i>ent</i> to <i>ence</i></li> <li>Words ending in <i>er / or / ar</i></li> <li>Adverbs synonymous with determination</li> </ul>		<ul style="list-style-type: none"> <li>Adjectives to describe settings/character</li> <li>Vocabulary to describe feelings</li> <li>Grammar vocabulary</li> <li>Mathematical language</li> </ul>	
<b>Class Reader Choice List</b>	<b>Cogheart</b> - Peter Bunzl <b>The Girl of Ink and Stars</b> - Kiran Millwood Hargrave <b>Phoenix</b> - SF Said <b>Mortal Engines</b> - Philip Reeve <b>Letters from the Lighthouse</b> - Emma Carroll				<b>Wolf Hollow</b> - Lauren Wolk <b>Holes</b> - Louis Sachar <b>Clockwork</b> - Philip Pullman <b>The Hobbit</b> - JRR Tolkien				<b>Skellig</b> - David Almond <b>Fireweed</b> - Jill Paton Walsh <b>River Boy</b> - Tim Bowler <b>The Arrival</b> - Shaun Tan			