


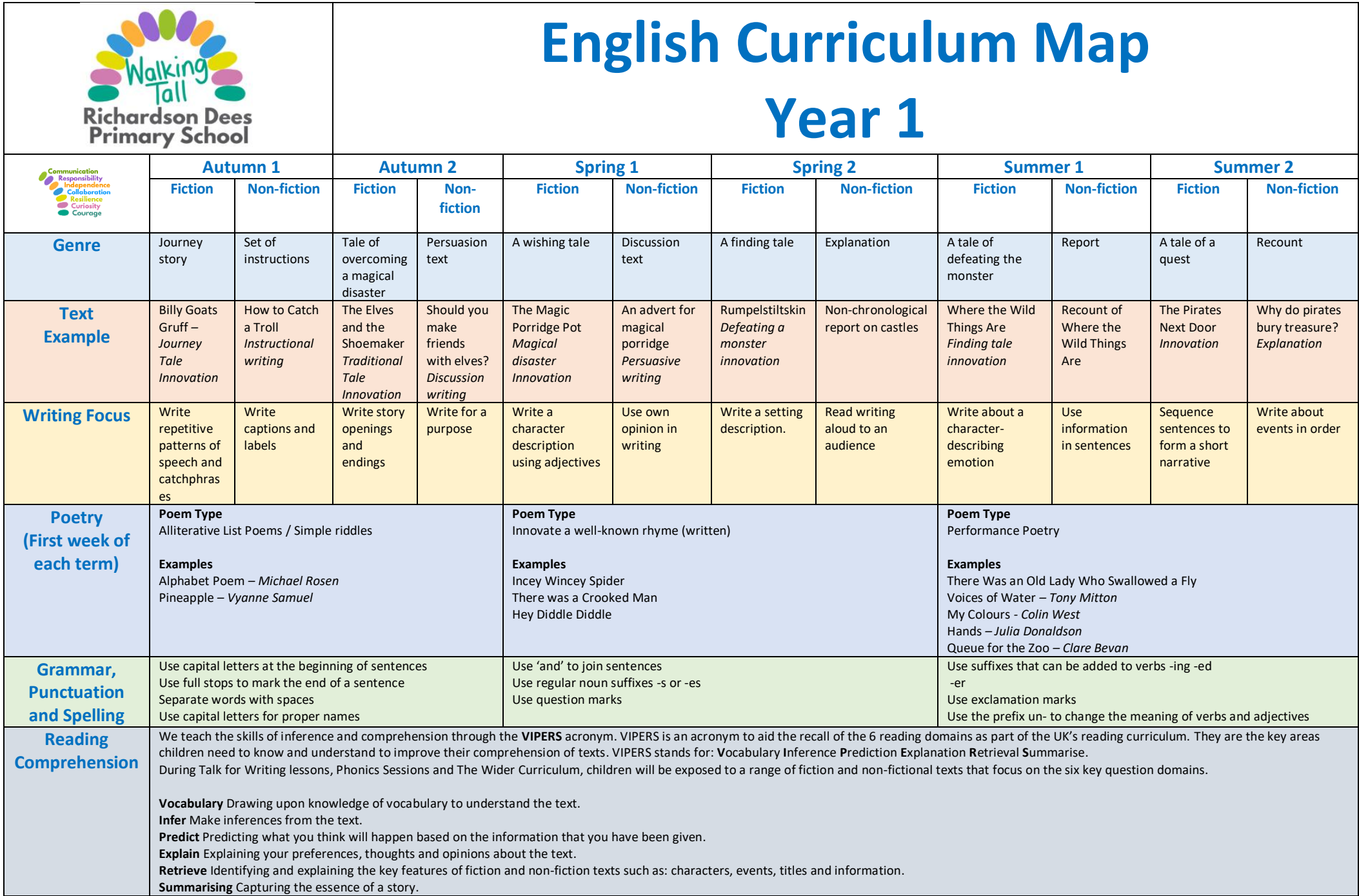
Reading (Development Matters)	Listens to and enjoys rhythmic patterns in rhymes and stories Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Has some favourite stories, 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.	Revisit Autumn Areas Which Require Consolidation In addition, for Spring: 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	Revisit Autumn and Spring Areas Which Require Consolidation In Addition, for Summer: 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
Fine Motor Control	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		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
Essential Reads	Each Peach Pear Plum - <i>Janet and Allan Ahlberg</i> Hug - <i>Jez Alborough</i> Come on Daisy - <i>Jane Simmons</i> We're Going on a Bear Hunt - <i>Michael Rosen</i> <u>Over and Over Stories (Nursery and Reception)</u> The Tiger Who Came to Tea - <i>Judith Kerr</i> The Runaway Pea - <i>Kjartan Poskitt</i> Meg and Mog - <i>Helen Nicholl</i>	The Room on the Broom - <i>Julia Donaldson</i> Where the Wild Things Are - <i>Morris Sendak</i> The Cat in the Hat - <i>Dr Seuss</i> Guess How Much I Love You - <i>Sam McBratney</i> <u>Traditional Tales (Nursery and Reception)</u> The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood	The Enormous Turnip The Elves and the Shoemaker Rumpelstiltskin The Runaway Pancake

English Curriculum Map

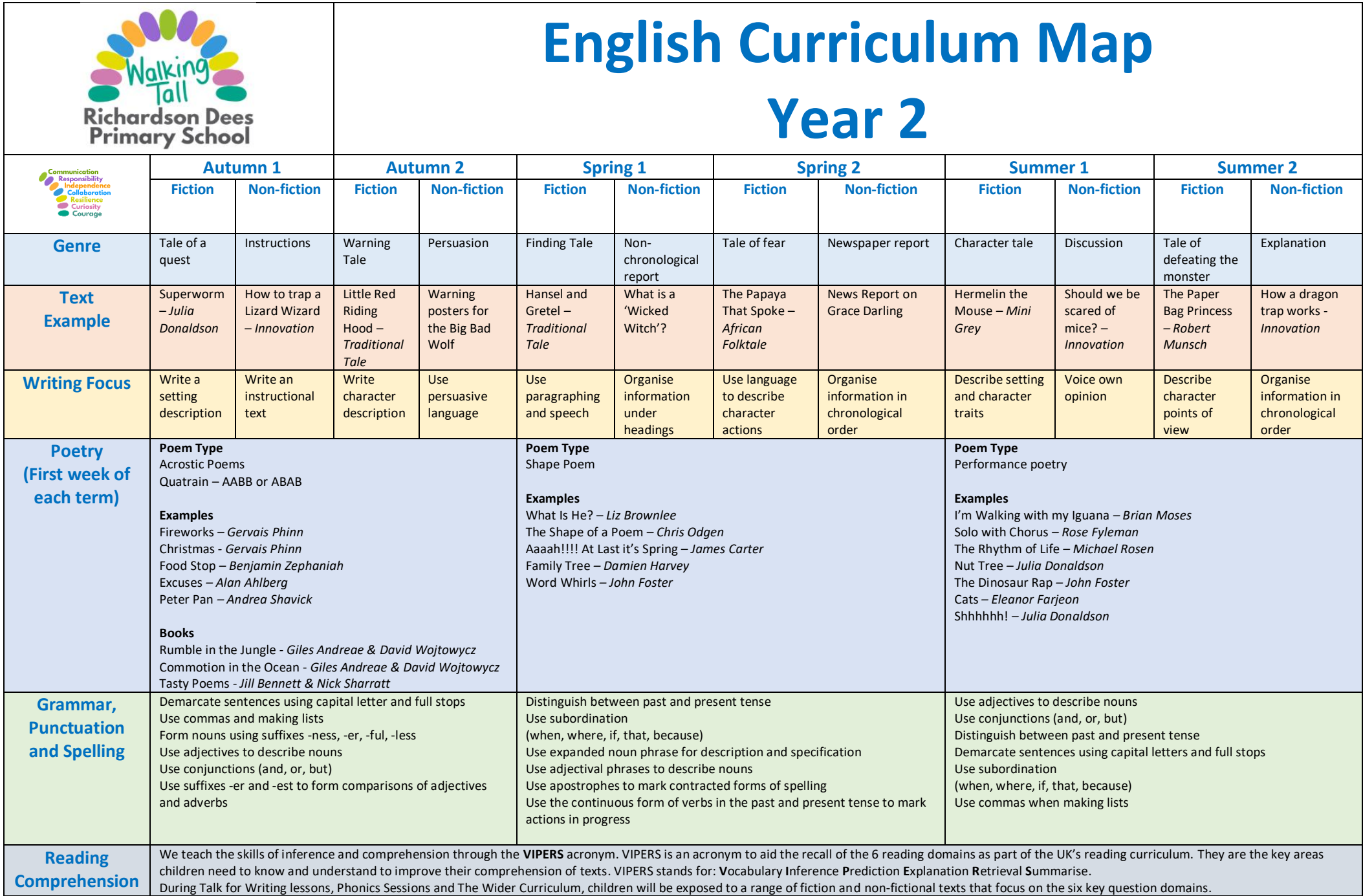
Reception

	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
Genre	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
Text Example	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
Writing Focus	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
Nursery Rhymes, Poems, Songs and Alternate Learning	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>		

Reading Comprehension	<p>Oral blending and segmenting Hearing and saying sounds in words</p> <p>Beginning to Develop Reading Skills: Play word and sentence games Identify language features Check and explore meanings of words and phrases</p> <p>Key Focus (Story Structure): 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>Continuing to Develop Reading Skills: 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>Key Focus (Story Structure): 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>Key Focus (Story Structure): Alternate story endings</p>
Power Phonics	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ✓ Say a sound for each letter in the alphabet and at least 10 diagraphs. ✓ Read words consistent with their phonic knowledge by sound blending. ✓ Read aloud simple sentences and boos that are consistent with their phonic knowledge, including some common exception words. 		
Reception High Frequency Words	<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>		
Essential Reads	<p>The Gruffalo - <i>Julia Donaldson</i> Farmer Duck - <i>Martin Waddell</i> Six Dinner Sid - <i>Inga Moore</i> Mrs Armitage on Wheels - <i>Quentin Blake</i> Whatever Next! - <i>Jill Murphy</i> On the Way Home - <i>Jill Murphy</i> Goodnight Moon - <i>Margaret Wise-Brown</i> Shhhh!!! - <i>Sally Grindley</i></p>	<p><u>Over and Over Stories (Nursery and Reception)</u> The Tiger Who Came to Tea - <i>Judith Kerr</i> The Runaway Pea - <i>Kjartan Poskitt</i> Meg and Mog - <i>Helen Nicholl</i> The Room on the Broom - <i>Julia Donaldson</i> Where the Wild Things Are - <i>Morris Sendak</i> The Cat in the Hat - <i>Dr Seuss</i> Guess How Much I Love You - <i>Sam McBratney</i></p>	<p><u>Traditional Tales (Nursery and Reception)</u> The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood The Enormous Turnip The Elves and the Shoemaker Rumpelstiltskin The Runaway Pancake</p>



Power Phonics	Children will be taught to: <ul style="list-style-type: none"> ✓ apply phonic knowledge and skills as the route to decode words ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ✓ read other words of more than one syllable that contain taught GPCs ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ✓ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ✓ re-read these books to build up their fluency and confidence in word reading. 					
Sentence Structure	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
Handwriting	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)
High Frequency Words and Spellings	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					
Spelling Patterns	<ul style="list-style-type: none"> • Words ending in double consonants <i>ff, ll, ss, zz</i> • Words ending in <i>ck, nk, tch</i> • Words ending with <i>e</i> sound spelled <i>y</i> • Words ending with <i>v</i> sound add <i>e</i> on the end 	<ul style="list-style-type: none"> • Add <i>ed</i> and <i>ing</i> to verbs • Add <i>s</i> and <i>es</i> (plurals) 	<ul style="list-style-type: none"> • Add <i>er</i> and <i>est</i> to adjectives • Add prefix <i>un</i> to adjectives • Compound words e.g. <i>sandcastle, playground, bedroom</i> • <i>Ai, oi, ay, oy</i> digraphs • Long vowel sounds <i>a-e, e-e</i> 	<ul style="list-style-type: none"> • Long vowel sounds <i>i-e, o-e, oo, u-e</i> • Long vowel sound <i>e</i> spelt <i>ea</i> • Short vowel sound <i>e</i> spelt <i>ea</i> • Digraphs <i>ar, er, ir, ur</i> 	<ul style="list-style-type: none"> • Short vowel sound <i>oo</i> • Digraphs <i>oa, oe, ou, ow</i> • Digraphs <i>u-e, ue, ew</i> • Digraph <i>ie</i> making the <i>ee</i> sound 	<ul style="list-style-type: none"> • Long vowel <i>igh</i> • The <i>or / ore</i> sound • The <i>or</i> sound spelt with <i>aw</i> or <i>au</i> • Trigraphs <i>air, ear, are</i> • Words with <i>ph</i> or <i>wh</i> spellings
Class Reader Choice List	<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 & Allan Ahlberg</i> <i>Elmer - David McKee</i>	




	Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information. Summarising Capturing the essence of a story.					
Power Phonics	Children should be taught to: <ul style="list-style-type: none"> ✓ apply phonic knowledge and skills as the route to decode words ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ✓ read other words of more than one syllable that contain taught GPCs ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ✓ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.					
Sentence Structure (Alan Peat)	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
Handwriting	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
High Frequency Words and Spellings	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					
Spelling Patterns	<ul style="list-style-type: none"> • The <i>j</i> sound spelled <i>dge / ge / g</i> at the end of words • The <i>s</i> sound spelt <i>c</i> before <i>e, i,</i> and <i>y</i> • The <i>n</i> sound spelt <i>kn</i> and <i>gn</i> at the beginning of words 	<ul style="list-style-type: none"> • The <i>r</i> sound spelled <i>wr</i> at the beginning of words • The <i>l</i> or <i>ul</i> sound spelled <i>le, al</i> or <i>el</i> at the end of words • Words ending in <i>il</i> 	<ul style="list-style-type: none"> • The long vowel sound <i>i</i> spelled with <i>y</i> at the end of words • Adding <i>ed, er, ed</i> to words ending in <i>y</i> • Adding <i>ing</i> to words ending in <i>e</i> with a consonant before it. 	<ul style="list-style-type: none"> • Adding <i>er</i> to words ending in <i>e</i> with a consonant before it. • Adding <i>ing / ed</i> to one syllable words. The last letter is doubled to keep the short vowel sound. • The <i>or</i> sound spelled a before <i>ll</i> and <i>l</i> • The short vowel sound <i>o</i> e.g. other, cover 	<ul style="list-style-type: none"> • The <i>ee</i> sound spelled <i>ey</i> • 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> • The <i>er</i> sound spelled with <i>o</i> and <i>ar</i> • The <i>zh</i> sound spelled with an <i>s</i> • The suffixes <i>ment, ness, full, less</i> 	<ul style="list-style-type: none"> • Homophones and near homophones • Words ending in <i>tion</i> • Contractions for omission and possession
Class Reader Choice List	Traction Man is Here - Mini Grey Meerkat Mail - Emily Gravett Amazing Grace - Mary Hoffman Pumpkin Soup - Helen Cooper		Who's Afraid of the Big Bad Book? - Lauren Child Dr Xargles Book of Earthlets - Tony Ross Not Now Bernard - David McKee		Tuesday - David Wiesner The Flower - John Light Gorilla - 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
Genre	Traditional tale	Instructions	Defeating the monster	Non chronological report	Warning tale	Recount - letter	Losing tale	Persuasion	Finding tale	Discussion	Tale of a quest	Explanation
Text Example	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?
Writing Focus	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
Poetry (First week of each term)	Poem Type Question & Answer poems Examples 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>				Poem Type Haiku & Tankas Examples <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>				Poem Type Performance poetry Examples 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> Book Loopy Limericks - <i>John Frost</i>			
GP&S	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			

Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: V ocabulary I nference P rediction E xplanation R etrieval S 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.												
	Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information. Summarising Capturing the essence of a story.												
	Sentence Structure (Alan Peat)	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
	Handwriting (Journey to Continuous Cursive)	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	
	High Frequency Words and Spellings	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											
Spelling Patterns	<ul style="list-style-type: none">• Recap Year 2, Summer (Homophones)• The <i>ow / u</i> sound spelled <i>ou</i>• The <i>i</i> sound spelled with a <i>y</i>• Words with endings that sound like <i>ze</i> spelled <i>sure</i>• Words with endings that sound like <i>ch</i> spelled <i>ture</i>		<ul style="list-style-type: none">• Words with the prefix <i>re / dis / mis</i>• Adding suffixes beginning with a vowel to words of more than one syllable• Adding suffixes where the final consonant letter is doubled		<ul style="list-style-type: none">• The long vowel <i>a</i> spelled <i>ai / ei / ey</i>• Adding the <i>ly</i> suffix to an adjective• Homophones		<ul style="list-style-type: none">• The <i>l</i> sound spelled <i>al / le</i> at the end of words• Adding the suffix <i>ly</i> when the root word ends in <i>le</i>• Adding the suffix <i>ally</i> when the root word ends in <i>ic</i>		<ul style="list-style-type: none">• Words ending in <i>er</i> when the root word ends in (t)<i>ch</i> e.g. <i>teacher, stretcher</i>• Words with the <i>k</i> sound spelled <i>ch</i>• Words ending with the <i>g</i> sound spelt <i>gue</i> and the <i>k</i> sound spelt <i>que</i>• Words with the <i>s</i> sound spelt <i>sc</i>		<ul style="list-style-type: none">• Homophones• The suffix <i>sion</i> pronounced <i>shion</i>• Revision of Year 3 Spelling Patterns		
Class Reader Choice List	The Queen’s Nose - Dick King-Smith Ice Palace - Robert Swindles Beaver Towers - Nigel Hinton				The Tale of Despereaux - Kate DiCamillo The Hundred and One Dalmatians – Dodie Smith The Legend of Podkin One-Ear – Kieran Larwood				The Iron Man - Ted Hughes The Sheep-Pig - Dick King-Smith				




	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
Genre	Tale of a quest	Discussion	Wishing tale	Instruction	Portal tale	Recount - letter	Finding tale	Non-chronological report	Poetry	Explanation	Warning tale	Persuasion
Text Example	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)
Writing Focus	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
Poetry (First week of each term)	Poem Type Limericks Examples Loopy Limericks - <i>John Frost</i>				Poem Type Metaphor poem Examples The Sun – <i>Wes Magee</i> Don't Be Scared – <i>Caroll Ann Duffy</i>			Poem Type Performance poetry Examples 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>				
GP&S	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)				
Reading Comprehension Focus	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 in order to improve their comprehension of texts. VIPERS stands for: V ocabulary I nference P rediction E xplanation R etrieval S 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. Vocabulary Drawing upon knowledge of vocabulary in order to understand the text. Infer Make inferences from the text.											

	Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information. Summarising Capturing the essence of a story.											
Sentence Structure (Alan Peat)	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
Handwriting (Continuous Cursive)	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	
High Frequency Words and Spellings	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											
Spelling Patterns	<ul style="list-style-type: none">Revision of Year 3 Spelling PatternsHomophonesThe prefix <i>in</i> meaning <i>not</i>Opposite words <i>l</i> and <i>in</i> becoming <i>il</i> and <i>ir</i>The prefix <i>sub</i> / <i>inter</i>		<ul style="list-style-type: none">The suffix <i>ation</i> added to verbs to form nounsAdding <i>ly</i> to adverbs words ending in <i>y</i> become <i>ily</i> and <i>le</i> become <i>ly</i>Adding <i>ly</i> to turn an adjective into an adverb when the final letter is <i>l</i>Word with the <i>sh</i> sound spelled <i>ch</i>		<ul style="list-style-type: none">Adding suffix <i>ion</i> (root words ending in <i>d</i>, <i>de</i> or <i>se</i>)Adding the suffix <i>ous</i>The suffix <i>ous</i> when the final <i>e</i> of the root word must be keptThe <i>ee</i> sound spelt with an <i>i</i>		<ul style="list-style-type: none">The <i>au</i> digraphThe suffix <i>ion</i> when the root word ends in <i>t</i> or <i>te</i> the suffix becomes (<i>tion</i>) <i>e.g. invention</i>The suffix <i>ion</i> becomes <i>ssion</i> when the root word ends in <i>ss</i> or <i>mit</i> <i>e.g. expression, permission</i>The suffix <i>cian</i> used instead of <i>sion</i> when the root word ends in <i>c</i> or <i>cs</i>Adding <i>ly</i> to create adverbs of manner		<ul style="list-style-type: none">HomophonesThe <i>s</i> sound spelled <i>c</i> before <i>l</i> and <i>e</i><i>Sol</i>, and ‘real’ word families <i>e.g. solar, reality</i><i>Phon</i> and <i>sign</i> word families <i>e.g. phone, signature</i>The prefixes <i>super, anti, auto</i>The prefix <i>bi</i> meaning two		<ul style="list-style-type: none">Revision of Year 4 Spelling Patterns	
Class Reader Choice List	The Turbulent Term of Tyke Tyler - <i>Gene Kemp</i> Dean Man’s Cove - <i>Lauren St John</i> Sky Hawk - <i>Gill Lewis</i> Kindlekrax - <i>Philip Ridley</i>				The Miraculous Journey of Edward Tulane Journey to the River Sea - <i>Eva Ibbotson</i> Bill’s New Frock - <i>Anne Fine</i> Charlotte’s Web - <i>EB White</i>				Why the Whales Came - <i>Michael Morpurgo</i> The Firework-Maker’s Daughter - <i>Philip Pullman</i> Voices in the Park - <i>Anthony Browne</i> Perry’s Angel’s Suitcase - <i>Glenda Millard</i>			



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
Genre	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
Text Example	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
Writing Focus	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
Poetry (First week of each term)	Poem Type Cinquain Examples 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>				Poem Type Simile and Metaphor Poem Examples The Night Will Never Stay – <i>Eleanor Farjeon</i> Bluebottle – <i>Judith Nichols</i> Windrush Child - <i>John Agard</i>				Poem Type Performance poetry Examples 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>			
GP&S	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.			

Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: V ocabulary I nference P rediction E xplanation R etrieval S 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. Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information. Summarising Capturing the essence of a story.											
Sentence Structure (Alan Peat)	Noun, comma which, who, where sentences	Irony sentences Imagine 3 examples: sentences	ing – ed sentences Getting worse/getting better sentences	<i>Italics</i> – stressed word sentences	P.C sentences (paired conjunctions)	When, when, when, then sentences	Inside outside sentences ()	Active and passive sentences	Personification of weather sentences Tell / show 3 sentences	Some; others sentences	The more the more sentences	Object/person (aka sentences)
Handwriting (Continuous Cursive)	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	
High Frequency Words and Spellings	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											
Spelling Patterns	<ul style="list-style-type: none">Revision of Year 4 Spelling PatternsWords ending in <i>ious / cious / tial / cial</i>		<ul style="list-style-type: none">Words ending in <i>ant /ance / ancy</i>Use <i>ent</i> and <i>ence</i> after a soft <i>c, g</i> and <i>qu</i>Words ending in <i>able / ible / ably / ibly</i>		<ul style="list-style-type: none">Words ending in <i>able</i>Adverbs of timeAdding suffixes beginning with a vowel to words ending in <i>fer</i>Words with silent letters		<ul style="list-style-type: none">Words spelled <i>ie</i> after <i>c</i>Words with the <i>ee</i> sound spelled <i>ei</i> after <i>c</i>Words containing the letter string <i>ough</i> where the sound is <i>aw / oa / ow</i>Adverbs of possibility		<ul style="list-style-type: none">Homophone <i>s</i> or near homophone <i>s</i>		<ul style="list-style-type: none">Revision of Year 5 Spelling Patterns	
Class Reader Choice List	Hatchet - Gary Paulson Floodland - Marcus Sedgewick There’s a Boy in the Girl’s Bathroom - Louis Sachar Beetle Boy - M.G. Leonard				Artemis Fowl - Eoin Colfer Room 13 - Robert Swindells The Wolves of Willoughby Chase - Joan Aiken Varjak Paw - SF Said				Wolf Brother - Michelle Paver Street Child - Berlie Doherty The Midnight Fox - Betsy Byars			



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
Genre	Tale of quest	Auto / biography	Tale of Fear	Persuasion	Fantasy	Non-chronological Report	Character	Discussion	Revision Unit		Defeating the monster	Explanations
Text Example	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)
Writing Focus	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
Poetry (First week of each term)	Poem Type Blank Verse (Classics) Examples 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>				Poem Type Narrative / Classic Examples 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>				Poem Type Performance Poetry Examples 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> Sonnets Mermaid – <i>Susan Rogerson</i> Who Can Know? – <i>Susan Cartwright Smith</i> The Bottom of the Jar – <i>Susan Cartwright Smith</i>			
GP&S	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.			

Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK’s reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: V ocabulary I nference P rediction E xplanation R etrieval S 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.												
	Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. Explain Explaining your preferences, thoughts and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as: characters, events, titles and information. Summarising Capturing the essence of a story.												
	Sentence Structure	P.C. sentences (paired conjunctions)	When, when, when, then sentences	ing – ed sentences Getting worse/getting better sentences	Italics – 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)
	Handwriting (Continuous Cursive)	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	
	High Frequency Words and Spellings	Revise Key Stage 2 High Frequency Words and Spellings											
Spelling Patterns	<ul style="list-style-type: none">Revision of Year 5 Spelling PatternsHigh Frequency Words and Spellings from Key Stage 2 list		<ul style="list-style-type: none">Revision of Year 5 Spelling PatternsHigh Frequency Words and Spellings from Key Stage 2 listWords with the short and long vowel sound i spelled y		<ul style="list-style-type: none">Adding the prefix over to verbsConvert nouns or verbs into adjectives using suffix fulWords which can be nouns and verbsWords with an o sound spelled ou or owWords with a soft c spelt cePrefix dis, un, over, im		<ul style="list-style-type: none">Words with the f sound spelt phWords with origins from other countriesWords with unstressed vowel soundsWords with endings which sound like shuhl after a vowel / consonant letter e.g. official, influential		<ul style="list-style-type: none">Words with acc at the beginning of wordsWords ending in ably / ibleAdd ibly to create an adverbChanging ent to enceWords ending in er / or /arAdverbs synonymous with determination		<ul style="list-style-type: none">Adjectives to describe settings/characterVocabulary to describe feelingsGrammar vocabularyMathematical language		
Class Reader Choice List	Cogheart - Peter Bunzl The Girl of Ink and Stars - Kiran Millwood Hargrave Phoenix - SF Said Mortal Engines - Philip Reeve Letters from the Lighthouse - Emma Carroll				Wolf Hollow - Lauren Wolk Holes - Louis Sachar Clockwork - Philip Pullman The Hobbit - JRR Tolkien				Skellig - David Almond Fireweed - Jill Paton Walsh River Boy - Tim Bowler The Arrival - Shaun Tan				