

Year 1 English Curriculum Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p>Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p>Make book recommendations, giving reasons for choices</p> <p>Participate in formal presentations and debates about reading -WBD</p>	<p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p> <p style="text-align: center;">Point of View or Purpose</p> <p>Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p style="color: red;">Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<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 		

	<ul style="list-style-type: none">• 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• reread these books to build up their fluency and confidence in word reading
Reading Comprehension	<ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• being encouraged to link what they read or hear to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read, and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them

Class Book	The Jolly Postman by Janet and Allan Ahlberg	Snow by Walter De La Mare	Lost and Found by Oliver Jeffers	Beegu by Alexis Deacon	The Snail and the Whale by Julia Donaldson	Moth. An Evolution Story by Isabel Thomas
Class Poem	Magic Shoes by Brian Moses	Sir Winter by Jean Kenward	On the Beach my Michael Rosen	Friendship by Cole Porter	Sitting in my Bath Tub by John Foster	Golden Sun by Lenore Hetrick
Writing Genres	<p>Write a letter – the postman is going to deliver a letter to Little Red Riding Hood warning her of the risk of a wolf eating her up.</p> <p>Write your own class poem. Use Postman poem on anthology as a foundation.</p> <p>The Day the Crayons Quit by Oliver Jeffers Re-write the story using a different everyday object such as a rubber or whiteboard pens</p>	<p>Setting description of the winter.</p> <p>Write a diary entry about your feelings on Christmas Eve!</p>	<p>Information text Penguins and their habitats</p> <p>Rewrite the story using a sad snake/lonely leopard and returning them to the jungle</p> <p>Biography – Black History</p>	<p>Diary entry – first person from Beegu’s point of view. Use the beginning of the book</p> <p>Character description – create your own special alien to describe them</p> <p>Autobiography – bring in photos of family and friends to create a montage to write about</p>	<p>Letter home to his snail friends about the time of his life sailing the sea with the whale.</p> <p>Complete this task prior to the whale beaching</p> <p>Recreate a story using two different animals who help each other</p> <p>Instructions – how to save a beached whale</p>	<p>Instructions – How to make a moth trap.</p> <p>https://www.youtube.com/watch?v=TqNJZ4ia-Ok</p> <p>https://www.youtube.com/watch?v=7nXH0lhuu70</p> <p>Persuasive text – persuade school to stop using plastics and what to do instead.</p> <p>https://www.bbc.co.uk/newsround/42646301</p> <p>Formal letters to new teacher</p>

<p>Writing Transcription</p>	<ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		
<p>Writing Composition</p>	<ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 		
<p>Grammar</p>	<p>regular plural noun suffixes (-s, -es)</p>	<p>letter, capital letter, word, singular, plural and full stop</p>	<p>question mark, exclamation mark</p>

	<p>verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>un- prefix to change meaning of adjectives/adverbs</p> <p>to combine words to make sentences, including using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Sentence demarcation (. ! ?)</p> <p>Capital letters for names and pronoun 'I')</p>		
Grammatical Terminology	letter, capital letter, word, singular, plural and full stop	letter, capital letter, word, singular, plural and full stop	question mark, exclamation mark
Punctuation	<p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	Beginning to punctuate sentences using a question mark or exclamation mark

Year 2 English Curriculum Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p>Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p>Make book recommendations, giving reasons for choices</p> <p>Participate in formal presentations and debates about reading -WBD</p>	<p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p> <p style="text-align: center;">Point of View or Purpose</p> <p>Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes 		

	<ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading
<p style="text-align: center;">Reading Comprehension</p>	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far

	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 					
Class Book	Meerkat Mail by Emily Gravett	Pattan's Pumpkin: An Indian Flood Story by Chitra Soundar and Frane Lessac	The Secret of Black Rock by Joe Todd-Stanton	The Hodgeheg by Dick King-Smith	The Flower by John Light	The Magic Finger by Roald Dahl
Class Poem	Roadways by John Masefield	I Love my Darling Tractor by Charles Causley	Caribbean Counting Rhyme by Pamela Mordecai	Eletelephony by Laura E. Richards	Written in March By William Wordsworth	The Wizard's Dog by Bernard Young
Writing Genres	<p>Postcards - Sunny has come to stay at your house – Write a postcard home explaining what his experience is like.</p> <p>Information text on Meerkats and their habitats.</p> <p><i>The Day the Crayons Quit by Oliver Jeffers</i></p>	<p>Setting description – use an image from the book to describe the setting.</p> <p>Folk story – Rewrite your own story to save the animals. Use Noah's ark to solidify understanding. Children to think about what could</p>	<p>Character description of Black Rock.</p> <p>Adventure story of something/someone who is misunderstood. Relate to The Stickman and how he is not understood by other people playing with him all</p>	<p>Set of instructions for crossing the road safely. You could extend this by doing this from a hedgehog's perspective.</p> <p>Setting description of either the park or the busy road.</p>	<p>Information text – the life cycle of a flower or different parts of a flower.</p> <p>Setting description of the city – before and after.</p> <p>Write a diary entry from the perspective of the city. Discuss how the city would have</p>	<p>Balanced Argument – Should animal hunting be banned?</p> <p>Letter of apology to the ducks.</p> <p><i>Formal letters to new teacher</i></p>

	<p>Re-write the story using a different everyday object such as a rubber or whiteboard pens</p>	<p>be built or grown instead of a pumpkin in order to save animals from a flood.</p> <p>Thank you Letter from the animals to Pattan thank him for his hard work and determination to save him.</p>	<p>the time including the dog and the boy.</p> <p>Biography – Black History Month</p>		<p>felt prior to having beautiful flowers growing in it to how it felt after.</p>	
<p>Writing Transcription</p>	<ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 					
<p>Writing Composition</p>	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) 					

	<ul style="list-style-type: none"> • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 		
Grammar	Types of Sentences: statements and commands	Types of sentences: questions and exclamations Use present and past tenses correctly and progressive forms. Sub-ordinating and co-ordinating conjunctions Suffixes to form new words	Apostrophes for omission and singular possession Commas in list
Grammatical Terminology	Noun, noun phrase, statement, adjective, command, verb, adverb	question, exclamation, compound, suffix, tenses (past and present)	apostrophe, commas

Punctuation	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters	Children to always use full stops and capital letters correctly. Begin to use exclamation marks and question marks	To be able to use commas for lists and apostrophes for contracted forms and the possessive
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Year 3 English Curriculum Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p>Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p>Make book recommendations, giving reasons for choices</p> <p>Participate in formal presentations and debates about reading -WBD</p>	<p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p> <p style="text-align: center;">Point of View or Purpose</p> <p>Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		
Reading Comprehension	<ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		

- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Class Book	Into the Forest by Anthony Browne	The Great Kapok Tree by Lynne Cherry	Moon Man by Tomi Ungerer	Lob by Linda Newbery	Oliver and the Seawigs by Philip Reeve	Bill's New Frock
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Class Poem	Little Red Riding Hood Revolting Rhyme by Roald Dahl	The Four Friends by A.A Milne	The Moon by Robert Louis Stevenson	The Magic Box by Kit Wright	Nature's Song by Lenore Hetrick	Please Mrs Butler by Allan Ahlberg
Writing Genres	<p>Fairytales with alternative endings</p> <p>Diary Entry (Recount) describing the boy's feelings about missing his dad, his grandma being poorly and his dilemma of walking the long way or the short way through the forest.</p> <p>The Day the Crayons Quit by Oliver Jeffers Re-write the story using a different everyday object such as a rubber or whiteboard pens</p>	<p>Non-Chronological Report on Amazon Rainforest based on facts from opening pages.</p> <p>Persuasive Letter about cutting down the rainforest from the perspective of the child from Yanomamo.</p> <p>Setting description of the Amazon Rainforest</p>	<p>Diary entries 1) Life before Lob including her disappointment of not being able to see Lob. 2) Finally seeing him and the feeling she got. She felt special and magical.</p> <p>Informal Letter to Lob from the girl inviting him to London.</p> <p>Mystery story in the style of Lob.</p> <p>Biography – Black History Month</p>	<p>Newspaper Reports</p> <p>Non-Chronological Report on the phases of the moon.</p> <p>Mystery story in the style of Moonman.</p>	<p>Adventure Story – recreate the story in the perspective of Cliff or the Mermaid.</p> <p>Create your own Seawig and describe it.</p> <p>Oliver to keep a diary entry of his experience. Day 1: When he returns home. Day 2: Having to go out and rescue his parents.</p>	<p>Character descriptions</p> <p>Balanced arguments about 'responsibility' of boys and girls</p> <p>Formal letters to new teacher</p>

<p>Writing Transcription</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<p>Writing Composition</p>	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Grammar	Types of Sentences: statement, question, exclamation, command. Use present and past tenses correctly and progressive forms. Sub-ordinating and co-ordinating conjunctions Suffixes to form new words Commas in list Apostrophes for omission and singular possession	Look at word families (solve, solution, dissolve, insoluble) Form nouns using prefixes (super, anti-) Use the correct form of 'a' or 'an'	Using the present perfect form of verbs in contrast to the past tense
Grammatical Terminology	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tenses (past and present), apostrophe, commas	Adverb, preposition conjunction, word family, prefix	clause, subordinate clause, direct speech, consonant, vowel, inverted commas
Punctuation	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive	Using and punctuating direct speech

Year 4 English Curriculum Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p style="text-align: center;">Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p style="text-align: center;">Make book recommendations, giving reasons for choices</p> <p style="text-align: center;">Participate in formal presentations and debates about reading -WBD</p>	<p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p> <p style="text-align: center;">Point of View or Purpose</p> <p style="text-align: center;">Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p style="text-align: center;">Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		
Reading Comprehension	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 		

- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Class Book	Gorilla by Anthony Browne	The Tin Forest by Helen Ward and Wayne Anderson	Ironman by Ted Hughes	Arthur and the Golden Rope by Joe Todd-Stanton	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Butterfly Lion by Michael Murpurgo
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Class Poem	Human Family by Maya Angelou	All Creatures by Gervais Phinn	Don't Quit by John Greenleaf Whittier	Are You Curious? By Gwen Jones	The Midnight Skaters by Roger McGough	Africa's Tree of Life by Wayne Visser
Writing Genres	<p>Recount – trip to the zoo.</p> <p>Balanced arguments – Are Zoos good or bad?</p> <p>The Day the Crayons Quit by Oliver Jeffers Re-write the story using a different everyday object such as a rubber or whiteboard pens</p>	<p>Persuasive writing – discuss environmental damage that rubbish is causing and its impact on our world.</p> <p>Biography – amazing inventors that have invented new ways of changing the world. https://www.bbc.com/future/article/20180316-four-teenage-inventors-changing-the-world Keiana Cave, Rifath Shaarook, Hannah Herbst and Julian Rios Cantu are all young people who have shown that they have the ability to change the world.</p>	<p>Character description of the Ironman.</p> <p>Newspaper Report Positive story – Ironman finds peace eating scrap metal Negative story – Ironman chews tractors and other farming equipment.</p> <p>Biography – Black History Month</p>	<p>Setting description – use one of the images from the book.</p> <p>Adventure story – write the adventure story of one of the examples prior to the telling of the main story.</p>	<p>Character description – Edward Tulane (upto chapter 6)</p> <p>Adventure story – After being dumped in the rubbish, Edward begins to feel his body tingle and he gains movement. Tell his story of exacting his revenge on Lolly and returning to Nellie and Lawrence.</p> <p>Letter writing – Write a letter to Abilene, Nellie or Lawrence about how pleased he was to be their rabbit and how he</p>	<p>Setting description on African compound (page 20)</p> <p>Alternative ending to the story (page 58)</p> <p>Letter to his friend (future wife) (page 76)</p> <p>Formal letters to new teacher</p>

		Setting description – before and after (first and last page).			misses them. (ch 15) Diary entry – from Lucius Clarke explaining his confusion and regret of not allowing Bryce to take Edward home.	
Writing Transcription	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 					
Writing Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot 					

	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		
Grammar	<p>Look at word families (solve, solution, dissolve, insoluble)</p> <p>Form nouns using prefixes (super, anti-) Use the correct form of 'a' or 'an'</p>	Using fronted adverbials, extended noun phrases.	Inverted Commas
Grammatical Terminology	clause, subordinate clause, direct speech, consonant, vowel, inverted commas	pronoun, possessive pronoun, adverbial	Determiner, Inverted Commas
Punctuation	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive	<p>Using commas after fronted adverbials</p> <p>Possessive apostrophes</p>	Using and punctuating direct speech.

Year 5 English Progression Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p>Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p>Make book recommendations, giving reasons for choices</p> <p>Participate in formal presentations and debates about reading -WBD</p>	<p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p> <p style="text-align: center;">Point of View or Purpose</p> <p>Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 		

Reading Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

	<ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 					
Class Book	Holes by Louis Sachar	Kick by Mitch Johnson	Shackleton's Journey by William Grill ICE TRAP! By Meredith Hooper	Street Child by Bertie Doherty	Rose Blanche by Roberto Innocenti	The White Giraffe by Lauren St John
Class Poem	The Entertainment of Small Things by Pie Corbett	Give by Simon Armitage	Everest Climbed by Ian Serraillier	Between The Rich and The Poor by Elizabeth Padillo Olsen	A Child's View of the War by Francesca Clarke	The Tyger by William Blake
Writing Genres	<p>Dual Narrative – Choose two characters from the story who have different perspectives to show their different feelings in the book.</p> <p>Newspaper Report</p> <p><i>The Day the Crayons Quit by Oliver Jeffers</i></p>	<p>Write a letter to Kieran Wakefield from the perspective of Budi</p> <p>Balanced Argument – should sports brands allow children like Budi to make football boots? Research into working in countries like India, Indonesia and China etc and the conditions they</p>	<p>Biography of Ernest Shackleton</p> <p>Description of the meaning of hope – relate it to the book and other times people were hopeful.</p> <p>Non-Chronological Report of the expedition itself complete with a timeline and double page spread</p>	<p>Setting description of where he is living and the conditions he is in.</p> <p>Non-Chronological Report on Barnardos Charity.</p> <p>Letter of persuasion from Dr Barnardo to persuade rich people to donate money to help the boys and not allow</p>	<p>Diary entry – first person as Rose</p> <p>Alternative ending – children to think of a different ending. Perhaps Rose is found alive or a British soldier takes a liking to her and feels sorry for her.</p> <p>Book Review – Explain how the book is related to</p>	<p>Character description of when Martine meets the white giraffe for the first time.</p> <p>Diary entry – from the day that she discovered that she had a magic power after healing the goose.</p> <p>Write a campaign against the</p>

	<p>Re-write the story using a different everyday object such as a rubber or whiteboard pens</p>	<p>have to put up with. Or do the brands provide them with money and finance?</p> <p>Sequel to Kick – Follow Budi’s life and plan his next stage.</p>	<p>Biography – Black History Month</p>	<p>them to work in the workhouses.</p>	<p>the war and how truthful it is. Discuss the meaning behind the book and how we don’t often see books in the perspective of the Germans.</p>	<p>poaching of animals. Children must deliver a speech to raise the profile of poaching animals.</p> <p>Formal letters to new teacher</p>
<p>Writing Transcription</p>	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 					
<p>Writing Composition</p>	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 					

	<ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
Spelling	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused	
Grammar	Using fronted adverbials, extended noun phrases.	Using relative clauses beginning with who, which, where, when, whose or that.	Converting nouns or adjectives into verbs
Grammatical Terminology	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis	Brackets, dash, cohesion and ambiguity.

Punctuation	Using commas after fronted adverbials Possessive apostrophes Using and punctuating direct speech.	Using brackets, dashes or commas to indicate parenthesis	Using commas to clarify meaning or avoid ambiguity.
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Year 6 English Curriculum Map

	Autumn	Spring	Summer
Teaching Reading Strategies Objectives	<p>Understanding Words - use knowledge of morphology and etymology to read aloud and understand new words</p> <p style="text-align: center;">Finding Information</p> <p style="text-align: center;">Identifying the Main Idea</p> <p style="text-align: center;">Sequencing</p> <p>Provide reasoned justifications for views</p> <p style="text-align: center;">Discuss how authors use language, including figurative language, to affect the reader</p>	<p style="text-align: center;">Similarities and Differences</p> <p>Predict future events from details stated and implied</p> <p style="text-align: center;">Concluding</p> <p>Summarise ideas drawn from more than one paragraphs, identifying key details</p> <p style="text-align: center;">Inferring</p> <p style="text-align: center;">Cause and Effect</p> <p style="text-align: center;">Fact or Opinion</p>	<p style="text-align: center;">Point of View or Purpose</p> <p>Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions</p> <p>Make book recommendations, giving reasons for choices</p> <p>Participate in formal presentations and debates about reading</p> <p>Participate in discussions about books, building on and challenging ideas</p>
Word Reading	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 		
Reading Comprehension	<ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 		

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Class Book	Beowulf by Michael Murpurgo	Pig Heart Boy by Malorie Blackman	Skellig by David Almond	The Journey by Francesca Sanni	Boy in the Striped Pyjamas by John Boyce	The Highwayman by Alfred Noyes
Class Poem	Jabberwocky by Lewis Carroll	If by Rudyard Kipling	Something's There by Barbara Vance	Wildlife by Peter Dixon	In Flanders Field by John McCrae	
Writing Genres	<p>Write a sequel to Beowulf vs Grendel</p> <p>Fable writing – After reading all the book, children to make up their own fable using their own characters. They may use some characters and names from Beowulf if they want.</p> <p>Poem – based on the Jabberwocky and a made up creature The Day the Crayons Quit by Oliver Jeffers Re-write the story using a different</p>	<p>Balanced Argument – Should Xenotransplantation be allowed?</p> <p>Science Explanation on the function of the heart and lungs</p> <p>Newspaper Report – report on Cameron Kelsey and his new heart</p>	<p>Diary entry throughout the whole book</p> <p>Character Description – Describe Skellig</p> <p>Dual Narrative – between the Michael and Skellig Biography – Black History Month</p>	<p>Story writing – Re-write the story using 'I live with my family in a city close to the sea. Every summer we used to spend many weekends at the beach. But we never go there anymore, because last year our lives changed forever...'</p> <p>Persuasive letter to friends pleading with them to join you on your journey.</p> <p>Diary writing</p> <p>Book Review</p>	<p>Dual Narrative – Bruno and Greta</p> <p>Biography – Adolf Hitler</p> <p>Setting Description</p> <p>Book Review</p> <p>Non-Chronological Report on WW2</p> <p>Letters home from Maria's perspective to Anna to describe her feelings towards Ralph.</p>	<p>National Parks Information Sheet → linked to residential</p> <p>Diary writing → linked to residential</p> <p>Formal letters to new teacher</p>

	everyday object such as a rubber or whiteboard pens					
Writing Transcription	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 					
Writing Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages 					
Spelling	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	spell some words with 'silent' letters	continue to distinguish between			

		homophones and other words which are often confused	
Grammar	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>differences in informal and formal language</p> <p>synonyms & antonyms</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>use of ellipsis</p> <p>further cohesive devices such as grammatical connections and adverbials</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using passive verbs to affect the presentation of information in a sentence</p>	
Grammatical Terminology	subject, object, synonym, antonym, colon, semi-colon,	ellipsis, hyphen, bullet points, active, passive,	
Punctuation	<p>using hyphens to avoid ambiguity</p> <p>punctuating bullet points consistently</p>	<p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p>	