

**HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP**

**YEAR 1**

**WORD READING**

- Match all 40+ graphemes to their phonemes (Phase 3)
- Recognise familiar words in simple texts
- Begin to blend phonemes in order to decode simple CVC words with short vowels
- Use knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud.
- Blend phonemes in order to decode CVC words, including words with common spelling patterns for long words (e.g. Phases 1 & 3)
- Begin to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words
- Read a range of familiar and common words and simple sentences independently
- Read simple text aloud with fluency and expression
- Read words with contractions e.g. I'm, we'll and understand that the apostrophe represents the omitted letter (s)
- Add the endings – ing, -ed and –er to verbs
- Express response to poems, stories and nonfiction by identifying aspects they like.

**COMPREHENSION**

- Understand the structure of a simple story and use when re-enacting or re-telling
- Identify main events or key points in a text
- Locate significant parts of a recount and identify the main points in correct sequence
- Talk about stories and non-fiction texts, identifying major points and key themes
- Explain what they understand about text
- Check that the text makes sense to them as they read and correct miscues
- Use prior knowledge context and vocabulary provided to understand texts
- Use their knowledge of simple stories to support predictions
- Answer simple literal retrieval questions about a text
- Talk about favourite authors or genre of books
- Begin to talk about the differences between fiction and non-fiction text
- Show understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Develop awareness of character and dialogue
- Begin to draw references from the text and/or the illustrations

**TRANSCRIPTION, GRAMMAR AND SPELLING**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' ( ie letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3<sup>rd</sup> person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

**COMPOSITION**

- Compose a sentence orally before writing it
- Sequence sentence to form short narrative related to science or humanities
- Sequence sentences in chronological order to recount on event or experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' and 'then' to join sentences together; use adverbs – slowly, carefully, fortunately...
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: *s*, *es*, *ed*, and *ing* within their writing.

## HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP

### YEAR 2

#### WORD READING

- Decode automatically and fluently
- Read accurately by blending the sounds in words that contain the graphemes taught
- Recognise and read alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same GPCs (grapheme, phoneme and correspondence)
- Read words containing common suffixes and common words
- Read and notice unusual correspondence between grapheme and phoneme
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read books fluently and confidently

#### COMPREHENSION

- Talk about and give an opinion on a range of texts
- Discuss the sequence of events in books and how they are related to each other
- Use prior knowledge and context and vocabulary explored to understand texts
- Retell orally some stories, including fairy stories and traditional tales
- Read for meaning, checking that the text makes sense and correcting inaccuracy reading
- Know and recognise simple recurring literary language in stories and poetry
- Talk about favourite words and phrases
- Increase repertoire of poems learnt by heart and reciting some, with appropriate intonation to make the meaning clear
- Answer and ask appropriate questions and make predictions on the basis of what has been read so far
- Draw inferences from illustrations, events and characters' actions and speech.

#### TRANSCRIPTION, GRAMMAR AND SPELLING

- Segment spoken words into a phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words, using suffixes such as ment, ness, ful, less ly
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower-case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined and use spacing between words that reflects size of letters
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

#### COMPOSITION

- Write narratives about personal experiences and those of others
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences, commas for lists and speech marks
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use subordination (using when, if, that, or because) and co-ordination ( using or, and, or but)
- Use present and past tenses correctly and consistently including the progressive form
- Use time adverbs/adverbials other than first, next, etc. to move events on in narrative, for example – A few minutes later ... in the Spring... At midnight

**HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP**

**YEAR 3**

**WORD READING**

- Apply knowledge of root words: prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

**COMPREHENSION**

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and be able to use them effectively
- Ask questions to improve understanding of a text
- Predict what might happen from details stated.
- Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

**TRANSCRIPTION, GRAMMAR AND SPELLING**

- Spell words with additional prefixes and suffixes and understand how to add them to root words, eg– form nouns using super, anti, auto
- Recognise and spell additional homophones, eg– he’ll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spelling correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4-word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another are best left unjoined and use spacing between words that reflects size of letters
- Increase the legibility, consistency and quality of handwriting.

**COMPOSITION**

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting structure, grammatical features, and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing, assessing writing with peers and self- assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors
- Make changes to writing to create better effects/impact on the reader

**HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP**

**YEAR 4**

**WORD READING**

- Apply knowledge of root words: prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

**COMPREHENSION**

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conversations in text types covered
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Ask questions to improve understanding of a text
- Explain the meaning of words in context
- Infer meanings and begin to justify them with evidence from the text deducted information
- Identify how writer has used precise word choices for effect on the reader
- Identify some text type features eg narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others’ ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way.

**TRANSCRIPTION, GRAMMAR AND SPELLING**

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian
- Recognise and spell additional homophones, eg – accept and except, whose and who’s
- Use the first two or three letters of a word to check its spelling in a dictionary
- Understand which letters are best left unjoined
- Spell identified commonly misspelt words from Year 3 and 4-word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Increase the length, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

**COMPOSITION**

- Compose sentences using a wider range of structures, linked to the grammar
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, ‘Later that day, I went shopping.’
- Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. ‘The strict teacher with curly hair’
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbial.

## HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP

### YEAR 5

#### WORD READING

- Use knowledge of how complex sentences are constructed and punctuated to deepen understanding and read aloud with appropriate phrasing
- Apply knowledge of root words: prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read longer texts, using independent strategies to ensure full understanding
- Present an oral overview or summary of a text
- Pause appropriately in response to punctuation and/or meaning
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to determine meaning
- Know how to work out the pronunciation of homophones using the context of the sentence
- Begin to understand how stories may vary (*e.g. in pace, build up, sequence, complication or resolution*)
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action context
- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation (PEE)
- Adapt own opinion in the light of further reading or others' ideas
- Identify formal and informal language
- Compare texts by the different writers on the same topic
- Use full range of strategies to read appropriate texts fluently and accurately
- Apply grammatical knowledge to read complex sentences confidently with appropriate phrasing and intonation
- Identify and describe style of individual writers and poets
- Identify social, moral and cultural issues in stories

#### COMPREHENSION

- Demonstrate broad understanding of text by including most of main points in response with some general reference to the text
- Locate information by beginning to use appropriate skills (*e.g. skimming, scanning, text marking, using ICT resources*)
- Use clues from action, dialogue and description to establish meaning
- Infer meaning with reference to text, but also applying knowledge from own wider experience (*e.g. why a character is behaving in a particular way*)
- Identify feature of different fiction genres (*e.g. science fiction, adventures, myths, legends*)
- Identify structure and language features of non-fiction text types
- Understand difference between literal and figurative language (*ie. by discussing the effects of imagery in poetry and prose*)
- Comment on the effectiveness of expressive, descriptive and figurative language in prose and poetry
- Express personal responses to text, beginning to recognise its general effect on reader
- Comment on how language in texts varies according to origin or historical setting (*i.e. Caribbean, Shakespeare, text language*)
- Understand how paragraphs are used to organise and build up ideas
- Express writer's and personal point of view about a text, giving reasons
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Summarise key information from different texts
- Empathise with different character's points of view
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning
- Use skimming, scanning and text marking to find and identify key information
- Know how the way a text is organised supports the purpose of the writing
- Use quotations from, or references to text to support opinions and predictions
- When responding to a range of texts, show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction

## HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP

### YEAR 5

#### TRANSCRIPTION, GRAMMAR AND SPELLING

- Correct use of apostrophe for omission
- Spell most words correctly, including polysyllabic words
- Spell most longer familiar words correctly
- Can spell words which require the doubling of consonants
- Write from memory simple sentences dictated by the teacher
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Clauses are joined by a variety of connectives (*because, which, although, however*) and *embed ed* and *ing* clauses
- Tense choice is usually appropriate and consistently used accurately
- Use of connectives to open sentences
- Some use of commas to mark phrases or clauses accurately
- Use conjunctions, adverbs and prepositions to express time and cause
- In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks
- Proof-read for spelling and punctuation errors
- Handwriting style fluent, is joined and legible
- Use relative clauses beginning with *who, which, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- Use dialogue effectively and punctuate it accurately
- Use of connectives within a paragraph to link the sentences – *secondly, in addition, furthermore*
- Use knowledge of morphology and etymology in spelling
- Use expanded noun phrases to convey complicated information
- Use modal words or adverbs to indicate degrees of possibility
- Correct subject and with agreement when using singular or plural
- Use hyphens to avoid ambiguity and colons to list
- Use brackets, dashes to mark boundaries between independent clauses
- Use first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Handwriting fluently, consistently and legibly joined

#### COMPOSITION

- Try different sentence lengths and types to create particular effects
- Use the power of three to show action and short sentences to show pace
- Clear introduction established with writing drawing a conclusion
- Shift in time and place help shape story and guide reader through e.g. by introducing a new section to draw attention to the main event
- More controlled use of paragraphs to group ideas; paragraphs has relevant opening but can be brief
- Write fluently and imaginatively with ideas being extended and developed but not always sustained
- Longer and more complex sentences are used sentences sometimes clarify relationships in time and place
- Writing describes characters, actions, characteristics and behaviour
- Use commas correctly in complex sentences, fronted adverbials, adverbs and adverbial phrases e.g. *he ran quickly; the boy climbed out of the pond, onto the side and then moved away*
- Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. *'The strict teacher with curly hair'*
- Make changes to writing to create better effects/impact on the reader
- Compose, rehearse and read aloud own writing to group or class
- Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events
- Ideas are sustained and developed with appropriate use of conventions
- Non-fiction paragraph to include: an introductory, and at least 3 further sentences that develop the point
- Use paragraph to organise information logically and shape a non-fiction text
- Use wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader e.g. *headings bullet points, sub-headings*
- Some significant interaction between characters through action, descriptions and characters' responses and development of story
- Some use of stylistic devices e.g. *simile, metaphor, alliteration, personification*
- Use passive verbs to affect the presentation of information

## HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP

### YEAR 6

#### WORD READING

- Read fluently and accurately, demonstrating an understanding of more sophisticated punctuation (*e.g. colon, semi-colon, parenthetical commas, dashes, brackets*)
- Identify and comment on writer’s choice of vocabulary, giving examples and explanation
- Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension
- Show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities
- Listen to others’ ideas and opinions about a text in discussion
- Identify and explain social, moral and cultural issues in stories
- Use a full range of strategies to read texts fluently and accurately
- Use word derivations and word formation *e.g. prefixes, acronyms and letter omission*, to construct meaning of words in text context
- Explain how messages, moods, feelings and attitudes are conveyed in poetry and prose, using references and deductions and making some references to text
- Explain and comment on the structural devices used to organise a text
- Read several texts on the same topic to find and compare information
- Explain the main purpose of a text and summarise it succinctly
- Prepare poems and plays to read aloud and to perform using body language, tone, pitch and volume to engage the audience
- Compare and contrast the language used in two different texts
- Distinguish between implicit and explicit points of view

#### COMPREHENSION

- Explain and comment on explicit and implicit points of view
- Summarise key information from different parts of a text
- Recognise the writer’s point of view and discuss it
- Present a personal point of view based on what has been read
- Present a counter argument in response to others’ points of view
- Provide reasoned justifications for their views
- Refer to the text to support opinion
- Distinguish between statements of fact and opinion
- Use skimming, scanning and marking text to find specific information
- Organise information or evidence appropriately
- Use secure understanding of structure and language features of fiction and full range of non-fiction text types to support understanding when reading extended texts or from a range of sources
- Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes
- Identify how writers manipulate grammatical features for effect
- Analyse why writers make specific vocabulary choices
- Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them
- Identify how characters change during the events of a longer novel
- Explain the key features, themes and characters across a text
- Compare and contrast characters, themes and structure in texts by the same and different writers
- Explain the author’s viewpoint to the text to justify it; Point, Evidence and Explanation (PEE)
- Present a counter-argument in response to others’ points of view using evidence from the text and explanation
- Recognise the impact of the social, historical, cultural on the themes in a text
- Comment on the development of themes in longer novels
- Evaluate the styles at different writers with evidence and explanation
- Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitude



**HAMPDEN GURNEY SCHOOL – ENGLISH CURRICULUM MAP**

**YEAR 6**

**TRANSCRIPTION, GRAMMAR AND SPELLING**

- Can build up spellings by syllabic parts using known prefixes, suffixes and common letter strings
- Can spell more complex polysyllabic words- *disappeared, believed, necessary, special*
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell word with ‘silent’ letters e.g. *psalm, knight, solemn*
- As well as using subordinate clauses successfully, writing uses semi-colons to manipulate the sentence structure for effect
- A subordinate clause is added accurately to the text to give reasons or to explain
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use of connectives within a paragraph to link the sentences – *secondly, in addition, furthermore*
- Distinguish between the language of speech and writing and choosing the appropriate register
- Arrange of punctuation is used almost always correctly e.g. brackets, dashes, colons, ellipsis
- Use commas to clarify meaning or avoid ambiguity in writing
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use modal words or adverbs to indicate degrees of possibility
- Correct subject and with agreement when using singular or plural
- Use hyphens to avoid ambiguity
- Use a colon to introduce a list
- Handwriting is joined clear and fluent, and adapted to a range of tasks
- Use etymological understanding to tackle new words
- Understanding the rules for spelling foreign words
- Pay attention to accurate grammar, punctuation and spelling, applying the spelling patterns and rules set out in English in Key stages 1 and 2 programmes of study

**COMPOSITION**

- Ideas are sustained and developed in a logical way
- Non-fiction paragraph to include: an introductory, and at least 3 further sentences that develop the point
- Writing is balanced and shows developing reasoning of points raised
- Paragraphs are used to structure plot (5 paragraph structure showing shifts of time, scene, action, mood or person)
- Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting adverbials/adverbs, use of pronouns
- Secure use of stylistic devices to engage reader e.g. simile, metaphor, alliteration, personification, repetition for effect, direct address to audience
- Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences
- Use further organisational and presentational devices to structure text and to guide the reader *e.g. headings bullet points, sub-headings*
- Sub-ordinate clauses are attempted to add information
- Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own
- Links are made confidently between paragraphs in non-fiction
- Paragraphs ordering builds up in order of importance in persuasive texts
- Summarise and organise material, and supporting ideas and arguments with any necessary factual detail
- Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development
- In persuasive writing, employ flattery, exaggeration or scientific claims
- Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- Adventurous word choices are combined with structures techniques such as alliteration or personification
- Apply growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form



