

## ENGLISH CURRICULUM MAP

YEAR 1	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><i>Narrative 1: RWI books Non Fiction 1: Labels, lists and captions Poetry 1 Narrative 2: We're Going on a Bear Hunt Non Fiction 2: Letter to Father Christmas, Invitation Poetry 2</i></p> <p><b>WORD READING</b> 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 &amp; 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.</p> <p><b>COMPREHENSION</b> 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 Explain what they understand about text Check that the text makes sense to them as they read and correct miscues</p>	<p><i>Narrative 3: Red Riding Hood Non-fiction 3: Persuasive letter to woodcutter Narrative 4: Sammy the Street Dog Non Fiction 4: Information report / fact file</i></p> <p><b>WORD READING</b> Blend phonemes in order to decode CVC words, including words with common spelling patterns for long words ( e.g. Phases 1 &amp; 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.</p> <p><b>COMPREHENSION</b> Use knowledge of simple stories to predictions Answer simple literal retrieval questions about a text Talk about favourite authors or genre Use prior knowledge context and vocabulary Talk about stories and non-fiction texts 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</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> Holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p><i>Non Fiction 5: Diary Poetry 3 Non Fiction 6 Poetry 4 Writing consolidation; Writing for cross-curriculum</i></p> <p><b>WORD READING</b> 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.</p> <p><b>COMPREHENSION</b> Use knowledge of simple stories to predictions Answer simple literal retrieval questions about a text Talk about favourite authors or genre Use prior knowledge context and vocabulary Talk about stories and non-fiction texts 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</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 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</p>



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	<p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> 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</p> <p><b>COMPOSITION</b> 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...</p>	<p>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</p> <p><b>COMPOSITION</b> 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 writing.</p>	<p>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</p> <p><b>COMPOSITION</b> 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 writing. 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</p>
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## ENGLISH CURRICULUM MAP

YEAR 2	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Sum 1 and Sum2 – Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><i>Fiction: Oliver's Vegetable's The Little Red Hen Stories with familiar settings/ Instructions (ICT texts using instructions); Fiction: Various fairy tales Instructions/ Traditional Poetry/ Traditional stories</i></p> <p><b>READING</b> Retells more complex stories clearly with appropriate detail and balance discuss with reference to text generate questions before reading prompted by cover, title, etc. Identifies key themes and discusses reasons for events in stories Makes simple confident inferences/predictions based on wider reading experiences and textual evidence. Makes comparisons between fiction and non-fiction texts, noting similarities and differences. Offers suggestions for organisational features. Begins to identify voices in stories. Begins to discuss the effect of specific word or phrase choices on meaning, e.g. to create humour, images and atmosphere. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with texts. Identify general features of a few text types. Shows some awareness that books are set in different times and places Understand what a full stop is and bold words for emphasis. Recognise words that have 'ed' or 'ing' at the end. Use your knowledge of phonics to help you read unknown words. Use strategies to break down words and aware of mistakes made when reading.</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> Segment spoken words into a phonemes and record these as graphemes Spell words with different alternative spellings, including a few common homophones</p>	<p><i>Fiction: Zoo – Anthony Browne and Funny Bones- Allan Ahlberg; Explanations/ Really looking/ Different stories by the same author; Different stories by the same author Information texts (ICT – communicating ideas using text)</i></p> <p><b>READING</b> Recount main events, themes and information. generate some questions about a book before reading. Begin to predict more than one event using experience of reading same author or themes or content of non-fiction. Make simple inferences. Understand and comment on the structure and presentation of narrative and on how information is presented in non-fiction texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with texts. Identify general features of a few text types. Shows some awareness that books are set in different times and places. Use full stops for expressions. Reading with understanding. Improving reading of unknown words and use of pace for effect.</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> 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 eg 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 Begin to use some of the diagonal and horizontal strokes needed to join letters</p>	<p><i>Fiction: The Owl Who Was Afraid of The Dark- Jill Tomlinson; The Jolley-Rogers and the Ghostly Galleon-Jonny Duddle Extended stories/ Significant authors/ Non-chronological reports; Non-chronological reports/ Silly stuff</i></p> <p><b>READING</b> Reads fluently talking account of punctuation and text features e.g. bold or italic print. Confidently reads polysyllabic words. Recognises common prefixes and suffixes, and regular verb endings Reads on sight 300 HF words. Recognises the full range of alternative spellings of vowels and consonants Retells more complex stories clearly with appropriate detail and balance. Discuss with reference to text. Identify key themes and discusses reasons for events in stories Make confident inferences/predictions based on wider reading experiences. Make comparisons between fiction and non-fiction texts, noting similarities and differences. Begin to identify voices in stories and discuss the effects of specific word or phrase choices. Discuss preferences with elements of the text and express opinion about author. Identify general features of a few text types and awareness that books are set in different times and places.</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Identify known phonemes in unfamiliar words and use syllables to divide words Begin to use some of the diagonal and horizontal strokes needed to join letters</p>

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<p>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.</p> <p><b>COMPREHENSION</b> 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</p> <p><b>COMPOSITION</b> 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'</p>	<p>Understand which letters, when adjacent to one another, are best left un-joined 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.</p> <p><b>COMPREHENSION</b> 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</p> <p><b>COMPOSITION</b> 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</p>	<p>Understand which letters, when adjacent to one another, are best left un-joined and use spacing between words that reflects size of letters 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.</p> <p><b>COMPREHENSION</b> 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. Answer and ask appropriate questions and make predictions on the basis of what has been read. Draw inferences from illustrations, events and characters' actions and speech Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books. 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</p> <p><b>COMPOSITION</b> Use subordination ( using when, if, that, or because); 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. Look at and discuss models of writing of the text type, purpose and audience, 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; non-narrative using simple organisational devices such as headings and sub-headings.</p>
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## ENGLISH CURRICULUM MAP

YEAR 3	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 -Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2- Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><i>'Hansel and Gretel'</i>  <b>Fiction:</b> Stories with familiar settings/ Description  <b>Non Fiction:</b> Information texts, Instructions  <b>Fiction:</b> Stories from other cultures; Play scripts  <b>Non-fiction:</b> Instructions; Formal/Informal Letters  <b>Poetry:</b> Description Poetry</p> <p><b>READING</b>            Use phonic knowledge and range of strategies, including accurate decoding of text for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.            Deduce, infer and interpret information, events or ideas from texts.            Identify and comment on the structure and organisation of texts.            Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect on the reader.            Respond imaginatively using different strategies to engage with texts.            Relate texts to their social, cultural and historical traditions.            Use appropriate expression in your reading according to the needs of the text.            Pronoun needs capital letters and notice it in your reading.            Letter groups to help you read unfamiliar words</p> <p><b>COMPREHENSION</b>            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</p>	<p><b>Fiction:</b> <i>The Firework Maker's Daughter</i> – Philip Pullman; Character Description; Story Openings Problems and Solutions; <i>'The Lost Thing'</i> by Shaun Tan; <b>Non-fiction:</b> Balanced Arguments; <b>Fiction:</b> <i>King Arthur</i>; Descriptive Story; <b>Non-fiction:</b> Persuasive writing (adverts and letters)  <b>Poetry:</b> Traditional poems</p> <p><b>READING</b>            Use phonic knowledge and range of strategies, including accurate decoding of text to read for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.            Deduce, infer and interpret information, events or ideas from texts.            Identify and comment on the structure and organisation of texts.            Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features.            Evaluate the writers' purposes and viewpoints, and the overall effect on the reader.            Respond imaginatively using different strategies to engage with texts.            Relate texts to their social, cultural and historical traditions.            Respond appropriately to punctuation and/or meaning, familiar with speech conventions.            Familiar with most phonic blends that start words and with the common word endings            Read a range of texts fluently and accurately.            Read at a fast pace and recognise when you have made a mistake and do you self-correct.            Use the first two or three letters of a word to check its spelling in a dictionary</p> <p><b>COMPREHENSION</b>            Draw inferences such as inferring characters' feelings, thoughts and motives from their actions            Use dictionaries to check unfamiliar words            Identify main idea of a text and structure of text            Retrieve and record information from non-fiction            Discuss books, poems and other works that are read aloud and independently,</p>	<p><b>Fiction:</b> <i>Tall Story</i> – <i>Candy Gorlay</i>; Diary Entry  <b>Non-fiction:</b> Recounts, Diary and Newspapers;  <b>Fiction:</b> <i>Tall Story</i>. Dialogue and plays; <b>Non-fiction:</b> Non-chronological reports (Science link)  <b>Advertisements from children's magazines</b> ( non-fiction text)</p> <p><b>READING</b>            Deduce, infer and interpret information, events or ideas from texts.            Identify and comment on the structure and organisation of texts.            Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect on the reader.            Respond imaginatively using different strategies to engage with texts.            Relate texts to their social, cultural and historical traditions.            Appreciate how the writer sometimes uses short, punchy sentences to gain effect.            Use sub-clauses to help you gain a better understand of the main idea.            Familiar with all common starting blends and endings and with common silent letters.            Explore figurative language and the way that it conveys meaning.            Able to skim materials to gain an overview of the text.            Able to play on humour and suspense when reading to peers or adult audiences.</p> <p><b>COMPREHENSION</b>            Draw inferences such as inferring characters' feelings, thoughts and motives from their actions            Use dictionaries to check 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, etc read aloud taking turns and listening to others' opinions            Know which books to select for specific purposes, eg science, history and geography learning            Use dictionaries for meaning of unfamiliar words</p>



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	<p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> 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.</p> <p><b>COMPOSITION</b> 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 Proof-read to check for errors in spelling and punctuation errors</p>	<p>taking turns and listening to others' opinions. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> 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 Spelling correctly word families 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</p> <p><b>COMPOSITION</b> 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</p>	<p>Discuss and record words and phrases that writers use to engage and impact on the reader Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><b>TRANSCRIPTION, GRAMMAR AND SPELLING</b> 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 another are best left unjoined and use spacing between words that reflects size of letters 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</p> <p><b>COMPOSITION</b> 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 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.</p>
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## ENGLISH CURRICULUM MAP

YEAR 4	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><i>Robin Hood Science fiction (genre study) (legends, newspaper report, persuasive writing)</i> <b>Non-fiction:</b> Legends – Robin Hood, narratives, newspaper report, ballads, persuasive texts; <b>Fiction: Genre Study – Science Fiction.</b> Narratives, reports and poetry</p> <p><b>READING</b> Use phonics knowledge and range of strategies, including accurate decoding of text to read for meaning. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Deduce, infer and interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with texts. Relate texts to their social, cultural and historical traditions. Familiar with spelling patterns, including complex ones. Using pauses, giving emphasis and keeping an appropriate pace and keep readers entertained</p> <p><b>COMPREHENSION</b> Know which books to select for specific purposes, eg 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</p>	<p><i>Dragons Anglo-Saxons (non-fiction) (narrative)</i> <b>Fiction:</b> 'Dragons'. <i>How to Train Your Dragon – Cressida Cowell</i> Poetry, narratives; <i>'The Suitcase Kid'</i> (author study) (persuasive writing); Narratives, poetry/stories with issues and poems; <i>'The Malfesance'</i> by Alan Bold (The Oxford Books of Story Poems)</p> <p><b>READING</b> Identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters. Create a set of key notes to help you summarise what is read. See why a character may hold a strong point of view about an issue. Locate and use information from a range of source, both fiction and non-fiction. See how people use bias in persuasive writing, including in articles and advertisements. Carry out independent research. See how the author may have used language precisely to get across a point of view. See how, at times, issues presented in lists make a more compelling argument. Understands how word order, punctuation and connectives can shape the meaning of sentences.</p> <p><b>COMPREHENSION</b> Infer meanings and begin to justify them with evidence from the text deduced 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 Demonstrate broad understanding of text by including most of main points. Use clues from action, dialogue and description to establish meaning</p>	<p><b>Non-fiction:</b> 'Rainforests' – research, informational writing, narratives, diary <b>Non-fiction:</b> 'Anglo-Saxons – historical texts. Text interpretation and narratives; Explanations, informational texts <i>'The Wildman'</i> by Kevid-Crossley-Holland</p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Deduce, infer and interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts. Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Respond imaginatively using different strategies to engage with text. Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives. See how the author will have used commas or ellipses in order to create a better impact</p> <p><b>COMPREHENSION</b> 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 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) Identify feature of different fiction genres</p>



## ENGLISH CURRICULUM MAP

	<p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b> 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 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 lengthy, 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.</p> <p><b>COMPOSITION</b> 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.</p>	<p>Infer meaning with reference to text, but also applying knowledge from own wider experience Identify feature of different fiction genres Identify structure and language features of non-fiction text types</p> <p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b> 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 lengthy, 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.</p> <p><b>COMPOSITION</b> Compose sentences using a wider range of structures, linked to the grammar 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 Use expanded noun phrases with modifying adjectives and prepositional phrases 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. 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.</p>	<p><b>TRANSCRIPTION, GRAMMAR &amp; SPELLING</b> Increase the lengthy, 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. Correct use of apostrophe for omission Spell most words correctly, including polysyllabic words Spell most longer familiar words correctly 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 (<i>because, which, although, however</i>) and <i>embed ed</i> and <i>ing</i> clauses Tense choice is usually appropriate and consistently used accurately Use of connectives to open sentences</p> <p><b>COMPOSITION</b> 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 Use expanded noun phrases with modifying adjectives and prepositional phrases 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. 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</p>
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## ENGLISH CURRICULUM MAP

YEAR 5	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><b>Fiction: <i>Kensuke's Kingdom</i></b> Story writing - Openings/ Cliff hangers-Character description-Effect on the reader <b>Non Fiction:</b> Newspaper Reports <b>Poetry:</b> Poetry based on others' work- Michael Rosen and Kit Wright Comparison <b>Fiction: <i>Greek Myths- 100 Facts About Greek Myths – Terry Pratchett;</i></b> Modern Myth <b>Non Fiction:</b> Persuasive writing, Instruction Writing; <b>Poetry:</b> Performance Poetry based on <i>Odyssey</i></p> <p><b>Reading</b> Know what is meant by complex sentence. Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives. See how the author will have used commas or ellipses in order to create a better impact. Know most spelling patterns, including complex ones. Awareness of the listener by using pauses, giving and keeping an appropriate pace. Show answer to questions read beyond the text. Use a range of strategies to condense the main points made in a text. Refer to the text to support your ideas and opinions Work out if the main characters' feelings. See how a set of sentences has been organised to create maximum effect. Read a report or letter, that it will follow a time sequence. Use phonic knowledge and range of strategies, including accurate decoding of text to read for meaning. Use skimming, scanning and note taking to identify the key points in a text? Use quotations from text to add more weight to understanding.</p> <p><b>COMPREHENSION</b> Demonstrate understanding of text by including most of main points with some general reference to the text. Locate information using appropriate skills (<i>e.g. skimming, scanning, text marking, using ICT resources</i>).</p>	<p><b>Fiction: <i>Northern Lights</i> by Philip Pullman</b> Character Description, Setting Descriptions, Alternative openings; <b>Non Fiction:</b> Non-Chronological reports, Advertisements/ Persuasive Writing; <b>Poetry</b> Narrative poetry, <b><i>The Highwayman</i> by Alfred Noyes;</b> <b>Fiction:</b> Narrative <b><i>Stormbreaker</i> by Anthony Horowitz</b> Building suspense</p> <p><b>Reading</b> Apply knowledge of root words, prefixes and suffixes to read aloud and to understanding the meaning of unfamiliar words. Read longer texts, using independent strategies to ensure full understanding. Give a summary of a text Pause appropriately for punctuation and meaning. Read further exceptions 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 and words. Re-read and read ahead to determine meaning. Begin to understand how stories vary (eg in pace, build up, sequence, complication or resolution). Know how to work out the pronunciation of homophones using the context of the sentence. Prepare poems to read aloud and perform, showing understanding through tone, volume and action. Express opinions about a text, using evidence from the text, through reasons and explanations. Use of Point, evidence, explanation (PEE) Identify the and describe the style of individual writers and poets</p> <p><b>COMPREHENSION</b> Locate information using appropriate skills Use clues from action, dialogue and description to establish meaning Infer meaning with reference to text, but also applying knowledge from own wider experience Identify feature of different fiction genres Identify structure and language features of nonfiction text types.</p>	<p><b>Fiction: <i>Other cultures and traditions-</i></b> Setting Description; <b>Non-Fiction,</b> Explanation texts, Argument and Discussion Texts <b>Poetry</b> Haikus; <b>Fiction: <i>The Railway Children/ Shakespeare</i></b> Diary Entries, Letters; <b>Non-Fiction Poetry-</b> Poem from Miranda's point of view (<i>The Tempest</i>)</p> <p><b>Reading</b> Apply knowledge of root words, prefixes and suffixes to read aloud and understanding the meaning of unfamiliar words. Read longer texts, using independent strategies to ensure full understanding. Give a summary of a text Pause appropriately to punctuation and/or meaning. Read further exceptions 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. homophones using the context of the sentence. Prepare poems to read aloud and to perform, showing understanding through tone, volume and action. Express opinions about a text, using evidence from the text, through reasons and explanations. Use of Point, Evidence, Explanation (PEE) Adapt own opinion when reading or others' ideas. Identify and describe the style of writers and poets. Use full range of strategies to read appropriate texts fluently and accurately.</p> <p><b>COMPREHENSION</b> 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</p>

## ENGLISH CURRICULUM MAP

	<p>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. <i>why a character is behaving in a particular way</i>)            Identify feature of different fiction genres (e.g. <i>science fiction, adventures, myths, legends</i>)            Identify structure and language features of non-fiction text types            Understand difference between literal and figurative language (ie. <i>by discussing the effects of imagery in poetry and prose</i>)            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 ( )            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</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b>            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.</p>	<p>Understand difference between literal and figurative language            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            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</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b>            Proof-read for spelling and punctuation errors            Handwriting style fluent, is joined and legible Use relative clauses beginning with <i>who, which, when whose, that</i> 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 – <i>secondly, in addition, furthermore</i>            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            A subordinate clause is added accurately to the text to give reasons or to explain.</p>	<p>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            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</p> <p><b>TRANSCRIPTIONS, GRAMMAR &amp; SPELLING</b>            Use dialogue effectively and punctuate it accurately Use of connectives within a paragraph to link the sentences – <i>secondly, in addition, furthermore</i>            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 hypens to avoid ambiguity and colons to list            Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings            Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i>            Use further prefixes and suffixes and understand the guidance for adding them</p>
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## ENGLISH CURRICULUM MAP

YEAR 6	Autumn 1 and Autumn 2 – Reading, Writing and SPAG continuous objectives	Spring 1 and Spring 2 – Reading, Writing and SPAG continuous objectives	Summer 1 and Summer 2 – Reading, Writing and SPAG continuous objectives
<p><b>Literacy</b></p>	<p><i>Macbeth</i> Autobiography + biography Arguments; Play; Narrative <i>Rose Blanche</i>; <i>A Christmas Carol</i> –Reports; Narrative; Visual Literacy; Poetry</p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features at word and sentences level Identify and comment on writer's purposes and viewpoint and the overall effect on the reader Relate texts to their social, cultural and historical traditions</p> <p><b>COMPREHENSION</b> 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</p>	<p>' <i>The Nightingale and the Rose</i> ' – by Oscar Wilde/<i>Journey to Jo'burg</i> by Beverly Naidoo, <i>Wolf Brother</i> by Michelle Paver</p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features at word and sentences level Identify and comment on writer's purposes and viewpoint and the overall effect on the reader Relate texts to their social, cultural and historical traditions</p> <p><b>COMPREHENSION</b> Explain and comment on explicit and implicit points of view Summarise key info 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</p>	<p>' <i>For Forest</i> ' by Grace Nichols; Poetry; Playscripts '<i>Black Hole</i>' <i>ON The Literacy Shed</i> (<a href="http://www.literacyshed.com/the-thinking-shed.html">www.literacyshed.com/the-thinking-shed.html</a>); (for animation ICT /Art link)</p> <p><b>READING</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text Deduce, infer and interpret information, events or ideas from texts Comments develop explanation of inferred meaning drawing on evidence across the text Identify and comment on the structure and organisation of texts Identify and comment on writer's purposes and viewpoint and the overall effect on the reader Confident when retrieving and collating information from a range of sources? perceive hidden irony Able to summarise the main positive and negative points from a story or information text? Consider arguments critically and consider techniques for effective persuasion? Able to express your thoughts briefly and clearly when responding to either fiction or non-fiction? 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 organised 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</p>

## ENGLISH CURRICULUM MAP

<p>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes</p> <p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b> Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i> Use further prefixes and suffixes and understand the guidance for adding them Spell word with 'silent' letters e.g. <i>psalm, knight, solemn</i> 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 – <i>secondly, in addition, furthermore</i> 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</p> <p><b>COMPOSITION</b> 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</p>	<p>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes Identify how writers manipulate grammatical features for effect. Identify how writers manipulate grammatical features for effect</p> <p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b> Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings Spell more complex polysyllabic words- <i>disappeared, believed, necessary, special</i> Use further prefixes and suffixes and understand the guidance for adding them Spell word with 'silent' letters e.g. <i>psalm, knight, solemn</i> 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 – <i>secondly, in addition, furthermore</i> 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</p>	<p><b>COMPREHENSION</b> 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 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 organised a text 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 in text. Compare and contrast characters, themes and structure in texts by the same and different writers</p> <p><b>TRANSCRIPTION, GRAMMER AND SPELLING</b> <i>All objectives as in Terms 1 and 2 – consolidate, embed and deepen</i></p> <p><b>COMPOSITION</b> <i>All objectives as in Terms 1 and 2 – consolidate, embed and deepen with particular focus on KS 2 Expected and Greater Depth Standards in Writing:</i></p> <p><b>Working Towards Expected Standard</b> Using paragraphs to organise ideas Describing settings and characters Using some cohesive devices within and across sentences and paragraphs Using different verb forms mostly accurately Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly Spelling most words correctly ( Yrs 3 and 4) Spelling some words correctly ( Yrs 5 and 6) Producing legible joined handwriting.</p>
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## ENGLISH CURRICULUM MAP

	<p>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. <i>headings bullet points, sub-headings</i> 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</p>	<p><b>COMPOSITION</b> 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. <i>headings bullet points, sub-headings</i> 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.</p>	<p><b>Expected Standard:</b> Creating atmosphere and integrating dialogue to convey character and advance the action Selecting vocabulary and grammatical dialogue structures that reflect the level of formality required mostly correctly Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs Using passive and modal verbs mostly appropriately Using a wide range of clause structures, sometimes varying their position within the sentence Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens Spelling most words correctly ( Yrs 5 and 6) Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p><b>Greater Depth Standard</b> Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures Selecting verb forms for meaning and effect Using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>
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