

ENGLISH CURRICULUM MAP												
	YEAR 2						YEAR 3					
	TERM 1		TERM 2		TERM 3		TERM 1		TERM 2		TERM 3	
	<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p> <p>Shakespeare week text</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p> <p>Shakespeare week text</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>	
<p><b>NARRATIVE</b> AFTER DISCUSSION WITH THE TEACHER</p>	<p>Traditional tales – Fairy Tales</p>		<p>Stories with recurring literacy language</p>		<p>Traditional Tales - Myths</p>		<p>Traditional tales- Legends</p>	<p>Contemporary Fiction with dilemma</p>	<p>Writing and performing a Play</p>		<p>Science Fiction</p>	<p>Historical Fiction - classics</p>
<p><b>SUGGESTED FINAL WRITTEN OUTCOME</b></p>	<p>Write a re-telling of a traditional story.</p> <p><b>Some</b> use of exclamation marks and question marks. Use noun phrases.</p> <p>Use coordinating conjunctions (and, or, but) to write compound sentences.</p> <p>Write capital letters, lower case letters and digits with the correct size and orientation.</p> <p>Demonstrate positive attitudes to writing and growing stamina.</p> <p>Spell words ending in y with suffix added to word (ing, ed, er, est)</p>		<p>Use a familiar story as a model to write a new story</p> <p>Demarcate <b>most</b> sentences with capitals and full stops.</p> <p>Use present and past tense <b>mostly</b> correctly. Use <b>some</b> subordinating conjunctions (when, then, if, that, because) to write complex sentences.</p> <p>Use apostrophes to mark missing letters in contractions.</p> <p>Develop cohesion by maintaining consistent tense and verb form. Eg present/past, simple/progressive.</p> <p>Adding suffixes to spell <b>some</b> words. (ness, ful, ly) Begin to join letters.</p>		<p>Write and re-telling of a traditional tale.</p> <p>Begin to write statements, questions, exclamations and command appropriately.</p> <p>Use <b>some</b> expanded noun phrases to add description and detail.</p> <p>Using diagonal strokes needed to join letters.</p> <p>Spell <b>many</b> common exception words including high frequency homophones. Begin to use full range of punctuation taught at Y2</p> <p>Spell <b>some</b> words with contracted forms. Use apostrophes to show possession in singular nouns.</p>		<p>Write a retelling of a traditional story.</p> <p><b>Mostly</b> correct use of exclamation marks and question marks.</p> <p>Use noun phrases. Form word families based on common words.</p>	<p>Use coordinating conjunctions (and, or, but, for, so)</p> <p>Write capital letters of the correct size. Spell <b>most</b> Y3 homophones correctly. Use a or an accordingly</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Use a familiar story as a model to write a play</p> <p>Use different verb forms <b>mostly</b> correctly.</p> <p>Adding suffixes to spell <b>most</b> words. (met, less, ful, ly)</p> <p>Use <b>some</b> subordinating conjunctions (when, then, if, after, while, because.) Use the present perfect form of verb instead of simple past tense. (He has gone out contrasted with he went out.)</p>		<p>Write a Sci Fi story from a key character's perspective.</p> <p>Use <b>some</b> expanded noun phrases</p> <p>Produce legible joined handwriting.</p> <p><b>Some</b> use of paragraphs to organise ideas.</p> <p>Some use of inverted commas.</p>	<p>Spell <b>many</b> common exception words.</p> <p>Begin to use full range of punctuation taught at Y3</p> <p>Spell <b>most</b> words with contracted forms. Use fronted adverbials.</p> <p>Accurate use of pronouns in sentences.</p>
<p><b>NON-FICTION</b> AFTER DISCUSSION WITH THE TEACHER</p>	<p>Explanations</p>	<p>Recounts</p>	<p>Report</p>		<p>Instructions</p>	<p>Explanations</p>	<p>Report</p>	<p>Instruction</p>	<p>Report</p>	<p>Recount</p>	<p>Persuasion - advert</p>	<p>Persuasion - letter</p>
<p><b>SUGGESTED FINAL WRITTEN OUTCOME</b></p>	<p>Following practical tasks, produce a simple flowchart and record a series of sentences to support the explanation.</p>	<p>Write first person recount re-telling historical events, using adverbs of time and maintain consistency in tense and person.</p>	<p>Assemble information on a subject, sorting and categorising information; use comparative language to describe. Maintain consistency in tense when showing actions (<i>she is drumming, he was shouting</i>) Use appropriate vocabulary and detail. Make simple revisions, additions and corrections to their own writing.</p>		<p>Write a series of fiction-based instructions including diagrams. Use commas to separate items in a list. Use simple text features.</p>	<p>Produce a flowchart, ensuring content is clearly sequenced. Organise writing into simple sections.</p>	<p>Write a news report of an 'unfolding event' including detail expressed in ways that will engage the reader.</p>	<p>Write and evaluate a range of instructions. Using adverbs of time and maintain consistency in tense and person.</p>	<p>Assemble information on a subject, sorting and categorising information; use comparative language to describe</p>	<p>Diary writing Based on own experiences Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Present a persuasive advert using complex sentences. Can express time place and cause using prepositions.</p>	<p>Present a point of view linking point persuasively and selecting style and appropriate vocabulary</p>

<b>POETRY</b> <b>AFTER DISCUSSION WITH THE TEACHER</b>	<b>Vocabulary</b>	<b>Rhyming couplets</b>	<b>Vocabulary</b>	<b>Structure – Shape poems</b>	<b>Vocabulary</b>	<b>Poetry appreciation</b>	<b>Building Vocabulary</b>	<b>Rhyming couplets</b>	<b>Building Vocabulary</b>	<b>Structure – Shape poems</b>	<b>Building Vocabulary</b>	<b>Poetry appreciation</b>
<b>SUGGESTED OUTCOMES</b>	Read, write and perform free verse. Sound out <b>many</b> unfamiliar words.	Recite familiar poems by heart.	Read, write and perform free verse. Read words accurately and fluently at age level.	Write own shape poems Write and perform free verse. Read aloud using clear voice and good tone.	Read, write and perform free verse. Read <b>most</b> common exception words.	Personal responses to familiar poetry. Make some inferences and answer questions.	Read, write and perform free verse. Sound out <b>many</b> unfamiliar words	Recite familiar poems by heart. Collect a varied and rich vocabulary. Read aloud controlling tone and volume.	Read, write and perform free verse. Read words accurately and fluently at age level.	Write own shape poems.  Write and perform free verse. Plan and draft by discussing and recording idea.	Read, write and perform free verse. Read <b>most</b> common exception words.	Research a poet. Make some inferences and answer questions. Discuss poems.

**ENGLISH CURRICULUM MAP**

		YEAR 4					YEAR 6						
		TERM 1		TERM 2		TERM 3		TERM 1		TERM 2		TERM 3	
		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the LKS2 term.</p> <p><b>Shakespeare week text</b></p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the term.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the UKS2 terms.</p>		<p><b>Class Book</b> - One or more written outcomes linked with fiction/ non-fiction text already covered during the UKS2 term.</p>		<p><b>Class Book</b> - A range of written outcomes linked with fiction/ nonfiction modules covered across the year.</p>	
<p><b>NARRATIVE AFTER DISCUSSION WITH THE TEACHER</b></p>	Traditional tales- Legends	Contemporary Fiction with dilemma	Writing and performing a Play		Science Fiction	Historical Fiction - classics	Fiction Genres 1	Fiction Genres 2	Narrative Workshops reviewing key narrative techniques (setting, characterisation, atmosphere)		<p align="center">F O C U S S O M E N T U D Y S K I L L S</p>	Modern Horror compared to Classic Horror	Classics from our Literary heritage for children
	<p><b>SUGGESTED FINAL WRITTEN OUTCOME</b></p>	Write a retelling of a traditional story. Write a section focussing on setting. <b>Mostly</b> correct use of exclamation marks and question marks. Use noun phrases. Use a wider range of conjunctions to form complex sentences.	Use story as a model to develop skills of creating suspense. Use a range of sentence structures. Express time, place, cause using conjunctions (when, if, although, because.) Use paragraphs to organise ideas. Use punctuation for direct speech. Write capital letters of the correct size.	Use a familiar story as a model to write and perform a play. Use different verb forms <b>mostly</b> correctly. Adding suffixes to spell <b>most</b> words. (ment, less, ful, ly) Use <b>some</b> subordinating conjunctions (when, then, if, because.) Correct use of apostrophes including plural possessive. Plan and redraft using fronted adverbials of time, place and cause. Use comma after fronted adverbial. Use comma after reporting clause in direct speech. Experiment with and vary sentence structure.	Write a Sci Fi story from a key character’s perspective. Explore text in detail and relate theme to own experience. Use expanded noun phrases. Use pronouns or alternative nouns within and across sentences. Produce legible joined handwriting.	Link dialogue to effective characterisation and interweave speech and action. Spell <b>many</b> common exception words. Accurate use of full range of punctuation taught at Y4 incl. comma. Spell <b>most</b> words with contracted forms correctly.	Write a range of short stories conveying different genres. <b>Some</b> Correct use of semi- colons, dashes, colons to mark boundary between independent clauses. Use expanded noun phrases effectively. Include relative clauses using a wide range of relative pronouns	Write a single extended genre- swap story (change genre each paragraph). Use a wide range of clause structures- varying position in sentence. Use commas for clarity <b>mostly</b> correctly. Integrate dialogue to convey character and advance action. Use hyphens to avoid ambiguity.	Develop skills of building up atmosphere in writing through a range of techniques. Consider how authors have developed characters and setting when writing own narratives. Use different structures typical of informal speech. Organise writing in paragraphs and using some to develop and expand some ideas descriptions and themes in depth. Use different verb forms correctly. Adding suffixes and prefixes to spell <b>most</b> words correctly. Use subordinating conjunctions. Correct use of apostrophes including plural possessive. Use prepositional phrases to add detail, qualification and precision. Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty.	Write a single extended narrative or several narratives on a similar theme, each developing a key narrative technique. Use expanded noun phrases to convey complicated information concisely. Ensure the consistent and correct use of tense throughout a piece of writing.		Précis longer passages appropriately. Spell <b>many</b> common exception words. Use full range of punctuation taught at Y6 incl. hyphen, dashes, semi- colons within lists, colons, ellipsis, bullet points Spell <b>most</b> Y5/6 words correctly. Use a dictionary and thesaurus confidently.	
<p><b>NON-FICTION AFTER DISCUSSION WITH THE TEACHER</b></p>	Report	Instructions	Persuasion	Recount	Discussion	Explanation	Recount	Explanation	Persuasion	Discussion		Debating skills	Report
<p><b>SUGGESTED FINAL WRITTEN OUTCOME</b></p>	Write a news report independently based on notes gathered from several sources. Organise work	Write and evaluate a range of instructions using adverbs of time and cause. Maintain consistency in	Assemble and sequence points in order to plan the presentation of a point of	Diary writing based on events in life of an historical figure. Use conjuncti	Consider different sides of an argument and decide on a course of action. Use present perfect form	Explain how an invention works. Use scientific vocabulary and a more formal tone.	Write in role adapting distinctive voices of historical characters. Describing a person from different	Report and present findings from enquiries including conclusions, causal relationships and	Construct an argument in note form or full text to persuade others of a point of view and present the case to the	A debate followed by a write up, which presents and evaluates the opinions of multiple differing viewpoints. Use	A series of live debates on various subjects. Working in groups/ pairs/ individually. Articulate and justify answers, arguments and opinions.	Write a report as part of a non – fiction presentation. Present live to an audience, drawing on knowledge of different nonfiction text	

	using headings. Use paragraphs to organise ideas around a theme.	tense and person. Use heading and subheadings appropriately.	view using visual aids. Assess the effectiveness of their own and others' writing.	ons, adverbs and prepositions to express time and cause. Use an increasing range of sentence structures.	of verbs in contrast to past tense.	Use standard English forms of verb forms.	perspectives. Use spoken language to develop understanding through speculating, hypothesising and imagining. Use paragraphs to develop events in depth.	explanations of degree of trust in results. Use punctuation for parenthesis <b>mostly</b> correctly. Use expanded noun phrases to convey complicated information concisely. Use perfect form of verbs to mark relationships of time and cause.	class; use standard English. Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text. Use subjunctive forms ( If I were, Were they to come.) Link ideas across paragraphs using a wider range of cohesive devices: repetition, use of adverbials.	of the passive voice to affect the presentation of information in a sentence. Include relative clauses using a wide range of relative pronouns to clarify and explain relationships between ideas. Use of adverbials such as on the other hand, in contrast, as a consequence.			Present to an audience. Using passive and modal verbs <b>mostly</b> appropriately. Use appropriate intonation, volume so that meaning is clear.	types. Use structures appropriate for formal speech and writing. Write legibly and fluently when writing at efficient speed.
<b>POETRY AFTER DISCUSSION WITH THE TEACHER</b>	<b>Building Vocabulary</b>	<b>Structures - riddles</b>	<b>Building Vocabulary</b>	<b>Structure – narrative poems</b>	<b>Building Vocabulary</b>	<b>Poetry appreciation</b>	<b>Structures - Haiku</b>	<b>Structure – monologues</b>					<b>Poetry appreciation</b>	
<b>SUGGESTED OUTCOMES</b>	Read, write and perform free verse. Use a dictionary.	Read and write riddles. Controlling tone and volume so that meaning is clear.	Read, write and perform free verse. Read words accurately.	Recite some narrative poetry by heart using appropriate intonation. Read and respond to poems and learn from its structure.	Read, write and perform free verse. Read common exception words.	Research a poet. Make some inferences and answer questions. Discuss ideas.	Read, write and perform Haiku (3 lines: 5 syllables, 7 syllables, 5 syllables.) Speak audibly and fluently showing awareness of audience.	Read and respond then experiment with own writing. Gain, maintain and monitor the interest of the listener(s) Distinguish between the language of speech and writing and choose the appropriate register.					Research a particular poet. Select and use appropriate register for effective communication.	