

English Curriculum Map: - Garswood Primary School

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Nursery 2s	Texts	That's Not My ... Teddy dolly What's that at home?	That's Not My ... Christmas Tree Santa /Rudolph/ Fairy Bedtime Peekaboo! Colours	That's Not My ... train bus car What's that Big Machines? Tip Tip Dig Dig	That's Not My ... Bunny /Puppy/ Monkey Fox's Sox What's that favourite animals? Waddle!	That's Not My ... Bee Butterfly Wriggly caterpillars Opposites	That's Not My ... dinosaur Pop Up Peekaboo Dinosaurs Dinosaurs
	Nursery Rhyme Focus	Hickory dickory Round and Round the Garden	Twinkle Twinkle 2 Little Dickie Birds	Down at the Station Wheels on the Bus	Humpty Dumpty Grand Old Duke of York	Incy wincey Spider Wind the Bobbin up	Miss Molly had a Dolly
Throughout day and story time	Reading or singing and revisiting daily a variety of different nursery rhymes and stories in addition to the planned rhymes and following children's interests.						
Literacy Enabling Environment	<p>We will:</p> <ul style="list-style-type: none"> • Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props. • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. • Include familiar environmental print in the role play area. • Create frequent opportunities for singing, rhymes and music sessions. • Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones. • Include children in digital screen activity, for example, to recognise screen icons. • Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts. • Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille. • Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children. • Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves. 						
Vocab	Sounds, instruments, rhyme, books, mark make, stories, rhymes, speak, write, pages, Nursery rhymes, front cover, actions, beat, songs, cards						

English Curriculum Map: - Garswood Primary School

	<p>Educational Programme from the EYF's Framework</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
	<p>Birth to 5 Matters</p>	<p>Unique Child:</p> <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology 	<p>Positive Relationships:</p> <ul style="list-style-type: none"> • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. • Tune into words from stories that individual children particularly enjoy, e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. • Read stories that children already know, pausing at intervals to encourage them to "read" the next word. • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources. • Listen and support what children tell you about their drawings and early writing. • Write down (scribe) the words that children use and display these words, for example, with photos • Co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. • Encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other.
	<p>Developmental Matters</p>	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. 	<p>Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups. You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments. Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking. You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, to support learning at home. Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes.</p>
		<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities. Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt' - going out to buy chillies for 'Lima's Red Hot Chilli' - small world play linked to favourite books
		<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers. • Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles - once large-muscle co-ordination is developing well, children can develop small-muscle co-ordination - playground chalk, smaller brushes, pencils and felt pens will support this

English Curriculum Map: - Garswood Primary School

Nursery 3-4	Texts	Red Riding Hood Dear Zoo by Rod Campbell Going to the Dentist	Gingerbread Man Supertato by Sue Hendra Christmas Cooking	Billy Goats Gruff The Gruffalo by Julia Donaldson Emergency Rescue	3 Little Pigs Oi Frog! by Kes Gray 199 Things on the Farm	Jack and the Beanstalk Don't put your finger in the jelly, Nelly by Nick Sharratt First Facts Bugs	Goldilocks We're Going on a Bear Hunt by Michael Rosen Children Around the World
Author Focus	Rod Campbell	Sue Hendra	Julia Donaldson	Kes Gray	Nick Sharratt	Jez Alborough	
Nursery Rhyme Focus	Little Miss Muffet Mary Had a Little Lamb	Little Bo Peep Baa baa black sheep	Jack and Jill Hey Diddle Diddle	Old MacDonald Had a Farm	Dingle dangle scarecrow	Row, row, row, your boat	
Throughout day and story time	Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales						
Literacy Summary Titles	<p>Know sounds around us</p> <p>Know and identify the sounds</p> <p>Know the different environmental sounds</p> <p>Know there is print around us</p> <p>Know to take part in fine and gross motor activities to strengthen muscles for writing</p>	<p>Know there are instrumental sounds</p> <p>Know how to use some instruments</p> <p>Know the names of sounds</p> <p>Know how we can affect sounds</p> <p>Know and describe and compare sounds</p> <p>Know how to recreate sounds</p> <p>Know how to carefully explore books</p> <p>Know how to mark make in order to use different media to write</p>	<p>Know how to make body sounds</p> <p>Know to copy actions, pattern and sequences</p> <p>Know how to change body percussion sounds</p> <p>Know how to create own sequences</p> <p>Know to join in with and recreate sequences of body percussion</p> <p>Know there are different texts to explore - stories, rhymes, non-fiction</p> <p>Know how to mark make in order to explore writing through different purposes</p>	<p>Know familiar songs and rhymes and join in</p> <p>Know and recognise rhymes and words that rhyme</p> <p>Know how to play with rhyme</p> <p>Know how to make own rhymes</p> <p>Know how to copy and keep a beat</p> <p>Know how to copy syllables</p> <p>Know how to break words into syllables and make own beat</p> <p>Know how to handle books carefully and why</p> <p>Know how to develop writing opportunities orally</p>	<p>Know words begin with different sounds</p> <p>To know objects can be matched to initial sounds we hear.</p> <p>Know phrases can begin with the same sounds - alliteration</p> <p>Know our mouth can move to make sounds</p> <p>Know we can copy and recognise voice sounds and movements</p> <p>Know how to make voice sounds</p> <p>Know to aim to speak clearly</p> <p>Know and describe and compare voice sounds</p> <p>Know how to create own voice sounds</p> <p>Know how to turn pages carefully and why</p> <p>Know parts of own name and how to write it</p> <p>Know we can tell own stories</p>	<p>Know and identify the initial sounds of words</p> <p>Know how to break words into sounds</p> <p>Know we can blend and say a simple CVC and VC orally</p> <p>Know how to segment CVC and VC words orally</p> <p>Know we can blend longer words in our head orally</p> <p>Know the meaning of different texts</p> <p>Know how we read books in English print left to right</p> <p>Know to write name accurately</p> <p>Know we can use name cards to write some or all their name to ensure accuracy</p>	

English Curriculum Map: - Garswood Primary School

<p style="text-align: center;">Reading</p>	<p>*Know there are sounds around them. *Know that different objects make different sounds. *Know that they can name different sounds. *Know different environmental sounds, and be able to describe and compare them.</p>	<p>*Know there are instrumental sounds and begin to explore them. *Know how to use instruments to make sounds. *Know and identify the sounds of familiar instruments, naming them. * Know how you act upon an instrument affects the sound it makes. * Know about instrumental sounds, describing and comparing them. *Know how to use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p>	<p>* Know sounds their bodies can make. * Know how to join in and copy actions of familiar songs. * Know how to join in and how to copy body percussion patterns and sequences. *Know how to change body percussion sounds. *Know how to create their own sequences of body percussions. *Know how to join in with longer sequences of body percussion. *Know how to describe body percussion. *Know how to follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</p>	<p>*Know and join in with songs and rhymes. *Know familiar rhythms and rhymes. *Know that words rhyme. *Know how to copy and keep a simple beat. *Know how to join in and copy breaking words into syllables with a beat. *Know how to play with rhyme. *Know and make up their own rhyming words. *Know and complete sentences with their own rhymes orally. *Know how to break words down into syllables with a beat. *Know how to create their own beat.</p>	<p>*Know words begin with different sounds. *Know selected objects, with a given initial sound can be matched to sound we can hear (from a choice of two) *Know how to match to objects with the same initial sound. *Know we can make phrases, rhymes and sentences starting with the same sound. Alliteration. *Know our mouths can make different mouth movements and sounds. *Know how to copy different voice sounds and mouth movements. *Know different voice sounds. *Know a variety of different voice sounds, including animal sounds. *Know we should say speech sounds clearly. *Know about voice sounds. *Know how to describe and compare voice sounds. *Know how to create their own ideas for voices of characters/ imitate voices.</p>	<p>*Know and identify the initial sounds of words. (Use correct vocabulary from Little Wandle glossary e.g 'phoneme', 'blend') *Know that words can be broken up into sounds. *Know when a word when it is broken into sounds by correctly identifying an object. *Know how to blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. *Know how to segment CVC and VC words into their individual sounds. *Know how to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>
<p style="text-align: center;">Comprehension</p>	<p>*Know print can have a wide range of different functions, for example, signs, menus and logos.</p>	<p>*Know different parts of a book, for example, the cover, the author and the page number.</p>	<p>Know a variety of stories, rhymes, poems and fiction text</p>	<p>Know how to look after books by handling them carefully.</p>	<p>Know how to turn the pages of a book, one by one</p>	<p>Know the meaning of what words in text mean and the purpose of certain features (capital letters, sentences, words, letters, full stops, spaces)</p> <p>Know we read books in English print (left to right).</p>
<p style="text-align: center;">Writing</p>	<p>Know how to take part in finger gym activities and exercises to strengthen finger muscles</p> <p>Know how to take part in Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot.</p> <p>Know how to take part in climbing, swinging, messy play and parachute games.</p>	<p>Know how we can write in a wide range of ways:</p> <ul style="list-style-type: none"> - Transport and Travel Road Safety Signs - Christmas cards - Invitations - Nativity Tickets - Lists for Father Christmas <p>Know we can use a variety of materials to explore:</p> <ul style="list-style-type: none"> - Pencils - Crayons - Chalks - Paint - Ink 	<p>Know how we can write in different role play areas within role play indoors and outdoors and small world:</p> <ul style="list-style-type: none"> - Fire station – chalk out safe space - Police station – provide clipboards and stamps - Hospital – prescriptions and appointment cards - Home – shopping list, notes - Shop – receipt, lists, signs 	<p>Know how we can write in all parts of our classroom:</p> <ul style="list-style-type: none"> -Write pretend lists - create gardening and growing instruction booklets <p>Know how to use a photograph and video to tell a story.</p>	<p>Know how to use their name cards to help to write some or all their name.</p> <p>Know how to create homemade booklets using different coloured paper and paper decorated with fancy frames.</p> <p>Know how to use photographs from the farm trip to tell their own stories and to create their own booklets.</p>	<p>Know how they can make postcards to send and receive from around the world.</p> <p>Know how to write some letters from their name accurately.</p> <p>Know they can use name cards to write some or all their name accurately</p>

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<p>Educational Programme from the EYFS Framework</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	
	<p>We will be learning to:</p> <ul style="list-style-type: none"> • Listen to stories, songs and rhymes • Hold a pencil <p>Through activities such as:</p> <ul style="list-style-type: none"> • reading stories and singing • (PHASE 1 ACTIVITIES) • Fine motor/ recognising and writing own name (if appropriate) • Drawing/ pictures of self and family • Describe home • My World Book • Squiggle while you wiggle 	<p>We will be learning to:</p> <ul style="list-style-type: none"> • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Listen to and join in with stories and poems, one-to-one and in small groups. • Listens to stories with increasing attention and recall. • Look at books independently and handle them carefully. <p>Throughout the year the children will learn:</p> <ul style="list-style-type: none"> • To listen to a range of stories during carpet time • To experiment with mark making using different resources • To recognise print in the environment • Enhanced pencil control • To begin to form letters, numerals and shapes • To re-tell stories through puppets and role play • To recognise and begin to write own names
	<p>Word Reading and Comprehension EYFS</p>	<p>Writing EYFS</p>
<p>Birth to 5 Matters</p>	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
<p>Develop mental Matters</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

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Reception	Main Texts	<p>You Choose Fairy Tales by Nick Sharratt (Drawing club)</p> <p>Beegu Alexis Deacon (Drawing club)</p> <p>The Prickly Hedgehog by Mark Ezra</p>	<p>Ruby's Worries By Tom Percival (Drawing Club)</p> <p>Little Glo By Katie Sahata</p> <p>Where the Poppies Now Grow by Hilary Robinson</p>	<p>There is No Dragon in this Story By Lou Carter (Drawing club)</p> <p>The Magic Paintbrush By Julia Donaldson (Drawing Club)</p>	<p>The Hairy Toe By Daniel Postgate (Drawing Club)</p> <p>The Colour Monster By Anna Llenas (Drawing Club)</p> <p>Mr Wolf's Pancakes By Jan Fearnley (Drawing Club)</p>	<p>The Hungry Caterpillar by Eric Carle (Tales Toolkit)</p> <p>Mabel's Magic Garden by Paula Metcalf (Drawing Club)</p>	<p>Star in the Jar by Sam Hey (Takes Toolkit)</p> <p>Here We Are by Oliver Jeffers</p>
	Other texts	<p>My Brother Anthony Browne</p> <p>(The Three Billy Goats Gruff) (Maths) (Drawing club)</p>	<p>The Queen's Knickers Nicholas Allan</p> <p>Changes and the Seasons</p> <p>Pinocchio (Drawing club)</p>	<p>Stick and Stone Beth Ferry (F5) (Drawing Club)</p> <p>C is for China by Sungwan So</p> <p>Lucy's Picture By Nicola Moon (F5)</p>	<p>Polar Bears</p> <p>Non-fiction texts Usborne Big Book of Dinosaurs</p>	<p>Creepy Crawley Calypso by Tony Langham</p> <p>Butterflies and Life Cycles by Mary R Dunn</p>	<p>Somebody Swallowed Stanley by Sarah Roberts (Drawing Club)</p>
	Nursery Rhyme	<p>A sailor went to sea Old Mother Hubbard</p>	<p>One two three four five, once I caught a fish alive</p> <p>3 Little Kittens</p>	<p>Old King Cole</p> <p>Sing a song of sixpence</p>	<p>Ten in the Bed</p>	<p>One, Two buckle my shoe</p>	<p>There was an Old Lady Who Swallowed a Fly</p>
Author Focus	<p>Lynley Dodd</p> <p>Korky Paul</p>	<p>Emma Chichester Clark</p>	<p>Oliver Jeffers</p>	<p>Mick Inkpen</p>	<p>Petr Horacek</p>	<p>Eric Carle</p>	
Throughout day and story time	<p>Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales</p>						

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Summary Titles	<ul style="list-style-type: none"> • Know how to decode VC, CVC words • Know and read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be • Know how to read very simple sentences • Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu • Know to hold a book correctly • To know there is meaning to marks • Know how to hold a pencil correctly using a tripod grip. • Know how to and be able to write name. • Know initial sounds in words when hearing and writing • Know how to write CVC words 	<ul style="list-style-type: none"> • Know how to decode words containing graphemes learnt • Know the tricky words: was, you, they, my, by, all, are, sure, pure and be able to read them. • Know and understand more unfamiliar vocabulary. • Know, read and understand a sentence with common irregular and phonetically plausible words. • Know and describe the main events in a story • Know how to retell my own stor • Know how to read a simple book • Know how to use some identifiable letters to communicate meaning • Know how to read and rehearse my writing • Know how to form letters and digits 0-9 correctly • Know how to write and spell the tricky words from phase 2. • Know how to write CVC, VCC, CVCC and CCVC words. • Know how to write simple lists, labels and captions. 	<ul style="list-style-type: none"> • Know how to securely decode words which contain digraphs • Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Know, read and understand a sentence I have written. • Know the all graphemes we have learned in reception • Know how to describe, make predictions and retell stories • Know how to sequence sentences • Know how to form letters in the correct direction • Know how to spell and write the tricky words: from phase 3 • Know how to write words containing digraphs • Know how to write simple sentences
	<p>Vocab: phoneme, grapheme, letter, word, sound, sentence, phoneme frame, lower case, capital letter, digraph, trigraph, word, caption, sentence, full stop, question mark, exclamation mark, author, illustrator, character, fiction, non-fiction, illustrations, retell, fairy tale, traditional tale, information book, next, stories, rhymes, poems, beginning, end, cover, title page, page number, contents, index, sign, label, poster.</p>	Perform	<p>Role play, retell and create stories orally and in play. Learning and singing nursery rhymes, songs and poems</p>
		CP	<p>Reading and Writing opportunities available in all areas of continuous provision.</p> <p>Fiction and non-fiction books, writing frames, mark making implements, chalk boards, sticks, mud, sand, letter magnets and beads.</p>
Phonics Little Wandle	Phase 2	Phase 3	Phase 4
Literacy Writing Comprehension	<p>Know how to decode VC, CVC words using the graphemes listed below. • Know how to read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be • Know how to read very simple sentences e.g. I am sad. • Know how to use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary. • Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu</p> <p>Know how to and why we hold a book, turn the pages and indicate an understanding of pictures and print. Know how to tell a familiar story to friends.</p> <p>Composition: Know how to tell an adult what I have drawn or painted. Know and ascribe meaning to the marks I make. Know how to orally rehearse what I want to write. Know how to create representations of people, events and objects.</p> <p>Writing: Know how to hold a pencil using a tripod grip. Know how to form letters and digits 0-5 correctly, starting and finishing in the right place. Know how to write my name. Know and write initial sounds in words. Know how to write CVC words correctly, hearing initial, middle and final sounds</p>	<p>Know how to decode words containing graphemes below. • Know and read the tricky words: was, you, they, my, by, all, are, sure, pure. • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know, read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'. • Know phonemes: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Know and describe the main events in a story. Know how to retell my own story. Know how to read a simple book and answer questions about what I have read.</p> <p>Composition: Know how to use the graphemes and words I've learned to write captions, labels and simple sentences. Know to read back my writing. Know to rehearse what I write orally before writing it down.</p> <p>Writing: Know to form letters and digits 0-9 correctly, starting and finishing in the right place. Know and write the tricky words from phase 2. Know and write CVC, VCC, CVCC and CCVC words. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know to sound out the words I spell using my phonic knowledge. Know and write simple lists, labels and captions. Know and write a meaningful sentences (e.g. sentence matches the image).</p>	<p>Know and securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable. • Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know and understand a sentence I have written. • Graphemes: Know, read and spell words which have adjacent consonants, such as trap, milk.</p> <p>Know the main events in the stories I read. Know how to make a prediction based on events in a text. Know how to retell a story using my own words.</p> <p>Composition: Know how to sequence sentences to form a short, simple narrative. Know to read back my sentence to check it makes sense. Know to discuss my writing with an adult / peer. Know to read aloud my writing clearly to an adult / peer.</p> <p>Writing: Know to form letters in the correct direction and sitting on the line. Know and write the tricky words: from phase 3. Know and write words containing digraphs such as sh, th, ch. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know that the sentence that I write should be legible to myself and others. To know an adjective is a describing word and begin to use adjectives in writing. Know I must write more, to build up stamina, writing two or more sentences regularly.</p>

English Curriculum Map: - Garswood Primary School

<p>Educational Programme from the EYFS Framework</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
<p>Birth to 5 Matters</p>	<p style="text-align: center;">Word Reading and Comprehension EYFS</p> <p>Comprehension Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Word Reading Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p>	<p style="text-align: center;">Writing EYFS</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>
	<p>Developmental Matters Reception</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>
<p>Early Learning Goals</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>

English Curriculum Map: - Garswood Primary School

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Lost and Found – Oliver Jeffers	Billy and the Beast- Nadia Shireen	Rapunzel- Grimm	Hattie Peck and the Journey Home – Emma Levey	Meerkat Mail - Emily Gravett	The Jolly Postman – Allan Ahlberg
Other Text	Hansel and Gretel- Grimm	The Night Before Christmas	Cinderella Snow White and the Seven Dwarves	Peter Rabbit – Beatrix Potter	Lila and the Secret of Rain - David Conway and Jude Daly	The Night Box/ Orion and the Dark- Emma Yarlett
Other Text	Meesha makes friends- Tom Percival	Non-fiction text about the seasons	The Shoemaker and the Elves Puss in Boots	Bear shaped- Dawn Coulter-Cruttenden	Astrogirl- Ken Wilson- Max	Non-fiction text about animals
Poetry	The House that Jack Built		Sampan – Tao Lang Pee	The Owl and the Pussy Cat – Edward Lear		Cats Sleep Anywhere – Eleanor Farieon
W o r k s h o p	Reading					

English Curriculum Map: - Garswood Primary School

	Throughout Year 1 Focus on: <ul style="list-style-type: none"> To know how to read words containing taught GPCs through Little Wandle revised Letters and Sounds To know how to read other words of more than one syllable that contain taught GPCs To know how to apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency To know and read all capital letters To know all the days of the week To know and respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes To know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To know how to read aloud accurately decodable books that are consistent with their developing phonic knowledge To know how to re-read books to build up fluency, prosody and confidence To know and read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 					
	Build on knowledge from previous year & focus on:					
	To know how to read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word					
	●To know -s, -es endings	●To know -s, -es endings and - er endings	● To know -s, -es, - er ending To know -ing endings	● To know of -s, -es, - er, - ing endings To know -ed endings	● To know -s, -es, - er, - ing, -ed endings To know -est endings	● To know securely and fluently -s, -es, - er, - ing, -ed, and - est endings
Comprehension	Throughout Year 1 Focus on: <ul style="list-style-type: none"> To know how to listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently To know how to link what they read or hear and relate to their own experiences To know, recognise and join in with predictable phrases with increased confidence To know and recite by heart some poems To know how to participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say To know how to make inferences on the basis of what is being said and done 					
	Build on knowledge from previous year & focus on:					
	●To begin to know some familiar stories, retelling them with a developing knowledge of their particular characteristics ●To know that it is important to check that a text makes sense as they read and correct inaccurate reading	● To know several key fairy stories, retelling them and know about their particular characteristics ●To know to draw on prior knowledge or on background information and vocabulary provided by the teacher to read and understand the text. ● To know the meaning of words and how to link new meanings to those already known	●To know familiar stories, retelling them with an understanding of their particular characteristics ● To know, be able to identify and discuss significant events in stories ● To know how to predict what might happen on the basis of what has been read so far	● To know several key traditional tales, retelling them and showing knowledge about their particular characteristics ● To know how to make inferences on the basis of what is being said and done	● To know some stories, retelling them with knowledge of their particular characteristics ● To know how to infer on the basis of what is being said and done. To know how to explain clearly their understanding of what is read to them.	● To know several key stories and poems, retelling them with knowledge of their particular characteristics ● To know how to infer on the basis of what is being said and done in the story/poem.

English Curriculum Map: - Garswood Primary School

Skills and Strategies	<p>Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> • To know and use a phonics first approach for decoding unfamiliar words and practicing known graphemes • To know identified graphemes and blend them when reading words • To know how to segment identified graphemes when reading words • To know simple text features such as titles and pictures • To know vocabulary that will help them to talk <i>about</i> books (when not decoding) and make meaning from the text to help discussions (decoding) • To develop reading accuracy in decodable texts • To know how to self-correct including re-reading words • To know, identify and locate pre-taught vocabulary • To know to re read sentences for fluency 					
	<p>Build on Previous Year & Focus on:</p>					
	<ul style="list-style-type: none"> • To know with growing awareness how to respond to full stops when reading • To know and identify simple text features such as titles and pictures and that these can indicate what the text is about 	<ul style="list-style-type: none"> • To know and show an awareness of full stops when reading • To know and identify simple text features such as titles and pictures and that these can indicate what the text is about • To know with growing awareness the difference between a story, information and poem. 	<ul style="list-style-type: none"> • To know how to read with attention full stops • To know how to use prior knowledge of context • To know and deepen understanding of story through 'Book Talk' • To know with growing awareness the difference between a story, information and poem. • To know and understand how captions can give information • To know how to make simple predictions 	<ul style="list-style-type: none"> • To know how to read aloud with attention to capital letters to start sentences, full stops and question marks. • To know how to discuss prior knowledge of context • To know to deepen understanding of story through Book Talk • To know how to make simple predictions 	<ul style="list-style-type: none"> • To know how to read aloud with attention to capital letters to start sentences, full stops and question marks • To know how to discuss prior knowledge of context • To know and deepen understanding of story through Book Talk • To know and understand how captions can give information • To know how to make simple predictions 	<ul style="list-style-type: none"> • To know how to read aloud with attention to capital letters to start sentences, full stops and question marks. • To know how to discuss prior knowledge of context • To know and deepen understanding of story through Book Talk • To know how to make simple predictions
Assess	<p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>* Make inferences from the text</p> <p>* Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>*Predict what might happen on the basis of what has been read so far</p> <p>*Make inferences from the text</p> <p>* Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>			<p>* Predict what might happen on the basis of what has been read so far</p> <p>* Identify and explain the sequence of events in texts</p> <p>* Make inferences from the text</p> <p>* Identify / explain key aspects of fiction and non-fiction texts,</p>	<p>Predictions made about characters, events, titles and information</p> <p>* Predict what might happen on the basis of what has been read so far</p> <p>* Identify and explain the sequence of events in texts</p> <p>* Make inferences from the text</p>
Reading Terminology	<p>Building on knowledge from previous year and throughout Year 1 focus on: grapheme, phoneme, digraph, spit vowel digraph, contraction, blend, predict, title, event</p>					
Spellings	<p>Writing</p>					
	<ul style="list-style-type: none"> • To know words containing each of the 40+ phonemes already taught. • To know plural noun suffix -s • To know the name letters of the alphabet in order. • To know to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised. 	<ul style="list-style-type: none"> • To know and reinforce plural noun suffix -s -es • To know how to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised. 	<ul style="list-style-type: none"> • To know and reinforce plural noun suffix -s -es • To know how prefix un – changes the word • To know how to spell adjectives using the suffix- er -est • To know how to spell days of the week • To know how to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised. 	<ul style="list-style-type: none"> • To know and use Suffix added to verbs – ing -ed -er est • To know how to use letter names to distinguish between alternative spellings of the same sound. • To know how to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised. 	<ul style="list-style-type: none"> • To know plural noun suffix -s -es • To know how prefix un – changes the meaning of verbs and adjectives • To know to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised. 	<ul style="list-style-type: none"> • To know plural noun suffix -s -es • To know suffix added to verbs – ed -ing • To know to spell common exception words. • To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.

English Curriculum Map: - Garswood Primary School

Grammar:	Word	<ul style="list-style-type: none"> To know how to leave spaces between words in sentences. To know and understand what a noun is 	<ul style="list-style-type: none"> To know and understand what a verb is 	<ul style="list-style-type: none"> To know and understand what an adjective is 	<ul style="list-style-type: none"> To know how to join words and clauses with and. 	<ul style="list-style-type: none"> To know to use a capital letters for names of people and places and the personal pronoun I. 	<ul style="list-style-type: none"> To know how to use capital letters for the days of the week. 	
	Sentence	<p>To know how to combine words to make sentences, joining words and clauses To know how to write from memory simple sentence dictated by the teacher that include words using the GPC's and CEW.</p>						
	Text	<p>To know and build on previous year & focus on: Sequencing sentences to form short narratives</p>						
	Punctuation	Build on previous year & focus on:						
	Punctuation	<ul style="list-style-type: none"> To know the importance of separating words with spaces To know the purpose of full stops 	<ul style="list-style-type: none"> To know the importance of separating words with spaces To know how to use - Full Stops, Question marks, Exclamation marks, Capital Letters for names and the personal pronoun - I 					
Writing Terminology	<p>Building on knowledge from previous year and throughout Year 1 focus on: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</p>							
Handwriting	<p>To follow the sequence identified on the chosen school sequence. - Little Wandle</p>							
Handwriting	<p>To reinforce letter formation learnt in Reception. To know how to 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</p>	<p>To know how to form capital letters To know how to form digits 0-9</p>			<p>To know and understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>			

English Curriculum Map: - Garswood Primary School

Speaking and Listening

- To know how to role play; developing speaking and listening skills.
- To know how to listen to others in a range of situations and how to respond appropriately.
- To know how to follow instructions with more than one point in different situations.
- To listen to others in a range of situations and usually respond appropriately
- To understand instructions with more than one point in many situations.
- To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.
- To use appropriate vocabulary to describe their immediate world and feelings.
- To think of alternatives for simple vocabulary choices.
- To organise their thoughts into sentences before expressing them.
- To retell simple stories and recounts aloud.
- To recognise when it is their turn to speak in a discussion.
- To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

- To speak clearly in a way that is easy to understand.
- To know how to rehearse sentences orally before writing.
- To know and retell familiar stories focusing on the sequence of events.
- To know how to read aloud, re-enact and improvise stories through drama.
- To know and begin to ask questions that are linked to the topic being discussed.
- To know how to answer questions on a wider range of topics (sometimes may only be one-word answers).
- To know how to give instructions- Geography and DT
- To know how to perform a short poem
- To know and take part in the retelling of the Christmas story.
- To know how to perform during the Nativity play.

- To know how to rehearse sentences orally before writing.
- To know how to respond to higher level questioning.
- To think of alternatives for simple vocabulary choices
- To know how to explain characters' feelings, actions & events using clues in the text.
- To know how to speak clearly in a way that is easy to understand.
- To know how to speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.
- To know when it is their turn to speak in a small group presentation or play performance.
- To know how to take part in a simple role play of a known story.
- To retell simple stories and recounts aloud.

- To know how to rehearse sentences orally before writing.
- To use appropriate vocabulary to describe their immediate world and feelings.
- To think of alternatives for simple vocabulary choices
- To know when it is their turn to speak in a small group presentation or play performance.
- To know appropriate vocabulary to describe their immediate world and feelings.
- To know and think of alternatives for simple vocabulary choices.
- To know how to perform poetry linked to 'The Owl and the Pussy Cat'
- To know how to engage in PATHS role play
- To know to take part in PSHE discussions

- To know and learn to appreciate rhymes and poems, recite some by heart.
- To know how to organise their thoughts into sentences before expressing them.
- To know how to describe their immediate world and environment.
- To use appropriate vocabulary to describe their immediate world and feelings.
- To know how to retell simple stories and recounts aloud.
- To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

- To know and further develop speaking and listening skills through discussion, debate, role play and hot seating.
- To know how to explain and discuss books; answer and ask questions; predict what might happen on basis of what has been read; draw inference on the basis of what is being said and done.
- To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.
- To know when it is their turn to speak in a discussion.
- To know that different people will have different responses and that that these are as valuable as their own opinions and ideas.
- To know how to take part in PSHE discussions.

English Curriculum Map: - Garswood Primary School

Year 1 – Text Ideas:	Term		Entertain		Inform		Persuade	Discuss
			Story Description	Poetry	Recount Letter	Instruction		
Lost and Found (Oliver Jeffers) Autumn 1 Hansel and Gretel (Grimm) Autumn 1 Meesha Makes Friends (Tom Percival) Autumn 1 The house that Jack built – Autumn 1 Billy and the Beast- (Nadia Shireen) Autumn 2 The Night Before Christmas- Autumn 2 Non-Fiction texts about seasons and the weather Rapunzel- (Grimm) Spring 1 A range of Fairy Tales (Cinderella, Snow White and the Seven Dwarves, Puss in Boots, The Elves and the Shoemaker) Spring 1 Sampan- (Tao Lang Pee) Spring 1 Hattie Peck The Journey Home (Emma Levey) Spring 2 Peter Rabbit – (Beatrix Potter) Spring 2 Bear Shaped- (Dawn Coulter-Cruttenden) Spring 2 The Owl and the Pussy Cat (Edward Lear) Spring 2 Meerkat Mail (Emily Gravett) Summer 1 Lila and the Secret of Rain (David Conway) Summer 1 Non-Fiction text about types of animals- Summer 1 The Jolly Postman (Allan Ahlberg) Summer 2 Astrogirl- (Ken Wilson-Max) Summer 2 The Night Box Orion and the Dark- (Emma Yarlett) Summer 2 Cats sleep anywhere- Summer 2	Autumn	1	Lost and found Character description Hansel and Gretel Setting description Meesha makes friends narrative The house that Jack built Performance Poetry		Meesha makes friends Letter			
		2	The night before Christmas Setting Description		Billy and the Beast recipe Billy and the Beast Recount			
	Spring	1	Fairy Tales Narrative Sampan Performance poetry		Rapunzel Letter Rapunzel Instructions			
		2	Peter Rabbit Wanted poster Hattie Peck Narrative Owl and the Pussy Cat Performance Poetry Poem comparison		Bear Shaped Recount of Bear's adventure			
	Summer	1	Astrogirl narrative		Meerkat Mail Postcard Lila and the Secret of Rain Non-fiction writing about weather			
		2	The Jolly Postman Descriptive writing Cats Sleep Anywhere Performance poetry The Jolly Postman Letter Orion and the Dark Narrative		Orion and the Dark Instructions			

English Curriculum Map: - Garswood Primary School

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Snail and the Whale – Julia Donaldson	Bog Baby – Jeanne Willis	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	The Hodgeheg – Dick King-Smith	The Hodgeheg – Dick King-Smith	Fantastic Mr Fox- Roald Dahl
Other Text	Dear Greenpeace – Simon James	The Tin Forest – Helen Ward and Wayne Anderson	The Three Horrid Pigs and the big friendly wolf - Liz Pichon	The Lighthouse Keeper's lunch - Rhonda and David Armitage	Charlotte's Web – E B White	Charlotte's Web – E B White
Other Text	Pumpkin Soup – Helen Cooper	Nativity play script	The True Story of the Three Little Pig – Jon Skieszka	It all Starts with a Seed Usborne	Bring the Rain to the Kapiti Plain – Verna Aardema	The Toymaker – Martin Waddell
Poetry	Now we are Six -A.A Milne		The Engine Driver by Clive Sansom	Ning Nang Nong - Spike Milligan	A little seed by Mabel Watts	The Sound collector – Roger McGough
Word Reading	Reading					
	Throughout Year 2 Focus on:					
	<ul style="list-style-type: none"> To know how to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent To know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes To know how to read accurately words of two or more syllables that contain the same graphemes as above To know how to read words containing common suffixes To know how to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word To know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered To know how to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation To know how to reread these books to build up their fluency and confidence in word reading To know how to read accurately most words of two or more syllables 					
	To have the knowledge to build on Previous Year & Focus on:					
<ul style="list-style-type: none"> To know and apply and embedded phonic knowledge and skills as the route to decode To know and read some common exception words To know and read most words containing common suffixes - ly 	<ul style="list-style-type: none"> To know and decode automatically and build fluency To know and read some common exception words To know and read most words containing common suffixes -er -est 	<ul style="list-style-type: none"> To know and re-read books to build fluency and confidence To know and read most common exception words To know and read most words containing common suffixes - ful 	<ul style="list-style-type: none"> To know and sound out most unfamiliar words accurately, without undue hesitation To know and read accurately most words of two or more syllables To know and read most common exception words To know and read most words accurately without overt sounding and blending 	<ul style="list-style-type: none"> To know and read most words containing common suffixes – ness To know and read all common exception words with automaticity To know and read sufficiently fluently to allow a focus on understanding To know and read accurately most words of two or more syllables 	<ul style="list-style-type: none"> To know and read most words containing all common suffixes To know and read all common exception words with automaticity To know and read sufficiently fluently to allow a focus on understanding 	

English Curriculum Map: - Garswood Primary School

Comprehension	<p>Throughout Year 2 Focus on:</p> <ul style="list-style-type: none"> • To know how to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that which they can read independently • To know how to discuss their favourite words and phrases. • To know a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • To know how to make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 					
	<p>To retain knowledge from previous year & focus on:</p>					
	<ul style="list-style-type: none"> • To know and check the text makes sense to them and correct inaccurate reading • To know how to answer and ask questions • To know how to make some predictions of what might happen on the basis of what has been read so far • To know many non-fiction books are structured in different ways <p>To know how to answer and ask questions relating to text they have read or heard.</p>	<ul style="list-style-type: none"> • To know how to discuss and clarify the meanings of words, linking new meanings to known vocabulary • To know how to explain what has happened so far in what they have listened to or read • To know there is a sequence of events in books and how many items of information are related • To know and understand many non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • To know and retell a wide range of fairy stories, fairy stories and traditional tales. • To know and discuss an increasing amount of word meanings in context, linking meanings to those already known • To know and discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) • To know how to make some predictions of what might happen on the basis of what has been read so far *To know how to participate in discussion about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> *To know how to recognise simple recurring literary language in stories and poetry. • To know how to make some inferences on the basis of what is being said and done across the book and draw on other books they have read (building on from YR1 Greater Depth) explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • To know how to make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) • To know and understand many non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • To know and retell a wide range of stories plays. • To know how to show a good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher
Skills and Strategies	<p>Apply the following reading strategies with increasing independence:</p> <ul style="list-style-type: none"> • To know how to apply their phonics knowledge and skills • To know how to connect their prior knowledge with context to support their understanding • To know to re-read sentences for clarity • To know how to use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families • To know how to locate and discuss words and pre-taught vocabulary to find out what the text is about • To know how to self-correct, including rereading and reading ahead • To know and identify and use text features, e.g. titles, headings, to locate and understand specific information • To know how to look for specific information in texts using contents and glossaries • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation 					
	<p>To have the knowledge to build on Previous Year & Focus on:</p>					
	<ul style="list-style-type: none"> • To know and recognise and read many common exception words • To know and read sentences with increasing accuracy and fluency • To know and self-correct words • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation 	<ul style="list-style-type: none"> • To know and recognise and read many common exception words • To know and read sentences with increasing accuracy and fluency • To know and self-correct words • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation 	<ul style="list-style-type: none"> • To know and recognise and read most common exception words • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and look for specific information in texts using contents and glossaries • To know and identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • To know and re-read sentences for clarity 	<ul style="list-style-type: none"> • To know and recognise and read most common exception words • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and re-read sentences for clarity 	<ul style="list-style-type: none"> • To know and recognise and read all common exception words with automaticity • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and talk about book preferences • To know and identify how texts are organised, e.g. lists, numbered points, tables and bullet points 	<ul style="list-style-type: none"> • To know and recognise and read all common exception words with automaticity • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and talk about book preferences

English Curriculum Map: - Garswood Primary School

Assessment	<ul style="list-style-type: none"> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Predict what might happen on the basis of what has been read so far Make inferences from the text 	<ul style="list-style-type: none"> Draw on knowledge of vocabulary to understand texts Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Make inferences from the text Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Identify and explain the sequence of events in texts Make inferences from the text 	<ul style="list-style-type: none"> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Make inferences from the text 	<ul style="list-style-type: none"> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Make inferences from the text 	<ul style="list-style-type: none"> Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Make inferences from the text
Reading Terminology	<p>To build on prior knowledge and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question, prosody</p>					
Writing						
To build on knowledge from previous year & focus						
Spelling	See spelling years 1 and 2 plan					
Composition	Phase 5 review little wandle	Bridge to spelling – little wandle	• Year 2 little wandle spelling programme	<ul style="list-style-type: none"> To know how adjectives are formed using suffixes e.g. -ful, -less – ment – ness To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> To know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones To know to spell more words with contracted forms. E.g can't don't 	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>					

English Curriculum Map: - Garswood Primary School

Grammar:	Word	<ul style="list-style-type: none"> See phase 5 review 	<ul style="list-style-type: none"> See Bridge to spelling 	<ul style="list-style-type: none"> See Little Wandle Spelling Programme 	<ul style="list-style-type: none"> See Little Wandle Spelling Programme 	<ul style="list-style-type: none"> See Little Wandle Spelling Programme 	<ul style="list-style-type: none"> See Little Wandle Spelling Programme 	
	Sentence	<ul style="list-style-type: none"> To know how to use co-ordination (or, and, but) To know a sentence indicates its function as a statement and question. To know how to use expanded Noun Phrases for description and specification 	<ul style="list-style-type: none"> To know how to use subordination (using when, if, that, because) To know how to use co-ordination (or, and, but) To know a sentence indicates its function as a statement and question and command To know how to use expanded Noun Phrases for description and specification 	<ul style="list-style-type: none"> To know and use subordination (using when, if, that, because) To know how to use co-ordination (or, and, but) To know how to use expanded noun phrases for description and specification To know how the grammatical patterns in a sentence indicates its function as a statement, question and command 	<ul style="list-style-type: none"> To know and use subordination (using when, if, that, because) To know and use co-ordination (or, and, but) To know how a sentence indicates its function as a statement, question, command, and exclamation To know how to use expanded Noun Phrases for description and specification 	<ul style="list-style-type: none"> To know how to use expanded noun phrases for description and specification To know how to use subordination (using when, if, that, because) To know how to use co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. To know how to use subordination (using when, if, that, because) 	<ul style="list-style-type: none"> To know how to use co-ordination (or, and, but) To know that a sentence indicates its function as a statement, question, command and exclamation. To know how to use expanded Noun Phrases for description and specification 	
	Text	<ul style="list-style-type: none"> To know and use the correct and consistent past or present tense throughout writing 				<ul style="list-style-type: none"> To know and use the correct and consistent past or present tense throughout writing including progressive forms of verbs 		
	Punctuation	To build on knowledge from previous year & focus on:						
	Punctuation	<ul style="list-style-type: none"> To know how to use capital letters, full stops and question marks to demarcate sentences 	<ul style="list-style-type: none"> To know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> To know how to use capital letters, full stops and question marks to demarcate sentences 	<ul style="list-style-type: none"> To know how to use of capital letters, full stops, question marks and exclamation marks to demarcate sentences To know how to use apostrophes to mark singular possession in nouns 	<ul style="list-style-type: none"> To know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences To know how to use apostrophes to mark singular possession in nouns To know how to use Apostrophes to mark where letters are missing in spelling (contractions) 	<ul style="list-style-type: none"> To know how to use capital letters, full stops and question marks to demarcate sentences To know how to use apostrophes to mark singular possession in nouns To know how to use commas to separate items in a list To know how to use apostrophes to mark singular possession in nouns To know how to use Apostrophes to mark where letters are missing in spelling (contractions) 	
Writing Terminology	<p>Building on Previous Year and throughout Year 2 focus on: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</p>							
Handwriting	To follow the sequence identified on the chosen school sequence. - Little Wandle							
Speaking and Listen	<p>Pupils should be taught to: To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters.</p>							

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen. To talk about themselves clearly and confidently. <p>Examples include- Learning lines for nativity show discussing character motives.</p> <p>PATH sessions role play and empathy towards own and others feelings.</p> <p>During Little Wandle reading session 3 times a week, rehearsing prosody.</p> <p>Linked to Pig of Happiness PHSE 'what makes me happy' present to the class.</p>	<ul style="list-style-type: none"> To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. <p>Examples include- Learning lines for nativity show discussing character motives.</p> <p>Linked to making Pumpkin Soup, following a recipe</p> <p>PHSE – making a friendship recipe.</p> <p>PATH sessions role play and empathy towards own and others feelings.</p>	<ul style="list-style-type: none"> To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences <p>Examples include- During extensive new vocab session when exploring similar texts 'Three Little Pigs'</p>	<ul style="list-style-type: none"> To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. <p>Examples include-</p> <ul style="list-style-type: none"> Reading their work to their peers Performing the poem to an audience. <p>PATH sessions role play and empathy towards own and others feelings.</p>	<ul style="list-style-type: none"> To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard <p>Examples include- Science verbally recount results of the investigation, what seeds need to grow.</p> <p>To offer ideas on what conditions a seeds needs to grow based on their knowledge.</p>	<ul style="list-style-type: none"> To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. <p>Examples include- To read/ recite their explanations to Year 1 children – How to enjoy Year 2.</p>
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English Curriculum Map: - Garswood Primary School

Year 2 – Text Ideas:	Term	Entertain		Inform					
		Narrative - story Description	Poetry	Explanation Recount Letter	Newspaper Instruction Recipe				
Term 1.1 Snail and the Whale – Julia Donaldson Dear Greenpeace – Simon James Pumpkin Soup – Helen Cooper Now we are Six -A.A Milne Term 1.2 Bog Baby – Jeanne Willis The Tin Forest – Helen Ward and Wayne Anderson Nativity play script Term 2.1 The Three Little Wolves and the Big Bad Pig – Eugene Trivizas The Three Horrid Pigs and the big friendly wolf - Liz Pichon The True Story of the Three Little Pig – Jon Skieszka The Engine Driver by Clive Sansom Term 2.2 The Hodgeheg – Dick King-Smith The Lighthouse Keeper's lunch - Rhonda and David Armitage It all starts with a Seed (Usbourne) Ning Nang Nong - Spike Milligan Term 3.1 Charlotte's Web – E.B White The Hodgeheg – Dick King-Smith Bring the Rain to the Kapiti Plain – Verna Aardema A little seed by Mabel Watts Term 3.2 Fantastic Mr Fox- Roald Dahl Charlotte's Web – E.B White The Toymaker – Martin Waddell The Sound collector – Roger McGough	Autumn	1	Snail and the Whale Character descriptions Snail and the Whale Setting description Snail and the Whale Expanded noun phrase descriptions	Recount of trip to Martin Mere. Dear Greenpeace Greenpeace fact sheet Dear Greenpeace Whale non chronological reports Pumpkin Soup Recipe Now we are six Poetry recall					
		2	Bog Baby Character descriptions Bog Baby Setting Description Bog Baby Narrative	The Tin Forest Visual disruption Bog Baby Report to Mrs Chadwick Into the forest Fairy Tale narrative recall					
	Spring	1	The Engine Driver by Clive Sansom Poetry recall	The Three Horrid Pigs and the big friendly wolf Informal letter The Three Little Wolves and the Big Bad Pig – Eugene Trivizas Recount events in order					
		2	Jingle, jingle, jungle Walk! By Paul Delany – poet visit Composing Performance poetry The Hodgeheg Narrative – writing the beginning of a story	The Hodgeheg Descriptive Statements using precise nouns					
	Summer	1	The Hodgeheg Narrative – writing the middle and ending.	R&R - The Hodgeheg How to cross the road safely presentation for the class – linked to walk to the playground in DT – writing in PHSE linked to English objective instructions "how to cross the road." Charlotte's Web – E.B White Writing definitions for new vocabulary					
		2	The Toymaker – Martin Waddell Alternative chapter – narrative On the Ning Nang Nong Performance poetry	Charlotte's Web – E.B White Book review Fantastic Mr Fox- Roald Dahl Wanted Poster Fantastic Mr Fox- Roald Dahl Newspaper report Charlotte's Web – E.B White Writing a letter in role Explanation – how to enjoy year 2.					

English Curriculum Map: - Garswood Primary School

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	The Selfish Giant by Oscar Wilde	The Boy Called Christmas – Matt Haigh	Butterfly Lion Michael Morpurgo	Stitch Head – Guy Bass	Fire Work Makers Daughter - Phillip Pullman	Iron Man - Ted Hughes
Other Text	Street Corner Dad By Alan Gibbons	Plant and Pollinators (non-fiction) Flood Alvaro F. Villa	The Flower by John Light	Rock and Minerals Factual book.	The Pebble in my Pocket. A history of our Earth - Meredith Hooper	Egyptology - Emily Sands and others
Poetry	The Lonely Scarecrow James Kirkup The Old Pond – Matsuo Basho (Haiku) (Use BBC bitesize to study different poetry types)	May You Be Brave – J.E.Cano	The River – Valerie Bloom	The Magic Box – Kit Wright	Bed in Summer - Robert Louis Stevenson	The Garden Year by Sara Coleridge
Word Reading	Reading					
	<p>Throughout Year 3 Focus on:</p> <ul style="list-style-type: none"> • A growing knowledge of root words, prefixes and suffixes (etymology and morphology) - and how to use them - as listed in English Appendix 1, both to read aloud and to understand the meaning of new words • To know further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 					
Comprehe nsion	<p>Throughout Year 3 Focus on:</p> <ul style="list-style-type: none"> • To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To know how to participate in discussion about both books that are read to them and those they can read for themselves • To know how to use dictionaries to check the meaning of many unknown words that they have read • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know how to increase their familiarity with a wide range of books and retell some of these orally 					
	To build on knowledge from previous year & focus on:					

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> • To know how to read a range of books that are structured in different ways and know reading can serve a range of purposes • To know how language, structure and presentation contribute to meaning • To know that the text should make sense to them, and how to discuss their understanding and explain the meaning of some words in context • To know how to predict what might happen from details stated and some which are implied • To know how to retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> • To know a wide range of stories non-fiction, poetry, plays and reference books. • To know how to use dictionaries to check the meaning of many unknown words that they have read • To know how to predict what might happen from details stated and some which are implied • To know how to recognise some different forms of poetry [for example, free verse, narrative poetry] • To know asking questions can improve their understanding of a text • To know and prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • To know how to read a range of books that are structured in different ways and read for a range of purposes • To know and identify how language and structure contribute to meaning • To know how to identify main ideas drawn from more than one paragraph and how to summarise these • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know how to retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> • To know how to read a wide range of books, including fairy stories • To know and be able to identify simple themes and conventions in an increasing range of books • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know and recognise some different forms of poetry [for example, free verse, narrative poetry] • To know and prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • To know how read a range of books that are structured and know reading serves a range of purposes • To know and be able to identify simple themes and conventions in an increasing range of books • To know and be able to discuss some words and phrases that capture the reader's interest and imagination • To know and identify how language and structure contribute to meaning • To know and retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> • To know how to read a wide range of books • To know and be able to identify simple themes and conventions in an increasing range of books • To know and be able to discuss some words and phrases that capture the reader's interest and imagination • To know and recognise some different forms of poetry [for example, free verse, narrative poetry] • To know how to prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies	<p>Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge</p> <ul style="list-style-type: none"> • To know how to connect prior knowledge with context • To know and be able to locate and discuss words and pre-taught vocabulary, to find out what the text is about • To know how to use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context • To know how to read a range of texts with increasing accuracy and fluency • To know how to read with fluency and enthusiasm and read widely and frequently • To know how to formulate views about what is read with support • To know the benefit of reading and understanding what is read 					
	<p style="text-align: center;">To build on knowledge from previous year & focus on:</p>					
	<p>To know how to read many Year 3&4 Word List words</p> <ul style="list-style-type: none"> • To know how to read aloud using punctuation to aid expression including speech • To know how to use self-correction, including re-reading and reading ahead 	<ul style="list-style-type: none"> • To know how to skim to gain an overview of a text, e.g. topic, purpose • To know how to identify different purposes of texts, e.g. to inform, instruct, explain • To know how to read short information texts independently with concentration 	<ul style="list-style-type: none"> • To know how to skim to gain an overview of a text, e.g. topic, purpose • To know how to identify different purposes of texts, e.g. to inform, instruct, explain • To know how to read short information texts independently with concentration 	<ul style="list-style-type: none"> • To know how to identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information 	<ul style="list-style-type: none"> • To know how to re-read sentences for clarity • To know how to read <i>most</i> Year 3&4 Word List words • To have the knowledge to read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation 	<ul style="list-style-type: none"> • To know how to read many Year 3&4 Word List words with autonomy
<ul style="list-style-type: none"> • To know how to skim to gain an overview of a text, e.g. topic, purpose • To know how to identify different purposes of texts, e.g. to inform, instruct, explain • To know how to read short information texts independently with concentration 	<ul style="list-style-type: none"> • To know how to skim to gain an overview of a text, e.g. topic, purpose • To know how to identify different purposes of texts, e.g. to inform, instruct, explain • To know how to read short information texts independently with concentration 	<ul style="list-style-type: none"> • To know how to identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information 	<ul style="list-style-type: none"> • To know how to re-read sentences for clarity • To know how to read <i>most</i> Year 3&4 Word List words • To have the knowledge to read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation 	<ul style="list-style-type: none"> • To know how to re-read sentences for clarity • To know how to enhance understanding in information text through, e.g. illustration, photographs, diagram and charts To know how to skim to gain an overview of a text, e.g. topic, purpose 	<ul style="list-style-type: none"> • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation 	

English Curriculum Map: - Garswood Primary School

Assessment	Predict what might happen from details stated and implied Identify / explain how information / narrative content is related and contributes to meaning as a whole Give / explain the meaning of words in context Retrieve and record information / identify key details from fiction and non-fiction	Predict what might happen from details stated and implied Give / explain the meaning of words in context	Summarise main ideas from more than one paragraph Identify / explain how information / narrative content is related and contributes to meaning as a whole Make inferences from the text / explain and justify inferences with evidence from the text	Make inferences from the text / explain and justify inferences with evidence from the text Make comparisons within the text	Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases	Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases
Reading Terminology	Building on previous year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
Writing						
Spellings	See spelling years 3 and 4 plan					
Composition	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters Proofreading for spelling and punctuation errors	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Introduction to paragraphs as a way to group related material Proofreading for spelling and punctuation errors	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Introduction to paragraphs as a way to group related material In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Introduction to paragraphs as a way to group related material In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

English Curriculum Map: - Garswood Primary School

Grammar:	Word	<ul style="list-style-type: none"> To know how to form nouns using a range of prefixes e.g. auto- super- anti- 	<ul style="list-style-type: none"> To know how to form nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) 	<ul style="list-style-type: none"> To know how to use the form a or an when next word starts with a consonant or a vowel 	<ul style="list-style-type: none"> To know how to use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning 	<ul style="list-style-type: none"> To know how the formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) To know how to use of the forms a or an when next word starts with a consonant or a vowel To know word families based on common words showing how words are related in form and meaning 	<ul style="list-style-type: none"> To know how the formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) To know how to use of the forms a or an when next word starts with a consonant or a vowel To know word families based on common words showing how words are related in form and meaning 	
	Sentence	<ul style="list-style-type: none"> To know how to express time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 	<ul style="list-style-type: none"> To know how to express time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 	<ul style="list-style-type: none"> To know how to express time, place and cause using prepositions e.g. (before, after, during, in, because of) To know how to express time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 	<ul style="list-style-type: none"> To know how to express time, place and cause using prepositions e.g. (before, after, during, in, because of) To know how to express time, place and cause using adverbs e.g. (then, next, soon, therefore) 	<ul style="list-style-type: none"> To know how to express time, place and cause using adverbs e.g. (then, next, soon, therefore) To know how to express time, place and cause using prepositions e.g. (before, after, during, in, because of) To know how to express time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 	<ul style="list-style-type: none"> To know how to express time, place and cause using adverbs e.g. (then, next, soon, therefore) To know how to express time, place and cause using prepositions e.g. (before, after, during, in, because of) To know how to express time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 	
	Text	<ul style="list-style-type: none"> To begin to use the present perfect form of verbs 	<ul style="list-style-type: none"> To continue to begin to use the present perfect form of verbs 	To be introduced to the use of headings and sub-headings to aid presentation	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material 	<ul style="list-style-type: none"> An introduction to paragraphs as a way to group related material 	<ul style="list-style-type: none"> To be able to use the present perfect form of verbs instead of simple past. To use paragraphs as a way to group related material To know how to use headings and sub-headings to aid presentation. 	
	Punctuation	Reinforce from Year 2:		To build on prior knowledge & focus on:				
		<ul style="list-style-type: none"> To know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences To know how to use Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 	<ul style="list-style-type: none"> To know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences To know how to use commas to separate items in a list To know how to use Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 	<ul style="list-style-type: none"> To know how to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns 	<ul style="list-style-type: none"> Introduction to use inverted commas to punctuate direct speech 			
Writing Terminology	Building on previous year and throughout Year 3 focus on: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas							
Handwriting	To follow the sequence identified on the school handwriting scheme.							

English Curriculum Map: - Garswood Primary School

Speaking and Listening

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

To follow instructions in a range of unfamiliar situations.

- To use vocabulary that is appropriate to the topic and/or the audience.

- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience

- To take account of the viewpoints of others when participating in discussions.

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

To follow instructions in a range of unfamiliar situations.

To recognise when it is needed and ask for specific additional information to clarify instructions.

- To use vocabulary that is appropriate to the topic and/or the audience.

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- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience

To organise what they want to say so that it has a clear purpose.

To take account of the viewpoints of others when participating in discussions.

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

- To follow instructions in a range of unfamiliar situations.

To recognise when it is needed and ask for specific additional information to clarify instructions.

To speak regularly in front of large and small audiences

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.

- To use vocabulary that is appropriate to the topic and/or the audience.

- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience

To organise what they want to say so that it has a clear purpose.

To begin to give descriptions and narrative retellings with added details to engage listeners.

- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.

- To take account of the viewpoints of others when participating in discussions.

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

To follow instructions in a range of unfamiliar situations.

To recognise when it is needed and ask for specific additional information to clarify instructions.

To speak regularly in front of large and small audiences

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.

- To use vocabulary that is appropriate to the topic and/or the audience.

- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience

To organise what they want to say so that it has a clear purpose.

To begin to give descriptions and narrative retellings with added details to engage listeners.

- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.

To take account of the viewpoints of others when participating in discussions.

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

- To follow instructions in a range of unfamiliar situations.

To recognise when it is needed and ask for specific additional information to clarify instructions.

To speak regularly in front of large and small audiences

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.

- To use vocabulary that is appropriate to the topic and/or the audience.

- To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience

To organise what they want to say so that it has a clear purpose.

To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.

- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.

- To take account of the viewpoints of others when participating in discussions.

English Curriculum Map: - Garswood Primary School

Year 3 – Text Ideas:	Term	Entertain		Inform		Persuade		Discuss
		Narrative Description	Poetry	Explanation Recount	Biography Newspaper	Advert Letter	Poster	
Autumn 1 The Selfish Giant – Oscar Wilde – Classic fiction book. The Lonely Scarecrow (poem) fiction Street Corner Dad By Alan Gibbons – Fiction Autumn 2 The Boy called Christmas by Matt Haig Flood – Alvaro F. Villa Plants, Pollen and Pollinators Collins Big Cat (<i>Factual</i>) May You Be Brave – J.E.Cano Spring 1 Butterfly Lion Michael Morpurgo The Flower by John Light The River – Valerie Bloom Spring 2 Stitch Head by Guy Bass Rocks and Minerals Factual book The Magic Box – Kit Wright Summer 1 The Firework Makers Daughter – Phillip Pullman The Pebble in my Pocket The Bed in Summer Robert Louis Stevenson Summer 2 Iron Man Ted Hughes Egyptology Emily Sands The Garden Year by Sara Coleridge	Autumn	1	The Lonely Scarecrow (poem) fiction To explore various poems. https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/zwcgf82 The Selfish Giant – Oscar Wilde Description Direct Speech The Street Corner Dad		The Selfish Giant – Oscar Wilde Biography		The Selfish Giant Letter	
		2	May you be Brave – JE Cano Poem	Plants, Pollen and Pollinators Collins Big Cat (<i>Factual</i>) Leaflet The boy called Christmas by Matt Haig News Report	The boy called Christmas by Matt Haig advert			
	Spring	1	Butterfly Lion (Michael Morpurgo) Description writing The River – Valerie Bloom	Butterfly Lion (Michael Morpurgo) Biography	The Flower by John Light Letter			
		2	Stitch Head by Guy Bass Direct Speech with descriptive writing. The Magic box – Kit Wright Poetry writing.	Rocks and Minerals Fact File	Stitch Head by Guy Bass Persuasive Letter			
	Summer	1	Firework Makers Daughter Philip Pullman Narrative writing with Character descriptions The Bed in Summer Robert Louis Stevenson - performance	Firework Makers Daughter Explanation Text	The Pebble in my Pocket Diary			
		2	The Garden Year by Sara Coleridge Poem Egyptology by Emily Sands Mystery Writing	Explanation Text Iron Man Ted Hughes	Poster Iron Man Ted Hughes			

English Curriculum Map: - Garswood Primary School

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	I Believe in Unicorns – Michael Morpurgo	Greek Myths -Marcia Williams	The Miraculous Journey of Edward Tulane – Kate DiCamillo	The Journey – Francesca Sanna	Oranges in No Man's Land – Elizabeth Laird	The Lion, the Witch and the Wardrobe – CS Lewis
Other Text	Where did all the dragons go – Fay Robinson	Pester Power Go Green (Non-fiction) - Catherine Chambers	The Night Gardener – The Fan Brothers	The Water Cycle – (Non-fiction text) Alison Milford	Boudicca (non-fiction) – Claire Llewellyn	
Poetry	Fafnir and the Knights – Stevie Smith	Leisure – William Davies	Nearly Four – Jeremy Lloyd	Who's Who Benjamin Zephania	Something told the Wild Geese – Rachel Field (resistant texts)	Macavity: the Mystery Cat – T.S Eliot
Word Reading	Reading					
	<p>Throughout Year 4 Focus on:</p> <ul style="list-style-type: none"> • To apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words • To know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 					
Comprehension	<p>Throughout Year 4 Focus on:</p> <ul style="list-style-type: none"> • To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To know how to participate in discussion about both books that are read to them and those they can read independently • To know how to use more complex dictionaries to check the meaning of many unknown words that they have read • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know how to increase their familiarity with a wide range of books and retell some of these orally with an appropriate use of story-book language 					
	To build on prior knowledge & focus on:					

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> ● To know how to read a wide range of books that are structured in different ways and read for a range of purposes ● To know and identify how language, structure and presentation contribute to meaning ● To know if the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context - asking questions to improve their understanding of a text ● To know how to predict what might happen from details stated and implied ● To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> ● To know a wide range of myths and legends, and retelling some of these orally. ● To know how to predict what might happen from details stated and implied ● To know how to confidently retrieve and record information from non-fiction ● To know and recognise a range of poetic forms [for example, free verse, narrative poetry] ● To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> ● To know and identify main ideas drawn from more than one paragraph and summarise these ● To know and discuss many words and phrases that capture the reader's interest and imagination ● To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ● To know and identify how language, structure and presentation contribute to meaning ● To know and recognise a range of poetic forms [for example, free verse, narrative poetry] ● To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> ● To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ● To know how to confidently retrieve and record information from non-fiction ● To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ● To know and recognise a range of poetic forms [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> ● To know how to read a wide range of books that are structured in different ways and read for a range of purposes ● To know and discuss many words and phrases that capture the reader's interest and imagination ● To know and identify how language, structure and presentation contribute to meaning ● To know and identify themes and conventions in an increasing range of books ● To know how to confidently retrieve and record information from non-fiction ● To know and recognise a range of poetic forms [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> ● To know how to read a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language ● To know and discuss many words and phrases that capture the reader's interest and imagination ● To know and identify themes and conventions in an increasing range of books ● To know how to prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ● To know and recognise a range of poetic forms [for example, free verse, narrative poetry]
Skills and Strategies	<p>Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge</p> <ul style="list-style-type: none"> ● To know how to read <i>all Year 3&4 Word List</i> words with automaticity ● To know how to read texts, including those with few visual cues, increased independence and concentration ● To know how to use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context ● To know and with increased independence develop views about what is read ● To know the benefits of reading and understanding what is read 					
	<p style="text-align: center;">To have the knowledge to build on Previous Year & Focus on:</p>					
	<ul style="list-style-type: none"> ● To know, recognise and read Year 3&4 Word List 					
	<ul style="list-style-type: none"> ● To know how to read aloud using punctuation to aid expression including speech ● To know how to use self-correction, including rereading and reading ahead ● To know how to skim to gain an overview of a text, e.g. topic, purpose ● To know how to read short information texts independently with concentration ● To know and identify how texts differ in purpose, structure and layout ● To know and identify different purposes of texts, e.g. <i>to inform, instruct, explain, persuade, recount</i> 	<ul style="list-style-type: none"> ● To know how to read aloud using punctuation to aid expression including speech ● To know how to use self-correction, including rereading and reading ahead 	<ul style="list-style-type: none"> ● To know how to skim to gain the gist of a text or the main idea in a chapter ● To know how to scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, pre taught vocabulary, bold print, captions, bullet points</i> ● To know and identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> ● To know and identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information ● To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries ● To know to re-read sentences for clarity 	<ul style="list-style-type: none"> ● To know how to read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation ● To know to re-read sentences for clarity 	<ul style="list-style-type: none"> ● To know to enhance understanding in information text through, e.g. <i>photographs, diagrams and charts</i> ● To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries ● To know how to identify different purposes of texts, e.g. <i>to inform, instruct, explain, persuade, recount</i> ● To know how to skim to gain the gist of a text or the main idea in a chapter 	<ul style="list-style-type: none"> ● To know how to read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation

English Curriculum Map: - Garswood Primary School

Assessment		To build on the knowledge from the previous year & focus on:					
		<ul style="list-style-type: none"> Predict what might happen from details stated and implied Identify / explain how information / narrative content is related and contributes to meaning as a whole Give / explain the meaning of words in context 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Give / explain the meaning of words in context 	<ul style="list-style-type: none"> Identify / explain how information / narrative content is related and contributes to meaning as a whole Make inferences from the text / explain and justify inferences with evidence from the text Summarise main ideas from more than one paragraph 	<ul style="list-style-type: none"> Make inferences from the text / explain and justify inferences with evidence from the text Make comparisons within the text 	<ul style="list-style-type: none"> Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrase 	<ul style="list-style-type: none"> Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases
Reading Terminology		Building on Previous Year and throughout Year 4 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
		Writing					
Spellings		See spelling Year 3 and 4 plan					
Composition		<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas. Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To know when to start a new paragraph</p> <p>In narratives, creating settings, characters and plot</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their and others' writing and suggesting improvements</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas. Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>To know when to start a new paragraph</p> <p>In narratives, creating settings, characters and plot</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their and others' writing and suggesting improvements</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas. Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>To organise paragraphs around a theme</p> <p>Organise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their and others' writing and suggesting improvements</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas. Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas. Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	
		Gra	Word	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes (super, anti, auto) 	<ul style="list-style-type: none"> Use of the forms a or an 	<ul style="list-style-type: none"> Word families based on common words (solve, solution, solver, dissolve, insoluble) 	<ul style="list-style-type: none"> To know grammatical differences between plural and possessive -s

English Curriculum Map: - Garwood Primary School

	Sentence	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions (when, before, after, while, so, because) 	<ul style="list-style-type: none"> Adverbs (then, next, soon, therefore) 	<ul style="list-style-type: none"> Preposition (before, after, during, in, because, of) 	<ul style="list-style-type: none"> To know how to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> To know and to use fronted adverbials 	
	Text	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Use of present perfect form of verbs instead of simple past 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Use of paragraphs to organise ideas around a theme. 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to avoid repetition. 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme.
	Punctuation	<ul style="list-style-type: none"> To know how to use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> To know how to use apostrophes for possession (plural nouns) To know how to use commas after fronted adverbials 	<ul style="list-style-type: none"> To know how to use apostrophes for possession (plural nouns) 	<ul style="list-style-type: none"> To know how to use inverted commas and other punctuation to indicate direct speech To know how to use apostrophes for possession (plural nouns) To know how to use commas after fronted adverbials 		
Writing Terminology	<p>Building on Previous Year and throughout Year 4 focus on: Determiner, pronoun, possessive pronoun, adverbial</p>						
Handwriting	<p>To follow the sequence identified on the school handwriting scheme.</p>						
Speaking and Listening	<ul style="list-style-type: none"> To know how to listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. <p>Examples include-</p> <ul style="list-style-type: none"> PATHS sessions- giving and receiving compliments. PSHCE- Circle times to set rules, discuss change and making friends. English- share example of inference and prediction from class text. 	<p>To use intonation when reading aloud to emphasise punctuation.</p> <ul style="list-style-type: none"> To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information. To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. <p>To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.</p> <p>Examples include-</p> <ul style="list-style-type: none"> PATHS sessions- circle time and class councils. Class reading of the text and role play sections from Greek myths. Rehearse and recite the poem. Debate 	<p>To use intonation when reading aloud to emphasise punctuation.</p> <ul style="list-style-type: none"> To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. <p>Examples include-</p> <ul style="list-style-type: none"> Share their examples of predictions and inference with the class. Performance poetry 	<p>To use intonation when reading aloud to emphasise punctuation.</p> <ul style="list-style-type: none"> To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. <p>To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.</p> <p>Examples include-</p> <ul style="list-style-type: none"> Read sentences and paragraphs to the class. Speaking clearly to the class to explain elements of the water cycle. 	<p>To use intonation when reading aloud to emphasise punctuation.</p> <ul style="list-style-type: none"> To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To discuss the language choices of other speakers and how this may vary in different situations. To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. <p>Examples include-</p> <ul style="list-style-type: none"> Drama and improvisations of Boudicca Letters to Y3 	<p>To use intonation when reading aloud to emphasise punctuation.</p> <ul style="list-style-type: none"> To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. <p>To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.</p> <p>Examples include-</p> <ul style="list-style-type: none"> Reading their work to their peers Performing the poem to an audience 	

English Curriculum Map: - Garswood Primary School

Year 4 – Text Ideas:	Term	Entertain		Inform		Persuade		Discuss	
		Narrative Description	Poetry	Recount Biography	Newspaper Explanation	Letter Advert	Poster		
I believe in Unicorns (fiction) Michal Morpurgo Where did all the dragons go – Fay Robinson Fafnir and the Knights (poetry) Greek Myths Marcia Williams Pester Power Go Green (Non-fiction) - Catherine Chambers Leisure – William Davies The Miraculous Journey of Edward Tulane – Kate DiCamillo The Night Gardener The Fan brothers Nearly Four – Jeremy Lloyd The Journey – Francesca Sanna The Water Cycle Alison Milford Who’s Who – Benjamin Zephania Oranges in No Man’s Land – Elizabeth Laird Boudicca Claire Llewellyn Something told the Wild Geese – Rachel Field (resistant texts)	Autumn	1	I Believe in Unicorns Story writing. Character description and paragraphs	Where did all the dragons go? /Fafnir and the Knights Descriptive poetry					
		2	Greek Myths Character descriptions. Sequence of a story	Leisure	Greek Myths Retelling of Pandora’s Box and	Pester Power Go Green Fact page	Pester Power Go Green Posters about resource uses Geography Book		
	Spring	1	Nearly Four (Poetry)		The Night Gardener Newspaper article				
		2	The Journey Well-structured descriptions and explanations Who’s Who (Poetry)		The Water Cycle-Alison Milford Explanation Tests				
	Summer	1	Oranges in No Man’s Land		Boudicca A biography		Letter to Year 3 about visit to PGL		

English Curriculum Map: - Garswood Primary School

<p>The Lion, the Witch and the Wardrobe C S Lewis</p> <p>Macavity the Mystery Cat (poetry)</p>		2	<p>The Lion the Witch and the Wardrobe</p> <p>Using paragraphs to write narrative at length</p> <p>Macavity the Mystery Cat</p> <p>Performance poetry</p>			
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Carrie's War – Nina Bawden	Roof-toppers Katherine Rundell	Wonder - RJ Palacio	The Bad Beginning – Lemony Snicket	Blackberry Blue and other fairy stories – Jamila Gavin	Holes - L. Sacher
Other Text	Pansy Boy – Paul Hartfleet (PSHE Topic)	Frederick Douglass (non-fiction) Amanda Mitchison	Norse Myths and Legends	Macbeth - Shakespeare	Walter Tull (non-fiction) Dan Lyndon	How the Stars Fell into the Sky – a Navajo Legend - Jerrie Oughton
Poetry	Up 'Ere – Tony Walsh	The Listeners – Walter de la Mare	My Face is a Map – Jackie Kay	Witches spell from Macbeth Daffodils – Wordsworth	We wear the mask – Dunbar	The British - Benjamin Zephaniah
Word Reading	Reading					
	<p>Throughout Year 5 Focus on:</p> <ul style="list-style-type: none"> To know and apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words 					
Comprehension	<p>Throughout Year 5 Focus on:</p> <ul style="list-style-type: none"> To know how to read and discuss a range of fiction, poetry, plays, non-fiction and reference books To have the knowledge to recommend books that they have read to their peers, giving simple reasons for their choices To know a wider range of age-appropriate poetry by heart To know how to, with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 					
	To have the knowledge to build on Previous Year & Focus on:					

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> • To know how to read books that are structured in different ways and read for a range of purposes • To know how to make comparisons within and across books e.g. plot, genre and theme • To know a book makes sense to them, discussing their understanding and exploring the meaning of words in context • To know how to predict what might happen from details stated and implied • To know and identify how language, structure and presentation contribute to meaning • To know how to retrieve, record and present some information from fiction and nonfiction • To know how to distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> • To know a wide range of books, including modern fiction • To know how to make comparisons within and across books e.g. plot, genre and theme • To know how to predict what might happen from details stated and implied • To know how to participate in discussions about books that are read to them and those they can read for themselves • To know how to ask questions to improve their understanding • To know how to prepare readings and poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> • To know a wide range of books, including myths and legends • To know, with support how to locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • To know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • To know and identify how language, structure and presentation contribute to meaning • To know how to and with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • To know how to make comparisons within and across books e.g. plot, genre and theme • To know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • To know a wide range of books, including from our literary heritage • To know and identify and discuss themes and conventions in and across a wide range of writing • To know how to and with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To know how to provide reasoned justifications for their views • To know how to prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To know a range of poetry by heart 	<ul style="list-style-type: none"> • To know how to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • To know and identify and discuss themes and conventions in and across a wide range of writing • To know and identify how language, structure and presentation contribute to meaning • To know how to identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • To know and provide reasoned justifications for their views 	<ul style="list-style-type: none"> • To know a wide range of books, including books from other cultures and traditions • To know how to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • To know and identify and discuss themes and conventions in and across a wide range of writing • To know and identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • To know how to provide reasoned justifications for their views • To know and prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	
Skills and Strategies	<p>Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge</p> <ul style="list-style-type: none"> • To know and use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • To know how to read extended texts independently for sustained periods • To know to use self-correction, including re-reading and reading ahead • To know how to read widely and frequently for pleasure and information 						
	<p>To build on knowledge from previous year & focus on:</p>						
	<ul style="list-style-type: none"> • To know, recognise and read Year 5 & 6 Word List with automaticity <table border="1" data-bbox="300 1066 2148 1236"> <tr> <td data-bbox="300 1066 925 1236"> <ul style="list-style-type: none"> • To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud, how sentence structure and punctuation help make meaning • To know how to connect prior knowledge and textual information to make inferences and predictions </td> <td data-bbox="925 1066 2148 1236"> <ul style="list-style-type: none"> • To know a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • To know and read closely, annotating for specific purposes </td> </tr> </table>						<ul style="list-style-type: none"> • To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud, how sentence structure and punctuation help make meaning • To know how to connect prior knowledge and textual information to make inferences and predictions
<ul style="list-style-type: none"> • To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud, how sentence structure and punctuation help make meaning • To know how to connect prior knowledge and textual information to make inferences and predictions 	<ul style="list-style-type: none"> • To know a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • To know and read closely, annotating for specific purposes 						

English Curriculum Map: - Garswood Primary School

		<ul style="list-style-type: none"> • To know how to scan to find specific details using graphic and textual organisers, <i>e.g.</i> sub-headings, diagrams etc using information on-screen and on paper 	<ul style="list-style-type: none"> • To know through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • To know how to read closely and annotate for specific purposes 	<ul style="list-style-type: none"> • To know how to identify features of texts, <i>e.g.</i> <i>introduction to topic, sequence, illustrations, formality through language choices</i> • To know how to find the main idea of a text • To know how to use information on-screen and on paper 	<ul style="list-style-type: none"> • To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud how sentence structure and punctuation help make meaning 	<ul style="list-style-type: none"> • To know and identify features of texts, <i>e.g.</i> <i>introduction to topic, sequence, illustrations, degree of formality</i> To know how to use information on-screen and on paper 	<ul style="list-style-type: none"> • To know and read closely, annotating for specific purposes • To know and identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud how sentence structure and punctuation help make meaning
Assessment	To build on knowledge from previous year & focus on:						
	<ul style="list-style-type: none"> • Predict what might happen from • details stated and implied • Make comparisons within the text • Identify / explain how information / narrative content is related and contributes to meaning • as a whole 	<ul style="list-style-type: none"> • Predict what might happen from • details stated and implied • Make comparisons within the text 	<ul style="list-style-type: none"> • Identify / explain how information / narrative content is related and contributes to meaning • as a whole • Summarise main ideas from more than one paragraph • Make comparisons within the text • Make inferences from the text / explain and justify inferences with • evidence from the text 	<ul style="list-style-type: none"> • Make inferences from the text / explain and justify inferences with • evidence from the text • Make comparisons within the text 	<ul style="list-style-type: none"> • Identify / explain how information / narrative content is related and contributes to meaning • as a whole • Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words • and phrases 	<ul style="list-style-type: none"> • Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words • and phrases 	
Reading Terminology	Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare						
Writing							
Grammar:	To have the knowledge to build on Previous Year & Focus on:						
	Word	<ul style="list-style-type: none"> • To know the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone 	<ul style="list-style-type: none"> • To know the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone • To know verb prefixes re, over, dis 	<ul style="list-style-type: none"> • To know and use a thesaurus with confidence • To know verb prefixes mis, over and de • To know how to use and transform nouns and adjectives into verbs 	<ul style="list-style-type: none"> • To know the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone 		
Taught spellings will follow the school chosen spelling scheme							

English Curriculum Map: - Garswood Primary School

	Spellings	Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically.	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically. 	Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning of both of these in a dictionary. Use a thesaurus	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically. 	Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning of both of these in a dictionary. Use a thesaurus	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically.
	Sentence	<ul style="list-style-type: none"> To know how modal verbs indicate degrees of possibility To know and understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form 	<ul style="list-style-type: none"> To know how to indicate degrees of possibility using modal verbs 	<ul style="list-style-type: none"> To know how to use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun To know how to use commas to clarify meaning and avoid ambiguity To know how to use semi-colons to separate the boundary between independent clauses 	<ul style="list-style-type: none"> To know how to indicate degrees of possibility using modal verbs and adverbs 	<ul style="list-style-type: none"> To know how to indicate degrees of possibility using modal verbs and adverbs. To know the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form 	<ul style="list-style-type: none"> To know relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun To know the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
	Text	<ul style="list-style-type: none"> To know how to link ideas across paragraphs, using adverbials 					<ul style="list-style-type: none"> To know how to link ideas across paragraphs, using adverbials To know and use a range of devices to build cohesion, eg conjunctions
	Punctuation	<ul style="list-style-type: none"> To know that dashes mark boundaries between independent clauses 	<ul style="list-style-type: none"> To know commas for parenthesis To know that dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> To know and use hyphens to avoid ambiguity To know and use semi-colons to mark boundaries between independent clauses To know how to use colons and bullet points 	<ul style="list-style-type: none"> To know and use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> To know and use semi-colons to mark boundaries between independent clauses of equal weighting To know and use hyphens to avoid ambiguity To know and use commas for clarity 	<ul style="list-style-type: none"> To know speech punctuation To know how to use brackets for parenthesis
	Composition	•	•	•	•	•	•
Writing Terminology	Building on Previous Year and throughout Year 5 focus on: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity						
Handwriting	To follow the sequence identified on the school handwriting scheme.						

English Curriculum Map: - Garswood Primary School

Speaking and Listening	<p>Carrie's War</p> <ul style="list-style-type: none"> To know and listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. To know how to follow complex directions/multi-step instructions without the need for repetition. 	<p>Rooftoppers</p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear To know how to ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification. Links to music – pupils express their opinions on a piece of music similar to that in the text. How does it make them feel? Why? What can they hear? 	<p>Wonder</p> <ul style="list-style-type: none"> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Persuasion against discrimination. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. Role-play of events. 	<p>Bad Beginnings</p> <ul style="list-style-type: none"> To know how to develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To know how to engage in longer and sustained discussions about a range of topics similar to the issues which the characters would be addressing. To know questions to ask and how to offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	<p>Frederick Douglass</p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. Debate around Fredrick Douglas and slavery. Presentation of argument against slavery and persecution. Performance of 'Life in Slavery' 	<p>Holes</p> <ul style="list-style-type: none"> To plan and present information clearly with ambitious added detail and description for the listener. Description of life in the camp. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. Group discussion on incarceration and child labour.
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English Curriculum Map: - Garswood Primary School

How the Stars Fell into the Sky – a Navajo Legend - Jerrie Oughton										
The British - Benjamin Zephaniah										

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	When Hitler stole pink rabbit – Judith Kerr	The Nowhere Emporium – Ross McKenzie	The Wolves of Willoughby Chase – Joan Aiken	Journey to Jo'berg – Beverley Naidoo	The Viewer – Gary Crew	Hidden Figures – Margot Lee Shetterly
Other Text	Rose Blanche – Ian McEwan	The Mysterious World of Microorganisms – Isabel Thomas	Non- fiction text on the war.	Town is by the Sea – Joanne Schwartz	The Landlady – Roald Dahl	The Arrival – Shaun Tan
Poetry	The Eagle – Alfred Lord Tennyson	Invictus – Henley	Tyger Tyger - Blake	Still I Rise/Caged Bird – Maya Angelou	The Lady of Shallot – Alfred Lord Tennyson	If – Rudyard Kipling
Word Reading	Reading					
	<p>Throughout Year 6 Focus on:</p> <ul style="list-style-type: none"> To know and apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words 					
Comprehension	<p>Throughout Year 6 Focus on:</p> <ul style="list-style-type: none"> To know how to read and discuss a range of fiction, poetry, plays, non-fiction and reference books and text books To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To know a wide range of books and conventions books that they have read to their peers, giving simple reasons for their choices To know and learn a wider range of poetry by heart 					
	To have the knowledge to build on Previous Year & Focus on:					

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> • To know how books are structured in different ways and read for a range of purposes • To know and make comparisons within and across books e.g. plot, genre and theme • To know and check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • To know and predict what might happen from details stated and implied • To know and identify how language, structure and presentation contribute to meaning. <p>To know how to summarise main ideas drawn from different paragraphs, identifying key details.</p>	<ul style="list-style-type: none"> • To know and read a wide range of books, including modern fiction and for pupils to learn subject specific vocabulary. • To know how to make comparisons within and across books eg. plot, genre and theme • To know how to predict what might happen from details stated and implied • To know how to ask questions to improve their understanding • To know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views. • To know how to retrieve, record and present information from non-fiction details. 	<ul style="list-style-type: none"> • To read a wide range of books, including from our literary heritage To know how to make comparisons within and across books e.g. plot, genre and theme • To know how to summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • To know how to distinguish between statements of fact and opinion and to recommend books they have read to their peers. • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To know and identify how language, structure and presentation contribute to meaning • To know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views, providing justifications for their view. 	<ul style="list-style-type: none"> • To know and identify and discuss themes and conventions in and across a wide range of writing • To know and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To know and provide reasoned justifications for their views • To know and participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views • To know and discuss and evaluate how authors use language, including figurative language considering the impact on the reader • To know how to prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• 	<ul style="list-style-type: none"> • To know and identify and discuss themes and conventions in and across a wide range of writing • To know how to discuss and evaluate how authors use language, including figurative language considering the impact on the reader • To know how to provide reasoned justification for their views • To know and identify how language, structure and presentation contribute to meaning • To know how to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> • To know and identify and discuss themes and conventions in and across a wide range of writing • To know how to provide reasoned justification for their views • To know how to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • To know how to prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Skills and Strategies	<p>Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge</p> <ul style="list-style-type: none"> • To know, recognise and read all Year 5&6 Word List words with automaticity • To know and make meaning from words and sentences, including knowledge of phonics, word roots, word families, • To know and make meaning from text organisation • To know and make meaning by drawing on prior knowledge • To know and read increasingly complex texts independently for sustained periods • To know and find the main idea of a paragraph and text 					
	To have the knowledge to build on Previous Year & Focus on:			To know and consolidate and embed all skills not secured and focus on:		
	<ul style="list-style-type: none"> • To know, recognise and read Year 5 &6 Word List with automaticity 					
	<ul style="list-style-type: none"> • To know and identify how punctuation relates • to sentence structure and how meaning is constructed in multi-clause sentences • To know and read closely, annotating for specific purposes 	<ul style="list-style-type: none"> • To know and increase understanding of how punctuation can vary and affect • To know sentence structure and meaning, help avoid ambiguity 	<ul style="list-style-type: none"> • To know and read closely, annotating for specific purposes 	<ul style="list-style-type: none"> • To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<ul style="list-style-type: none"> • To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<ul style="list-style-type: none"> • To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
<ul style="list-style-type: none"> • To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • To know and connect prior knowledge and textual information to make inferences and predictions 	<ul style="list-style-type: none"> • To know and read closely, annotating for specific purposes • To know and connect prior knowledge and textual information to make inferences and predictions 	<ul style="list-style-type: none"> • To know and use a range of strategies for finding and locating information e.g. skimming scanning for detail • To know how to summarise a text • To know and secure responses and understanding through re-reading and cross-check information 	<ul style="list-style-type: none"> • To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<ul style="list-style-type: none"> • To know and confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail 	<ul style="list-style-type: none"> • To know and read closely, annotating for specific purposes • To know and identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning 	
A S S	To have the knowledge to build on Previous Year & Focus on:					

English Curriculum Map: - Garswood Primary School

	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Make inferences from the text / explain and justify inferences with evidence from the text 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Make comparisons within the text 	<ul style="list-style-type: none"> Identify / explain how information / narrative content is related and contributes to meaning as a whole Summarise main ideas from more than one paragraph Make comparisons within a text Make inferences from the text / explain and justify inferences with evidence from the text 	<ul style="list-style-type: none"> Make comparisons within the text Make inferences from the text / explain and justify inferences with evidence from the text 	<ul style="list-style-type: none"> Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases 	<ul style="list-style-type: none"> Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases 	
Reading Terminology	Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare						
Writing							
To have the knowledge to build on Previous Year & Focus on:							
Grammar:	Word	<ul style="list-style-type: none"> To know and understand how words are related by meaning as synonyms and antonyms The know the difference between vocabulary of informal speech and vocabulary 	<ul style="list-style-type: none"> To know and understand how words are related by meaning as synonyms and antonyms The know the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing 				
		<ul style="list-style-type: none"> To know when speech is appropriate to formal speech and writing – formal and informal vocabulary choices 	<ul style="list-style-type: none"> To know when speech is appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices 		<ul style="list-style-type: none"> To know technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone 	<ul style="list-style-type: none"> To know and use formal tone 	
	Spelling	<ul style="list-style-type: none"> Spell some words with silent letters (eg: knight, psalm, solemn) Use further suffixes and prefixes and understand the guidance for adding them. Continue to distinguish between homophones and other words which are often confused. 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spellings of some words need to be learned specifically. 			<ul style="list-style-type: none"> Use dictionaries to check the spelling and meanings of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	
	Sentence	<ul style="list-style-type: none"> To know the difference between structures typical of informal speech and structures appropriate to formal - 			<ul style="list-style-type: none"> To know and use of the passive to affect the presentation of information in a sentence 		<ul style="list-style-type: none"> To know the difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing. Wish – if I were...
		<ul style="list-style-type: none"> To know and use of question tags in informal speech 			<ul style="list-style-type: none"> To know the use of question tags in informal speech 		
Text	<ul style="list-style-type: none"> To know and understand the use of linking ideas within and across paragraphs using a wider range of cohesive devices and selecting appropriate vocabulary and grammar. 						

English Curriculum Map: - Garswood Primary School

		<ul style="list-style-type: none"> • To know and use – adverbials 	<ul style="list-style-type: none"> • To know and use – repetition and ellipsis • Know how to use headings, sub-headings, columns and captions to structure information 	<ul style="list-style-type: none"> • To know and use headings and sub-headings to structure information 	<ul style="list-style-type: none"> • To know and use conjunctions, adverbials, pronouns and synonyms • Know how to use headings, sub-headings and bullets to structure texts 	<ul style="list-style-type: none"> • To know and use – pronouns 	<ul style="list-style-type: none"> • To know and use – adverbials • To know and use headings and sub-headings to structure text
	Punctuation	<p>To know and use colons to introduce a list and semi-colons for more elaborate lists</p> <p>To know and use commas, brackets and dashes for parenthesis</p> <p>To know and use semi-colons to separate two main clauses</p>	<ul style="list-style-type: none"> • To know and use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning • To know and use a range of punctuation taught at KS2 (Speech punctuation) 	<ul style="list-style-type: none"> • To know and use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning • To know and use a range of punctuation taught at KS2 (Speech punctuation) 	<ul style="list-style-type: none"> • To know and use colons to introduce a list and semi-colons for more elaborate lists • To know and use commas to punctuate relative clauses speech punctuation • To know and use the semi-colon as the boundary between independent clauses • To know and use punctuation of bullet points • To know and use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> • To know and use commas to clarify meaning and avoid ambiguity: used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis • To know and use semi-colons as boundaries between independent clauses 	<ul style="list-style-type: none"> • To know and use the semi-colon as the boundary between independent clauses • To know and use hyphens to clarify meaning and avoid ambiguity

English Curriculum Map: - Garwood Primary School

Composition	Plan their writing by knowing how to:	Plan their writing by knowing how to:	Plan their writing by knowing how to:	Plan their writing by knowing how to:	Plan their writing by knowing how to:	Plan their writing by knowing how to:
	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing Terminology	Building on Previous Year and throughout Year 6 focus on: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Handwriting	To follow the sequence identified on the school handwriting scheme.					

English Curriculum Map: - Garswood Primary School

<p style="text-align: center;">Speaking and Listening</p>	<ul style="list-style-type: none"> • To know and make improvements based on constructive feedback on their listening skills. • To have the knowledge to take part in election speech and perform to an . (house captain speech) • To have the knowledge to take part in regular debates about current topics or linked to PATHS or Texts . (any current topic eg: food miles in DT) • To know and follow complex directions/multi-step instructions without the need for repetition (DT cooking) 	<ul style="list-style-type: none"> • To know and use performance Poetry based around class poetry. (Poems) • To know and regularly ask relevant questions to extend their understanding and knowledge. (all subjects) • To know and articulate and justify answers with confidence in a range of situations. • To know and gain, maintain and monitor the interest of the listener(s). • To know and select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • To have the knowledge to perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear (Poetry) • To have the knowledge and understanding to participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Various Texts • To know and use relevant strategies to build their vocabulary through consolidation, practice and discussion of language. • To know and use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose • To know and speak audibly, fluently and with a full command of Standard English in all situations. (end of year play performance/role play/debates) 	<ul style="list-style-type: none"> • To know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (poetry) • To know and use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. (all subjects) • To know and confidently explain the meaning of words and offer alternative synonyms. range of topics. (all subjects) • To know and confidently explain the meaning of words and offer alternative synonyms. (all subjects) • To know and communicate confidently across a range of contexts and to a range of audiences. • To know and articulate and justify arguments and opinions with confidence. 	<ul style="list-style-type: none"> • To know and prepare play scripts to read aloud. select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning • To know and give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • To know and use spoken language to develop understanding through speculating, hypothesising, • To know and imagine and explore ideas. (end of year play performance) 	<ul style="list-style-type: none"> • To know and make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. • To know and maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • To know and consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To know and offer an alternative explanation when other participant(s) do not understand. (debates)
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English Curriculum Map: - Garswood Primary School

Year 6 – Text Ideas:	Term	Entertain		Inform		Persuade		Discuss		
		Narrative Description	Poetry	Biography Newspaper	Essay Reports	Speech Campaign	Advertising	Argument Newspaper	Review	
<p>Autumn Term</p> <p>When Hitler stole Pink Rabbit – Judith Kerr The Nowhere Emporium – Ross McKenzie Rose Blanche – Ian McEwan The Mysterious World of Microorganisms – Isabel Thomas The Eagle – Alfred Lord Tennyson Invictus – Henley</p> <p>Spring Term</p> <p>The Wolves of Willoughby Chase – Joan Aiken Journey to Jo'burg – Beverley Naidoo Non- fiction text on the war. Town is by the Sea – Joanne Schwartz Tyger Tyger - Blake Still I Rise/Caged Bird – Maya Angelou</p> <p>Summer Term</p> <p>The Viewer – Gary Crew The Lady of Shallot – Alfred Lord Tennyson The Landlady – Roald Dahl The Arrival – Shaun Tan Hidden Figures – Margot Lee Shetterly If – Rudyard Kipling</p>	Autumn	1	When Hitler stole pink rabbit Descriptive writing pieces linked to settings		Science investigation How to live a healthy lifestyle History Fact file about the wars		DT Evaluation of foods – Rest of school House captain speeches	When Hitler stole pink rabbit Views on Hitler		
		2	The Nowhere Emporium Narrative			Science Research on classifying animals and the taxonomy system	Geography Persuade people to visit a famous landmark	Hitler The holocaust Non chronological reports	History WW1/WW2 debate	The Nowhere Emporium Book review
	Spring	1	Wolves of Willoughby Chase Character profiles		Science investigation adaptation		When Hitler stole Pink Rabbit Historical Narrative		Cop 26 Balanced argument about climate change	
		2	Wolves of Willoughby Chase Diary entries		Wolves of Willoughby Chase Report		Journey to Jo'burg Writing using historical content.		The town is by the sea Balanced argument Newspaper report	
	Summer	1	The Viewer Write their own story with a similar theme Y6 play Performance		The lady of Shallot		The Landlady Newspaper Report		The lady of Shallot	
		2	The Arrival Poetry feelings If Poetry analysis Y6 play		The Arrival Letter to family		Hidden figures arguments		Hidden figures Biographies	