

English Curriculum Map Whole School Autumn Term 1

	Guided Reading text(s)	Question types	Grammar focus	Writing genres: English and Cross-curricular	Spellings
Year 6	'Roll of Thunder, Hear my Cry' Short read SATs style questions	Author's choice	Word classes	First person recounts (diary entries)	-ce and -se
		Vocabulary	Sentence construction – simple, compound and complex sentences	Narrative third person	-ant, -ance – ancy
		Compare, contrast and comment	Embedded clauses	Letter writing	-ent, -ence, ency
		Retrieval	Fronted adverbials	Reporting	Hyphenated words (prefix)
		Inference	Speech punctuation	Explanatory texts	Hyphenated compound words
		Summary	Synonyms/Antonyms	Tension and emotion graphs	
		Prediction	Tenses – past, present, future, perfect, continuous and simple	Reading journals – responding to books	
			Dictionary work		
Year 5	'The Butterfly Lion'	Author's choice	Two weeks of Grammar lessons to start the year:	Letter writing	Modal verbs
		Vocabulary	Simple, compound and complex sentences	Emotion graphs	Adverbials of time
		Compare, contrast and comment	Co-ordinating and subordinating conjunctions	Dialogue – telephone conversation	Adverbials of place
		Retrieval	Speech punctuation	First person recount (diary entry)	'en' words
		Inference	Fronted adverbials	Magazine article	
		Summary	Types of verbs	Newspaper report	
		Prediction	Tenses – past, present, future, perfect, continuous and simple tenses	Book reviews	
Year 4	Bill's New Frock Anne Fine	Author's choice	Nouns	Diary entries	'Augh/au' pattern
		Vocabulary	Verbs	Short stories	'ear' pattern
		Compare, contrast and comment	Adverbs	Play scripts	Prefix 'in' 'im'
		Retrieval	Clauses	Letter writing	Homophones
		Inference	Conjunctions	Non-chronological report	'sion' suffix
		Summary	Punctuation	Reading journals - responding to books	
		Prediction	Speech	Drama to support writing	
		Fronted adverbials			
		Noun phrases	Hot-seating to support writing		

Year 3	Stone Age Boy	Author's choice	Homophones	<p>Dictionary and thesaurus work</p> <p>Dialogue including speech bubbles and speech marks.</p> <p>Narrative in past tense with stories written with a historical setting.</p> <p>Introduction to paragraphs.</p> <p>Use of different types of punctuation to finish sentences- full stops, exclamation marks, ellipsis, question marks.</p>	<p>All the different spellings for long a Revision from year 2 and eigh/ei/ay/ey</p> <p>Homophones including common homophones where/wear/he ar/here/your/y ou're</p>
	Ug	Vocabulary	Conjunctions- and, but, so ,because (when/if)		
		Compare, contrast and comment	Past tense		
		Retrieval	Speech punctuation		
		Inference	Using sentence starters/time conjunctions		
		Summary	Imperative verbs		
		Prediction			
Year 2	The Queen's Hat by Steve Anthony	Vocabulary	-To use capital letters and full stops.	<p>Story planning</p> <p>Recount with simple changes (writing assessment)</p> <p>Newspaper report on the Fire of London (through History)</p>	<p>Recap of Phase 3 and Phase 5 Phonics</p> <p>-y / -dge / -ge / -es / kn / -ing / -ed</p> <p>and common exception words.</p>
		Identify and Explain characters, events, titles and info	-Simple story planning.		
	Paddington at the Palace by Michael Bond	Identify and Explain sequence of events	-To use verbs and adjectives to describe.		
		Inference	-To write facts.		
	Toby and the Great Fire of London	Prediction	-Identify features of a newspaper report.		
	<u>Library texts and non-fiction texts for the Great Fire of London</u>				
Year 1	Guided Reading to start Autumn 2 but aspects covered through class text.	Vocabulary	Capital letters for names.	<p>Getting to know you sessions which involve speaking and listening skills and sharing pupil summer booklets.</p> <p>Stories exploring emotions: The Colour Monster</p> <p>The Imaginary Friend</p>	<p>Recap of Level 3 Phonics</p> <p>Tricky words – said, do, so</p> <p>Spelling rules are the same as phonic digraphs or trigraphs.</p>
		Identify and Explain characters, events, titles and info	Sentence structure skills:		
		Identify and Explain sequence of events	Capital letters, finger spaces and full stops.		
			Adjectives for feelings		

Recep		Vocabulary	<u>Communication and language:</u> Rote play Home area & babies Drive to park Tea Party Puppet show Prayers Show and tell	<u>Reading & Writing</u> RBA & School Entry Assessments Class Book Corner, Starting School / All About Me Topic Books, Choose to read, Look after our books, Turn pages correctly, Introduce skills for Big book shared reading Individual 1000 Stories book daily, Home sound book, Names Mark making Activities to develop hand/eye co-ordination & fine motor control activities Scissor Control Trace recognisable letters Duck Fingers - Effective pencil grip Which hand?	<u>Twinkl Phonics</u> Review Level 1 and Introduce Level 2 s, a, t, p i, n, m, d g, o, c, k
		Inference			
		Prediction			
		Prediction			
		Prediction			
Nurs	Elmer Elmer and Wilbur Ourselves <u>Reading:</u> Big books To handle books carefully Individual Library book Nursery Rhymes Listen to and join in with stories	Vocabulary Inference	<u>Communication and Language:</u> .	<u>Writing:</u> Mark making	Phonics Level 1

English Curriculum Map Whole School Autumn Term 2

	Guided Reading text(s)	Question types	Grammar focus	Writing genres: English and Cross-curricular	Spellings
Year 6	'Millions' The Raven The Spider and the Fly Timed Comprehension text	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Fronted adverbials Speech punctuation Grammar – cohesion across text Parenthesises Bullet points Colons and semi colons Suffixes and prefixes	First person recounts (diary entries) Poetry – The Raven Narrative third person Reporting & Explanatory texts (Through science and geography as well as English) Tension and emotion graphs Planning techniques Descriptive narrative based on extended poetry Group poetry, recital Reading journals – responding to books Dictionary work Revising and editing skills Summarising	-able -ably Prefixes – mini and micro Word families – temper, vary
Year 5	'Viking Boy' - Tony Bradman	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Changing direct speech into reported speech Grammar – cohesion: linking within texts Expanded noun phrase activity	Making predictions about books and chapters Comprehension questions about extracts Writing a short narrative Dictionary work Character comparison – appearance, personality, beliefs, life story and ambition Designing an amulet and explaining its significance to a character Writing a summary of a chapter Reading journals – responding to books	'ful' words 'de' and 're' prefixes -ify words 'ough' words x 2 'over' words
Year 4	Boudicca - Queen of Darkness Tony Braddman	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Determiners Clauses Types of sentences Final punctuation Apostrophes Adjectives Adverbs Nouns Verbs Prepositions Fronted adverbials	Newspaper reports Persuasive letter writing Letter writing Non chronological reports Reading journals- responding to books. Editing and upleveling longer pieces of writing Hot- seating characters to support writing Freeze frames and short drama scenes to support writing Research of historical black famous figure Biography writing	shuhn soun: -sion -ssion -tion -cian 'ough'

Year 3	George's Marvellous Medicine	<p>Author's choice</p> <p>Vocabulary</p> <p>Compare, contrast and comment</p> <p>Retrieval</p> <p>Inference</p> <p>Summary</p> <p>Prediction</p>	<p>Prepositions</p> <p>Adjectives and Thesaurus work</p> <p>Synonyms</p> <p>Past /Present Tense</p> <p>Conjunctions</p> <p>Homophones</p>	<p>Prepositional phrases</p> <p>Setting Descriptions</p> <p>Characters feelings- emotion charts</p> <p>Diary extracts</p> <p>Report writing- non fiction</p> <p>Use of paragraphs to organise work</p> <p>Editing and upleving work using thesaurus and dictionary to improve vocabulary and spelling.</p>	<p>Adding suffix- ly</p> <p>When root word ends in y/le/ic/al and exceptions to the rule.</p>
Year 2	<p>Why do we remember the Great Fire of London?</p> <p>Little Red Riding Hood (Traditional tale)</p> <p>Little Red by David Roberts</p> <p>Hooray for Mary Seacole! (Black History Month)</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Completing work on the Great Fire of London.</p> <p>Completing and editing newspaper reports.</p> <p>Plan a recount of Little Red Riding Hood (changing the villain).</p> <p>Fact file about Mary Seacole.</p>	<p>Character description</p> <p>Retelling of LRRH.</p> <p>Edit a piece of writing.</p> <p>Write facts about Mary Seacole.</p> <p>Plan and write an information text based on Mary Seacole.</p>	<p>Common exception words</p> <p>wr/ -le / -er / -est/ el / al / il</p>
Year 1	<p>Homes from around the world</p> <p>Harper and the big Dog</p> <p>Cook Pot Cook</p> <p>Grandma's Cat</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Sentence structure skills.</p> <p>Capital letters for nouns.</p> <p>Full stops and questions marks.</p> <p>Adjectives, Conjunctions (and, but, so, because)</p> <p>Rhyming words</p>	<p>My house poetry- topic link Goldilocks and the Three Bears.</p> <p>Story sequence, mapping, retelling.</p> <p>Generating questions</p> <p>Wanted poster</p> <p>Apology letter</p> <p>Porridge description linked with porridge making.</p> <p>Oi Frog and Oi Dog – identifying rhyming words/spelling patterns, sentence writing, book reviews.</p> <p>Repetitive poems and funny poems – capital letters for names</p> <p>Floella Benjamin – Black history month</p> <p>Writing questions and describing her life in England.</p>	<p>Complete level 3 phonics and begin level 5 Phonics – ay/oy/ie/eaS</p> <p>plit</p> <p>a_e/e_e/i_e/σ_e/u_e</p> <p>ou</p> <p>Long vowel sounds</p> <p>Tricky words: said/so/ have/like/ come/some /were/there /little/one/ do/when/wh at/could/</p> <p>Spelling rules are the same as phonic digraphs or trigraphs.</p>

Rece		<u>Vocabulary</u> <u>Identify and Explain characters, events, titles and info</u> <u>Inference</u> <u>Sequencing & Prediction</u>	<u>Communication and Language:</u> Learn new words and meanings linked to stories and topic at a rapid pace, Use complete sentences, Recount experiences and events, Retell stories and answer questions, Take turns in conversations & wait to talk, Confidence to talk and perform in front of other adults – EYFS Prayer Service & Nativity.	<u>Reading & Writing</u> Big Book shared reading, Nursery Rhymes, Look after books, learn to keep the book corner tidy, talk about stories & texts, Enjoy an increasing range of stories, share books with friends, Special friends to read to them, Parent & Child Reading Together Sessions begin – Foster a love of books and reading Fine motor control activities, Use scissors with greater control, Pencil Grip and introduce letter formations, Learn to write Christian name, Begin to write regular words, Begin to form letters / marks that look like letters, copy, write from an adult's model	<u>Twinkl Phonics</u> Complete Level 2: ck,e,u,r h,b,f,l j,ll,ss, s(saying z) Review Level 2 Begin Level 3: j,v,w,x y,z,zz,qu,ch sh,th,ng Tricky Words: I, the, to, no, go, me, we, be, me Segment & blend using 'Robot Rick Fingers' to read 3 letter regular words and begin to make attempts to write regular words
Nur	Big books: 'Celebrations 'Remember, Remember the Fifth of November' by Deborah Webb The Birthday Invitation' by Lucy Rowland and Laura Hughes. 'It's my Birthday' by	<u>Vocabulary</u> <u>Identify and Explain characters, events, titles and info</u> <u>Identify and Explain sequence of events</u> <u>Inference</u> <u>Prediction</u>	Beginning to use more complex sentences to link thought. Can retell a simple past event in correct order. Role play: Dentists/ Santa's Grotto Let's pretend Dolls house	Effective pencil grip – Duck Fingers Give meanings to marks they draw and paint. Activities to develop hand/eye co-ordination & fine motor control	Phase one Phonics

	<p>Helen Oxenbury</p> <p>The Christmas Tree Wish' by Karen Inglis</p> <p>'We're going on an Elf Chase' by Martha Mumford.</p> <p><u>Harold the Hedgehog</u></p>		<p>Learn new words and meanings</p> <p>Outside Role play: Fire Station</p>		
--	---	--	--	--	--

English Curriculum Map Whole School Spring Term 1

	Guided Reading text(s)	Question types	Grammar focus	Writing genres: English and Cross-curricular	Spellings
Year 6	Floodland by Marcus Sedgwick	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	subjunctive mood tenses	Narrative Letter writing Balanced argument Diary writing Backstories Newspaper reports Planning an alternative ending Reading journals - responding to books Dictionary work Revising and editing skills Summarising Reporting & Explanatory texts (Through science and gHistory as well as English)	-fer 'ie' or 'ei' statutory words.
Year 5	Recounts - UFO diaries History Detectives: <i>The Mayan Civilisation</i>	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Conjunctions Parenthesis Expanded noun phrases Adverbials and punctuation Non-finite verb constructions to start sentences Punctuating speech dialogue	Discuss different features of recounts Answer comprehension questions Plan and write a diary entry Write a recount of a UFO sighting Know and be able to use the features of non-fiction texts Compare and contrast using appropriate descriptive language and conjunctions: diary entries Edit and improve written work Plan a short, descriptive story Writing work up for display Post-match sports report Planning non-chronological reports Writing non-chronological reports	Homophones and near homophones x 2 'y' as an 'i' sound Words with silent letters 'cious' sound 'tious' sound
Year 4	The Tales of Madeline - Ludwig Bemelmans The Island - Mark Janssen	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Conjunctions Fronted adverbials Punctuating speech Adjectives Adverbs Clauses	Short stories Interview writing Blog posts Descriptive story writing Similes Metaphors Edit and improve written work	Homophones and near homophones Suffix -ation Prefix Sub- Plural possessive apostrophe words
Year 3	Diary of a Killer Cat - Anne Fine	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Prefixes Suffixes past tense Continuous tense Prepositions New conjunctions- if/when/however	Writing diaries in past tense Writing informal letters Newspaper report sequencing and summarising scenes from a story writing from a character's point of view Drama - acting out scenes from a story	re/dis/mis/un/bi as prefixes building on knowledge of year 3 and 4 common exception words

Year 2	<p>The Last Wolf by Mini Grey</p> <p>The Princess and the Pea (traditional tale)</p> <p>The Pea and the Princess by Mini Grey</p>	<p>Vocabulary Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Past tense Verbs Adverbs Questions Statements Subordination Apostrophes for contractions</p>	<p>Completing recounts of Little Red Riding Hood (changing the villain).</p> <p>Use of interesting verbs and adverbs</p> <p>Writing a narrative from the perspective of the pea</p>	<p>-er/ -ed/ -eer/ -ture/ -est/ -y/ -mb/ -al</p>
Year 1	<p><i>Space Ant</i></p> <p><i>Shapes</i></p> <p><i>Today and Long Ago</i></p> <p><i>Swimming fiction</i></p>	<p>Vocabulary Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Sentence structure skills.</p> <p>Sentence openers Adjectives Conjunctions Commas used in a list Capital letters for Nouns- names Questions and exclamation marks. Days of the week and Capital letters.</p>	<p>The No-Bot Descriptive sentences to describe the robot and map out the story. Book cover, labelled diagram. Robot descriptive writing</p> <p>The Knuffle Bunny Description of children's own toy – link with topic. Speech bubble writing. Recount of a child's week. Story planning and story writing with a beginning, middle and ending – the lost toy.</p>	<p>Level 5 phonics/ir/ch/ue/ew/y/aw/au/oe/ow/g/c/ph Tricky words: should/would/want/their/Mr/Mrs/love/your/people/looked/asked/called/water/where/wh/σ/why/thought/through/work/house/many/loughed/because/different</p> <p>Spelling rules are the same as phonic digraphs or trigraphs.</p>
Rece		<p>Vocabulary Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p><u>Communication & Language</u> Role Play : Exploring Space Vocabulary related to space, Ask and answer where, what, when, why & who questions, Learn not to interrupt and wait when others are talking, Understand and follow more complex instructions, Express views about stories, Develop more complex narratives</p>	<p><u>Reading & Writing</u></p> <p>Dictation Activities & Homework, Phonics games and activities, Big Books Shared Reading, Visual Literacy, Space picture books, Read names of planets, Caption Cards</p> <p>Effective pencil grip – Duck Fingers, Introduce thin pencil when ready, Write 3, 4 & 5 letter regular words, Retell space stories, Finish endings to stories with own imagination, Develop free writing (notes, labels etc), Write via Space Adventure Role Play, Weekly News writing, Story writing around space picture books, Begin Handwriting sessions as groups to improve letter formations, Use finger spaces and full stops consistently with support / beginning independently, Write lists, Write Cards & Letters, Write retell sentences stories about Jesus' life</p>	<p><u>Twinkl Phonics</u></p> <p>Review Level 3 & recap on digraph / trigraphs</p> <p>Segment & blend 3, 4 & 5 letter regular words, Captions Cards</p> <p>Tricky Words – recap reading & focus on spelling independently</p>

Nurs	Ten Little Lights- Twinkle ebook	<u>Vocabulary</u>	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>Role play: Vets</p> <p>Farm/Zoo</p> <p>Small world</p> <p>Retell stories</p> <p>Outside Role Play: Builders</p>	<p>Ascribe meanings to marks they see in different places.</p> <p>Activities to develop hand/eye co-ordination & fine motor control</p> <p>Tracing activities</p>	Phase 1 Phonics
	Percy the Park-Keeper: one snowy night	Identify and Explain characters, events, titles and info			
	A Tale of Two Feathers – Twinkle ebook	Identify and Explain sequence of events			
	The Zoo Vet	<u>Inference</u>			
	Ronald the Rhino	Prediction			
The Selfish Crocodile					

Year 2	<p>The Egg by M.P Robertson</p> <p>The Dragon Machine by Helen Ward</p> <p>There is no dragon in this story by Lou Carter</p> <p>Dragon poems by John Foster</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Use present and past tense</p> <p>Use suffixes to change adjectives to adverbs</p> <p>Use apostrophes for possession</p> <p>Commands and statements</p>	<p>Persuasive letter to Mrs Johnston</p> <p>Description of the dragon</p> <p>Diary entries from the perspective of George</p>	<p>-ing/ -ed/ o/ ey/ -er/ -est/ -y/ contractions/ war/ wor/</p>
Year 1	<p><i>Mammals</i></p> <p><i>Robots</i></p> <p><i>Storms</i></p> <p><i>Swimming non fiction</i></p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Sentence structure skills.</p> <p>Sentence openers</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Commas used in a list</p> <p>Capital letters for Nouns- names</p> <p>Questions and exclamation marks.</p> <p>Imperative verbs</p>	<p>Jack and the Beanstalk</p> <p>Role play and retelling of the story with children's ideas added in for the item traded/top of the beanstalk/the type of beanstalk and item taken from the giant.</p> <p>Story mapping and retelling.</p> <p>Character description. Descriptive writing based on the giant and the magic beans.</p> <p>Don't let the pigeon stay up late.</p> <p>Don't let the pigeon drive the bus.</p>	<p>Phonics phase 5</p> <p>Tricky words</p> <p>Spelling rules are the same as phonic digraphs or trigraphs.</p>
Reception		<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p><u>Communication & Language</u></p> <p>Role play: Doctor / hospital & Hairdressers / Garden Centre</p> <p>Perform own little puppet show for friends, Correct use of tenses and improve grammar, Follow instructions asking for clarification where needed, Listens attentively to stories without pictures</p>	<p><u>Reading & Writing</u></p> <p>Segment & blend to read and spell 3, 4 & 5 letter regular words confidently, Captions Cards, Syllables, Alphabet – know names of all letters, Phonics games and activities, Big books shared reading, Visual Literacy Videos, Topic related picture books</p> <p>Activities to develop hand/eye co-ordination & fine motor control, Effective pencil grip – Duck Fingers, thin pencil when ready, Group / Whole class handwriting lessons- correct size, shape and orientation, Introduce Ascenders & Descenders lines, Use capital letters at the start of sentences, Topic, RE & Story based writing, Extend the length of writing, Improve confidence to write during continuous provision</p>	<p><u>Phonics</u></p> <p>Level 3 Review</p> <p>Tricky Words Review</p> <p>Begin Level 4:</p> <p>CVCC words</p> <p>CCVC words</p> <p>Adjacent Consonants</p> <p>Tricky Words: said, so, have, like, some, come, were, there, little, one</p>

Nurs	Mr Wolf's Pancakes – Jan Fearnley	Vocabulary	<p>Questions why things happen and gives explanations.</p> <p>Uses a range of tenses.</p> <p>Puppet show and teddy shows and stories</p> <p>Indoor Role play: Pet shop</p> <p>Outside Role Play : Farm</p>	<p>Activities to develop hand/eye co-ordination & fine motor control</p> <p>Encourage correct pencil grip: Duck Fingers</p>	Phase one phonics.
	The Very Hungry Caterpillar – Eric Carle	Identify and Explain characters, events, titles and info			
		Identify and Explain sequence of events			
		Inference			
I don't want to be a Frog – Deborah Petty	Prediction				
The Cautious Caterpillar					
Giraffes can't dance: Giles Andreae					

English Curriculum Map Whole School Summer Term 1

Summer 1	Guided Reading text(s)	Question types	Grammar focus	Writing genres: English and Cross-curricular	Spellings
Year 6	SATs Reading Comprehension papers and Skellig by David Almond	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Review of all word classes and grammar		words that can be nouns or verbs -ible -ibly long o sound spelt ow or ou
Year 5	Year 5	Holes, Louis Sachar Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Author's choice	Review of the work covered so far this year and begin to teach Y6 punctuation - semi-colons and colons, dashes etc.	Making predictions Comprehension questions Persuasive techniques Writing persuasive speeches Writing a persuasive brochure Letter writing Character portraits Emotion graphs Non-fiction writing - planning and writing using features of writing
Year 4	Charlie and the Chocolate Factory - Roald Dahl	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Revision of fronted adverbials, noun phrases, inverted commas, conjunctions, adverbs, questions and exclamations, paragraphing, bullet points	Planning a diary entry Diary writing Planning a story Story writing Planning and researching a biography Biography writing Structure of different texts Drama scenarios	inter- anti- auto- ex- non- -ar -er
Year 3	Fantastic Mr Fox continued Non-fiction texts about Graffiti	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	apostrophes for contraction Fronted adverbials Types of past tense- perfect and past.	Non-fiction reports focusing on layouts. and formal language. Persuasive language and letter writing using this language.	-ary - o as the u sound -ou as the u sound apostrophes for contraction word families

Year 2	<p>The Tear Thief</p> <p>Bob Robber and dancing Jane</p> <p>The Sound Collector poem by Roger McGough</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Present tense</p> <p>Progressive past tense</p> <p>Questions</p> <p>Apostrophes for possession</p> <p>Subordination</p> <p>Coordination</p> <p>Commands</p>	<p>Poem writing</p> <p>Magical spell poem</p> <p>Letter to the Tear Thief</p> <p>Planning and writing a 'thief' story</p>	<p>-ment/ -ness/ s/ wa/ tiom/ -ful/ -less/ -ly/ homophones</p>
Year 1	<p>The Little Red Hen</p> <p>From Curry to Rice</p> <p>Finn McCool</p> <p>Cook Pot Cook</p> <p>Tour de France</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Sentence structure skills.</p> <p>Sentence openers</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Commas used in a list</p> <p>Capital letters for Nouns-names</p> <p>Questions and exclamation marks.</p> <p>Days of the week and Capital letters.</p>	<p>Story sequencing and identifying a problem: The Little Red Hen</p> <p>Captions and Labels: Chick Diary</p> <p>Hen life cycle factual writing</p> <p>Speech writing from a variety of chosen animals.</p> <p>Cloudspotter – Link with art</p> <p>Story sequence/mapping</p> <p>Brainstorm of children's favourite activities. Story of children's favourite adventures.</p> <p>Antarctica – topic link</p>	<p>Phonics level 5</p> <p>Tricky words</p> <p>Spelling rules are the same as phonic digraphs or trigraphs</p>
Reception		<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p><u>Communication & Language</u></p> <p>Role play: Castle & Beach</p> <p>Perform a show / story on stage outside, Correct use of grammar and sentence structure,</p> <p>Talk about imagining and possibilities, Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</p>	<p><u>Reading & Writing</u></p> <p>Introduce (informally alternatives as they arrive), Beach & Sea</p> <p>Creature stories, poems, rhymes, Summer stories, poems and rhymes, Confident to read short stories and school scheme books</p> <p>Effective pencil grip – Duck Fingers for all, thin pencil when ready,</p> <p>Whole class handwriting lessons- correct size, shape and orientation,</p> <p>Ascenders & Descenders lines,</p> <p>Summer / Beach stories & Poems,</p> <p>Stories & poems about animals and sea creatures, Information about sea creatures and life cycles,</p> <p>Writing a variety of styles: lists, captions, letters, cards, stories & prayers.</p>	<p><u>Twinkl Phonics</u></p> <p>Level 4 – polysyllabic words</p> <p>Three Letter Adjacent Consonants</p> <p>Review Level 4</p> <p>Tricky Words: do, when, out, what</p>

Nursery	Oliver's Vegetables - Vivian French & Alison Bartlett	Vocabulary	<p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of a particular importance to them.</p> <p>Role play: Greengrocers</p> <p>Outside Role Play: Police Station</p>	<p>Activities to develop hand/eye co-ordination & fine motor control</p> <p>Introduce letter formation.</p>	Phase one Phonics.
	The Little Red Hen	Identify and Explain characters, events, titles and info			
		Identify and Explain sequence of events			
	The Magnificent Sunflower - Lee Hadyn Straight	Inference			
		Prediction			
Jasper's Beanstalk - Nick Butterworth & Mick Inckpen					
Jack and the Beanstalk					

English Curriculum Map Whole School Summer Term 2

Summer 2	Guided Reading text(s)	Question types	Grammar focus	Writing genres: English and Cross-curricular	Spellings
Year 6	Skellig by David Almond Letters from the Lighthouse by Emma Carroll	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Review of all word classes and grammar	Narrative Non-chronological reports Instructions Reporting & Explanatory texts (Through science and geography as well as English) Formal letter writing	common spelling words statutory spelling words
Year 5	Tuesday, David Weisner 'Romeo and Juliet' 'Macbeth' 'Hamlet' William Shakespeare (Marcia Williams)	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Review of the work covered so far this year and begin to teach Y6 punctuation - semi-colons and colons, dashes etc.	Writing questions about a story Interviewing characters and taking notes Writing up interviews in reported speech Writing a police incident report Planning a newspaper report Writing a newspaper report Author study Comprehension Writing a playscript based on a play Shakespearean language Re-writing a scene from a Shakespeare play Acting out a Shakespeare scene	'ate' suffix 'ise' word 'ere' words tricky words -ness words 'ive' words 'al' words tricky words
Year 4	Birmingham in the Victorian Period Focus on non-fiction writing with smaller texts	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Review of work covered so far in Year 4.	Diary entry linked to the Workhouse Research of 'Birmingham in the Victorian Period' Debates Balanced argument Interview of George Cadbury Structure and layout of different styles of writing Non-chronological reports	-ous: No change of root word No definitive root word Words ending in 'y' becoming 'i' Words ending in 'e' drop the 'e'
Year 3	The Iron Man – Ted Hughes	Author's choice Vocabulary Compare, contrast and comment Retrieval Inference Summary Prediction	Expanded noun phrases Clauses- main and subordinate Synonyms for verbs.	Descriptions of characters. Onomatopoeia use in descriptive passages. Newspaper reports	Words ending in -al -ure -ture Revision of silent letters

Year 2	<p>The Sea Monster by Chris Wormell</p> <p>Lila and the Secret of Rain by David Conway</p> <p>Kenya non-fiction text</p>	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Progressive present tense</p> <p>Apostrophes for contractions</p> <p>Subordination</p> <p>Coordination</p> <p>Questions</p> <p>Statements</p>	<p>Letter from the boy to the sea monster</p> <p>Planning and writing a story with a kind monster</p> <p>Information text on one of the 'big 5'</p>	dis- / recap level 6
Year 1	To be updated	<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Sentence structure skills.</p> <p>Sentence openers</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Commas used in a list</p> <p>Capital letters for Nouns-names</p> <p>Questions and exclamation marks.</p>	<p>The Gruffalo and The Gruffalo's child</p> <p>Labelled diagram of Gruffalo</p> <p>Descriptive writing based on the Gruffalo. Story mapping/retelling</p>	Twinkl scheme spelling patterns
Reception		<p>Vocabulary</p> <p>Identify and Explain characters, events, titles and info</p> <p>Identify and Explain sequence of events</p> <p>Inference</p> <p>Prediction</p>	<p>Communication & Language</p> <p>Role play: Castle & Beach</p> <p>Perform a show / story on stage outside, Correct use of grammar and sentence structure, Talk about imagining and possibilities, Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</p>	<p>Reading & Writing</p> <p>Introduce (informally alternatives as they arrive), Beach & Sea Creature stories, poems, rhymes, Summer stories, poems and rhymes, Confident to read short stories and school scheme books</p> <p>Effective pencil grip - Duck Fingers for all, thin pencil when ready, Whole class handwriting lessons- correct size, shape and orientation, Ascenders & Descenders lines, Summer / Beach stories & Poems, Stories & poems about animals and sea creatures, Information about sea creatures and life cycles, Writing a variety of styles: lists, captions, letters, cards, stories & prayers.</p>	<p>Twinkl Phonics</p> <p>Level 4 - polysyllabic words</p> <p>Three Letter Adjacent Consonants</p> <p>Review Level 4</p> <p>Tricky Words: do, when, out, what</p>

Nursery	The Three Little Pigs	Vocabulary	Builds up vocabulary that reflects breadth of experiences. Uses talk to pretend that objects stand for something else. Role play: Bakery Outside: Life boat/Life guard	Support children in writing own names. Introduce letter formation.	Phase one phonics. Phase two phonics introduction.
	Little Red Riding Hood	Identify and Explain characters, events, titles and info			
	Goldilocks and the Three Bears	Identify and Explain sequence of events			
	The Gingerbread Man	Inference			
	The Rainbow Fish	Prediction			
Going on a Bear Hunt					