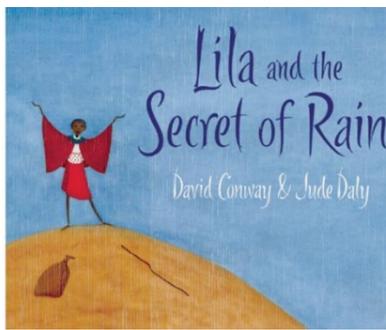


English Curriculum Map

Our aim: To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

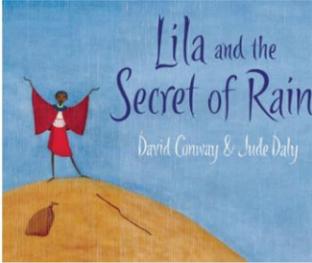
Our vision: Children will develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Year 1 Cycle A Summer Term

Term Taught	Summer Term 1	Summer Term 2
Area of English		
Power of Reading	<p>Lila and the Secret of Rain</p> 	<p>Katie in London</p> 
Suggested Text Type	<p>Narrative- <i>description</i> Explanation text- <i>How rain helps plants and people & Why the village needed rain</i></p>	<p>Narrative- <i>Postcard. Retelling Katie's day in London</i> Narrative- <i>setting description</i> Non-fiction- <i>facts about London</i></p>
Grammar	<p><i>Writing a minimum of 3 simple sentences which are grammatically correct</i> <i>Can join words and sentences using -and</i> <i>Can understand and use these words when talking about their writing: capital letter, sentence, full stop, adjective, noun</i></p>	<p><i>Writing a minimum of 4 simple sentences which are grammatically correct</i> <i>Can join sentences using -and</i> <i>Can understand and use these words when talking about their writing: capital letter, sentence, full stop, adjective, noun</i></p>
Punctuation	<p><i>Leaves spaces between words.</i></p> <p><i>Punctuate sentences with a capital letter and a full stop.</i> <i>Uses a capital letter for the names of people, places and personal pronoun 'I'.</i></p>	<p><i>Leaves spaces between words.</i></p> <p><i>Punctuate sentences with a capital letter and a full stop.</i> <i>Uses a capital letter for the names of people, places and personal pronoun 'I'.</i></p>
Composition	<p><i>Can compose a sentence orally.</i> <i>Can write a sentence with a simple, appropriate adjective.</i> <i>Can sequence sentences in their writing.</i> <i>Can reread what they have written.</i></p>	<p><i>Can compose a sentence orally.</i> <i>Can write a sentence with a simple, appropriate adjective.</i> <i>Can sequence sentences in their writing.</i> <i>Can reread what they have written.</i></p>
Spelling	<p><i>Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters.</i> <i>Can spell the suffixes, ed, est, er, s.</i></p>	<p><i>Can spell most common exception words for year 1 in a test and writing.</i> <i>Can spell suffixes, ed, er, est, s, es (when no change is needed) and prefix un.</i> <i>Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters.</i></p>
Vocabulary	<p><i>Can use simple adjectives and vocabulary</i> <i>Make use of vocabulary from reading</i></p>	<p><i>Can use simple adjectives and vocabulary</i> <i>Make use of vocabulary from reading</i></p>

Year 1 & 2 Cycle A Teachers of the Y1&2 class should follow the year 1 and 2 Writing Curriculum. The books are the same across Year 1 and 2 but the objectives meet the NC and school writing outcomes for each year group and therefore must be considered when planning your writing process.

Year 2 Cycle A Summer Term

Term Taught	Summer Term 1	Summer Term 2
Area of English		
Power of Reading	<p>Lila and the Secret of Rain</p> 	<p>Katie in London</p> 
Suggested Text Type	<p>Narrative- setting description Explanation text- How rain helps plants and people & Why the village needed rain</p>	<p>Narrative-Postcard. Retelling Katie's day in London Narrative-setting description Non-fiction-facts about London</p>
Grammar	<p>Writing a minimum of 7 simple sentences which are grammatically correct (including tense). Can join words and sentences using -and- because, when, if, that. Can understand and use these words when talking about their writing: capital letter, singular, sentence, full stop, question marks and exclamation marks Understand past and present tense.</p>	<p>Writing a minimum of 8 simple sentences which are grammatically correct (including tense). Can join words and sentences using -and-because, when, if, that Can understand and use these words when talking about their writing: capital letter, singular, sentence, full stop, question marks and exclamation marks.</p>
Punctuation	<p>Leaves spaces between words.</p> <p>Punctuates all sentences with a capital letter and a full stop. Using question marks and beginning to use exclamation marks.</p> <p>Uses a capital letter for the names of people, places, days of the week (within writing) and personal pronoun 'I'. Apostrophe for contraction and for singular possession</p>	<p>Leaves spaces between words.</p> <p>Punctuates all sentences with a capital letter and a full stop. Uses question marks and exclamation marks (mostly)</p> <p>Uses a capital letter for the names of people, places, days of the week, months of the year and personal pronoun 'I'. Apostrophe for contraction and for singular possession</p>
Composition	<p>Can compose a sentence orally. Can write a sentence with a simple, appropriate adjectives. Can sequence sentences in their writing. Can reread what they have written. Can respond to errors highlighted. Begin to recognise that we can chunk/section sentences together to make a paragraph . Some children may try using paragraphs in their writing but this does not have to be consistent.</p>	<p>Can compose a sentence orally. Can write a sentence with a simple, appropriate adjectives. Can sequence sentences in their writing. Can reread what they have written. Can write instructions using imperative verbs. Can respond to and correct errors highlighted. Begin to recognise that we can chunk/section sentences together to make a paragraph . Some children may try using paragraphs in their writing but this does not have to be consistent.</p>
Spelling	<p>Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters. Can spell the suffixes, ed, est, er, s.</p>	<p>Can spell ALL common exception words for year 2 in a test and writing. Can spell suffixes, ed, er, est, s, es (when no change is needed) and prefix un. Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters.</p>
Vocabulary	<p>Can use adjectives and vocabulary Make use of vocabulary from reading</p>	<p>Can use adjectives and vocabulary Make use of vocabulary from reading</p>

Year 3 Cycle A Summer Term

Term Taught	Summer Term 1	Summer Term 2
Area of English		
Power of Reading	<p>The Wild Robot</p> 	<p>Roman Boy</p> 
Text Type	<p>Narrative-write a story with a problem and resolution Recount-a letter from Roz describing her arrival on the island and Ros helping the animals</p>	<p>Setting description – Roman villa or a roman street/fort Narrative- plan and write a story from another character's viewpoint Persuasion – letter to persuade Lucius to join the army or persuade people to support roman invasion</p>
Grammar	<p>Can use these words when talking about my writing: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause,</p> <p>Can identify a simple, compound and complex sentence.</p> <p>Use pronouns correctly (I, me, my, she, they) to avoid repetition.</p> <p>Can use adverbs and prepositions to express time and cause.</p> <p>Begin to use some complex sentences with because, although, while (I am nervous because everything is new).</p> <p>Can use apostrophes for singular possession with accuracy</p>	<p>Can extend my sentences with more than one clause by using a wider range of connectives (e.g when, if, because, as, since).</p> <p>Can write speech, correctly punctuated, in a variety of ways (e.g. 'Help!' said Jim. Jim said, Help!')</p>
Punctuation	<p>Can use full stops, capital letters, exclamation marks and question marks accurately</p> <p>Use commas to separate items in a list</p>	<p>Can use apostrophes for singular possession (mostly)</p> <p>Can use apostrophes for contractions (mostly)</p>
Composition	<p>Beginning to use a variety of sentences (simple, compound and complex sentences)</p> <p>Can sequence their work without omitting ideas/events.</p> <p>Begin to use paragraphs more consistently and clearly, especially in longer stories and non-fiction writing.</p>	<p>Can plan their own writing, with some support, using structure, grammar and vocabulary from a given model.</p> <p>Can use appropriate similes for effect.</p> <p>Beginning to use a variety of sentences (simple, compound and complex sentences) Begin to use paragraphs more consistently and clearly, especially in longer stories and non-fiction writing.</p>
	<p><i>Cohesive devices:</i></p> <ul style="list-style-type: none"> • Basic conjunctions: <i>and, but, so, because</i> • Time adverbials to sequence ideas: <i>first, next, after that, then</i> 	

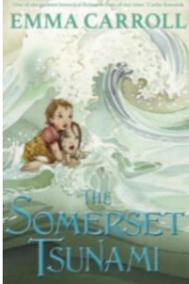
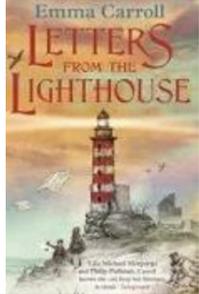
	<ul style="list-style-type: none"> • Pronouns to avoid repetition: <i>he, she, it, they</i> • Some awareness of paragraphs (mainly in stories) 	
	<i>Can proofread for sense, spelling and punctuation errors and make improvements independently.</i>	
Vocabulary	<i>Can use words for effect and purpose.</i>	<i>Can use rich specific vocabulary and words for effect independently.</i>
	<i>Can use technical vocabulary linked to the text type</i>	
Spelling	<i>Begin to understand the etymology of some words</i>	<i>Can spell at least 50% Y3/Y4 of words correctly in my writing</i>

Year 3 & 4 Cycle A

Teachers of the Y3&4 class should follow the year 1 and 2 Writing Curriculum. The books are the same across Year 3 and 4 but the objectives meet the NC and school writing outcomes for each year group and therefore must be considered when planning your writing process.

Term Taught	Summer Term 1	Summer Term 2
Area of English		
Power of Reading	<p>The Wild Robot</p> 	<p>Roman Boy</p> 
Text Type	<p>Narrative-write a story with a problem and resolution Recount-a letter from Roz describing her arrival on the island and Ros helping the animals</p>	<p>Setting description – Roman villa or a roman street/fort Narrative- plan and write a story from another character's viewpoint Persuasion – letter to persuade Lucius to join the army or persuade people to support roman invasion</p>
Grammar	<p>Can identify and sort determiners and use correctly in their writing (majority) Use pronouns correctly (I, me, my, they) to avoid repetition</p> <p>Can begin to use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessive, pronoun).</p>	<p>Can write simple, compound and complex sentences (with the main clause varying within the sentence)</p> <p>Can extend sentences with more than one clause by using a range of appropriate conjunctions (e.g. after, although, as, as if, because, before, how, if, since, than, though, unless, until, when, where and while)</p> <p>Can use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessive, pronoun).</p>
Punctuation	<p>Can write speech, correctly punctuated, in a variety of ways (e.g. 'Help!' said Jim. Jim said, Help!')</p> <p>Can change direct speech into reported speech (including quotes).</p> <ul style="list-style-type: none"> • Capital letters for: • Start of sentences • Proper nouns (Roz, Island) • Full stops to end statements. • Commas to: • Separate items in a list (tall trees, sparkling streams, and strange sounds) • Mark clauses in complex sentences (As the sun began to set, I built a shelter.) • Exclamation marks to show excitement (I am so excited to explore!) <p>Question marks if Roz asks a question (Have you ever seen an animal like this?)</p>	<p>Can write speech for a range of different purposes</p> <p>Can indicate possession by using the possessive apostrophe with singular and plural nouns.</p>
Composition	<p>Can choose a range of nouns and pronouns (Possessive: mine, ours, yours, his, hers, its, and theirs. Relative: which, that, who, and whom) for clarity and cohesion to avoid ambiguity and repetition.</p> <p>Can use quotes effectively</p> <p>Use paragraphs in writing more independently and correctly, for organising ideas, events or sections and understanding how to use cohesive devices.</p>	<p>Can use simple, compound and complex sentences for effect .</p> <p>Can organise writing into appropriate paragraphs, making links e.g. using time adverbials</p> <p>Can use appropriate similes and metaphors for effect.</p> <p>Use paragraphs in writing more independently and correctly, for organising ideas, events or sections and understanding how to use cohesive devices.</p>
	Cohesive devices:	

	<ul style="list-style-type: none"> • Wider conjunctions: <i>although, while, however</i> • Fronted adverbials: <i>Later that day..., In the distance..., Without warning...</i> • Paragraphing begins to separate events, settings, or themes • Some use of repetition for effect and clarity (key words/phrases) 	
	<p style="text-align: center;"><i>Can proof read for sense, spelling and punctuation errors including identifying omitted words.</i></p>	
Vocabulary	<p><i>Can use a Thesaurus effectively.</i></p> <p><i>Can use rich specific vocabulary and words for effect independently,</i></p> <ul style="list-style-type: none"> • Use adjectives to describe setting and feelings (<i>mysterious, gentle, sparkling, excited, lonely</i>). • Use verbs to show action (<i>arrived, met, explored, built</i>). • Use adverbs to describe how actions happen (<i>carefully, gently, quietly</i>). • Begin to use precise or adventurous words appropriate for Year 4 (<i>fascinating, distant, surrounded</i>). 	<p><i>Can use words for effect and purpose with accuracy</i></p> <p><i>Can use specific and technical vocabulary</i></p>
Spelling	<p><i>Can select and use the correct homophone from Y3/Y4 homophones .</i></p>	<p><i>Can spell 100% of the Y3/Y4 common exception words in writing.</i></p>

Term Taught	Summer Term 1	Summer Term 2
Area of English		
Power of Reading	<p>The Somerset Tsunami</p> 	<p>Letters from the Lighthouse</p> 
Text Type	<p>Letter-formal seeking support from government and asking for support from communities/charities Explanation text- how tsunamis form and how tsunamis affect land and people</p>	<p>Recount: contrasting diary entries Narrative- Short story-writing a missing or next chapter to the story Persuasion - Letter to complain (MOD)</p>
Grammar	<p>Can use all 10 modal verbs or adverbs to indicate degrees of possibility. Can use relative clauses beginning with who, which, where, why or whose. Can identify and use coordinating and subordinating conjunctions appropriately within their writing Use formal tone and appropriate address Use fronted adverbials: Without warning, In recent days, Shockingly, Causal conjunctions: because, so, therefore, as a result Use expanded noun phrases: the freezing, fast-rising floodwater Use passive voice (where appropriate): Homes have been damaged... Use cohesive devices: Firstly, In addition, As a result</p>	<p>Can use these words when talking about their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, colon, semi colon, hyphen, dash, synonyms and antonyms</p>
Punctuation	<p>Commas after fronted adverbials Brackets or dashes for extra detail Colons to introduce a list Question marks for rhetorical questions Hyphens for compound adjectives: fast-moving waves Formal paragraphing for clarity</p>	<p>Can punctate a range of complex sentences accurately (with subordinate clause at beginning, middle, end) Can punctuate bullet points correctly.</p>
Composition	<p>Can use a simple, compound and a range of complex sentences for effect. Can use metaphors and personification for effect. Can describe detailed settings, characters and atmosphere. Can use a range of structural and organisational devices for effect (presentational). <ul style="list-style-type: none"> Write a clear opening that explains the issue and urgency Use evidence from the story (what happened in the early chapters) Build persuasion using: Problem → Impact → Request → Reason End with a powerful closing that repeats the key demand Introduce the topic clearly <ul style="list-style-type: none"> Explain in a logical sequence Use cause → effect sentences Define technical vocabulary in child-friendly ways Finish with a summary sentence that links back to impact/danger </p>	<p>Can use a range of conjunctions to provide cohesion (despite, in comparison, instead of, nevertheless,</p>

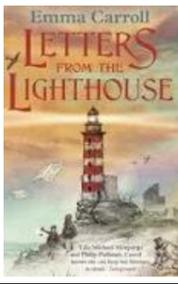
	<p><i>Cohesive devices:</i></p> <ul style="list-style-type: none"> • A fuller range of cohesive devices: <i>therefore, consequently, in contrast, additionally</i> • Clear topic sentences to introduce paragraph ideas • Reference chains (using nouns/pronouns consistently): <i>the creature → the beast → it</i> • Better shifts between paragraphs (not abrupt) • Building cohesion through vocabulary choices and tone 	
	<i>Can proofread for spelling and punctuation errors and improve their writing.</i>	
Vocabulary	<p><i>Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (including prepositional phrases to add detail mostly correct)</i> <i>Emotive, urgency, formal phrases, powerful verbs, modal verbs.</i> <i>Cause and effect language</i> <i>Precise adverbs</i> <i>Formal phrasing</i></p>	<p><i>Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (including prepositional phrases to add detail majority correct)</i></p>
Spelling	<p><i>Understands the etymology and morphology of Y5/Y6 words.</i></p>	<p><i>Can spell at least 50% Y5/Y6 common exception words correctly</i> <i>Can apply at least 50% rules listed in spelling Y5/Y6</i></p>

Year 5 & 6 Cycle A

Teachers of the Y5 & 6 class should follow the year 5 and 6 Writing Curriculum. The books are the same across Year 5 and 6 but the objectives meet the NC and school writing outcomes for each year group and therefore must be considered when planning your writing process.

Year 6 Cycle A Summer Term

Term Taught	Summer Term 1	Summer Term 2
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Area of English		
Power of Reading	<p style="text-align: center;">The Somerset Tsunami</p> 	<p style="text-align: center;">Letters from the Lighthouse</p> 
Text Type	<p>Letter-formal seeking support from government and asking for support from communities/charities Explanation text- how tsunamis form and how tsunamis affect land and people</p>	<p>Recount: contrasting diary entries Narrative- Short story-writing a missing or next chapter to the story Persuasion - Letter to complain (MOD)</p>
Grammar	<p>Can use all 10 modal verbs or adverbs to indicate degrees of possibility.</p> <p>Can use relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i>.</p> <p>Can identify and use coordinating and subordinating conjunctions appropriately within their writing</p> <p>Formal register: <i>I am writing to request...</i> Passive voice appropriately: <i>Homes have been damaged...</i> Expanded noun phrases: <i>fast-moving, freezing floodwater</i> Cohesive devices across paragraphs: <i>Furthermore, In addition, Consequently, Therefore</i> Varying sentence starters (for effect): <i>Without warning, In recent days, Most importantly,</i></p>	<p>Can use these words when talking about their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, colon, semi colon, past progressive, present progressive, subjunctive, hyphen, dash, synonyms and antonyms</p>
Punctuation	<p>Commas for clarity, including after fronted adverbials Brackets / dashes for parenthesis Colons to introduce a list or explanation Semi-colons to link closely related main clauses (expected to be used accurately and sometimes) Hyphens to avoid ambiguity: <i>fast-rising water</i> Rhetorical questions punctuated correctly</p>	<p>Can punctuate a range of complex sentences accurately (with subordinate clause at beginning, middle, end)</p> <p>Can punctuate bullet points correctly.</p>
Composition	<p>Can use a simple, compound and a range of complex sentences for effect.</p> <p>Can use metaphors and personification for effect.</p> <p>Can describe detailed settings, characters and atmosphere.</p> <p>Writing is organised into logical paragraphs</p> <p>Each paragraph has a clear purpose (opening, evidence, impact, request, conclusion)</p> <p>Uses evidence from the text (events, atmosphere, threat to homes/community) Selects vocabulary and devices deliberately to persuade</p>	<p>Can use a range of conjunctions to provide cohesion (<i>despite, in comparison, instead of, nevertheless, subsequently, moreover</i>)</p>

	<ul style="list-style-type: none"> • <i>Cohesive devices: Controlled linking across paragraphs and sections</i> • <i>Variation in cohesive strategies (not repetitive)</i> • <i>Effective paragraph transitions and purposeful organisation</i> • <i>Devices like:</i> • ellipsis (<i>leaving out unnecessary repeated words</i>) • substitution (<i>this, such, those</i>) • embedded reference (<i>this decision, this moment, such an outcome</i>) • <i>Cohesion supports argument, explanation, and narrative pacing</i> 	
	<i>Can proofread for spelling and punctuation errors and improve their writing.</i>	
Vocabulary	<i>Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (including prepositional phrases to add detail mostly correct)</i> <i>Make language choices including:</i> <i>Formal phrases</i> <i>Urgency</i> <i>Subject-specific</i> <i>Emotive but controlled</i> <i>Modality</i> <i>Cause and consequence</i> <i>Use scientific vocabulary</i>	<i>Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (including prepositional phrases to add detail majority correct)</i>
Spelling	<i>Understands the etymology and morphology of Y5/Y6 words.</i>	<i>Can spell at least 50% Y5/Y6 common exception words correctly</i> <i>Can apply at least 50% rules listed in spelling Y5/Y6</i>