

# The English Curriculum

## 2023 - 2024

## Curriculum Map – Reception (Early Years Foundation Stage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics Progression</b>	New phoneme:grapheme correspondences: s, a, t, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l  Tricky words: is, the l	New phoneme:grapheme correspondences: ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk  Tricky words: put, pull, full, as, and has, his, her, go, no, to, into, she, push, he, of, we, me, be	New phoneme:grapheme correspondences: ai, ee, igh, oa, oo, <b>oo</b> , ar, or, ur, ow, oi, ear, air, er  Tricky Words: was, you, they, my, by, all, are, sure, pure	Review phoneme:grapheme correspondences: ai, ee, igh, oa, oo, <b>oo</b> , ar, or, ur, ow, oi, ear, air, er  Words with 2 or more digraphs  -ing words  Compound Words  Secure spelling of tricky words taught so far	Words with short vowels  Root words ending -ing, -ed, -est  New tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Words with long vowels  Root words ending:  -ing  -ed /t/,  -ed /id/ /ed/  -ed /d/
<b>Main Text/s</b>	The Colour Monster by Alana Llenas  Little Red Hen  Farmer Duck by Martin Wardell	A Squash and a Squeeze by Julia Donaldson  The Everywhere Bear by Julia Donaldson  In Every House on Every Street by Jess Hitchman	Owl babies by Martin Waddell  Monkey Puzzle by Julia Donaldson  The Tiger Who Came to Tea by Judith Kerr	Three Billy Goats Gruff  Little Red Riding Hood	Jasper's beanstalk by Nick Butterworth  Errol's Garden by Gillian Hibbs	Hundred Decker Bus  Out of the blue  <b>Handa's Surprise</b> (Eileen Browne)
<b>Texts for Real Reading</b>	Ruby's worry by Tom Percival The Invisible String by Patrice Karst Giraffes Can't Dance by Giles Andreae Conker the Chameleon by Hannah Peckham Only One You by Linda Kranz	On Sudden Hill by Linda Sarah  This is Our House by Michael Rosen	Lost and Found by Oliver Jeffers  The Boy who Lost his Bumble by Trudi Esberger	Traditional Tales  Sshhh! By Sally Grindley  On the way home by Jill Murphy	Yucky Worms by Vivian French  Bloom by Doreen Cronin and David Small	Mr Gumpys Outing The naughty bus The train ride On the way home Splash Sharing a shell Commotion in the Ocean

	The Rainbow Fish by Marcus Pfister Tiddler by Julia Donaldson The Lion Inside by Rachel Bright The Koala Who Could by Rachel Bright The Dot by Peter H Reynolds Ish by Peter H Reynolds Elmer by David McKee Pumpkin Soup by Helen Cooper <b>Rosies Walk by Pat Hutchins</b>	Knuffle Bunny by Mo Willems  Dogger by Shirley Hughes  Stickman by Julia Donaldson  The Gruffalo's Child by Julia Donaldson	Oi Frog! By Kes Gray and Jim Field  We're Going on a Bear Hunt by Michael Rosen  The Gruffalo by Julia Donaldson	Biscuit Bear by Mini Grey  Each Peach Pear Plum by Janet and Allan Ahlberg	Mad about Minibeasts by David Wojtowycz and Giles Andreae  The Tiny seed Eddie's garden	Bringing the rain to kapati plain Anna Hibiscus song The leopards drum We're going on a lion hunt
Non-Fiction	Feelings People/bodies/senses Hygiene Harvest	Food/drink Autumn / Winter Celebrations – Diwali Christmas	Animal books Winter Antarctica	Forests/woods Animals – bears/wolves/goats	Plants Minibeats/Insects	Transport/vehicles Rockpools Lighthouses Oceans Africa
Poetry Basket	Traditional Nursery Rhymes: Incy Wincy Spider, Jack and Jill, Humpty Dumpty, Twinkle Twinkle Little Star  Chop Chop Sliced Bread	Nativity Songs  Five Little Peas  Leaves are falling	Five Little Owls  Monkey Babies  I can build a snowman	Pancakes  Dance  The fox	A Little Seed  I have a little frog  Under a stone	Rock Pool  Stepping Stones
Writing Outcome	<b>Oral retell</b> of stories  <b>Labelling</b> – body parts Initial sounds - Feelings	<b>Labelling</b> – features of my house  <b>Map</b> – My school/local area	<b>Story mapping</b> – labels/key vocab  <b>Information</b> – animal facts sentence	<b>Story mapping</b> – labels/key vocab  <b>Character descriptions</b>	<b>Story mapping</b> – labels/key vocab  <b>Instructions</b> – How to plant a bean seed	<b>Story mapping</b> – labels/key vocab  <b>Story retell</b>

## Curriculum Map – Year 1

Year 1 Scheme of Work	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression in Phonics	<p><u>Phonics – Little Wandle</u> Review of Phase 3 and 4 New Phase 5 graphemes: ai and ay (play) ow and ou (cloud) oi and oy (toy) ee and ea (each)</p> <p>Review Phase 2 – 4 tricky words</p>	<p><u>Phonics – Little Wandle</u> New Phase 5 graphemes: ur and ir (bird) igh and ie (pie) oo yoo and ue (blue and rescue) yoo and u (unicorn) oa and o (go) igh and i (tiger) ai and a (paper) ee and e (he) ai and a-e (shake) igh and i-e (time) oa and o-e (home) oo, yoo and u-e (rude and cute) ee and e-e (these) oo, yoo and ew (chew and new) ee and ie (shield) or and aw (claw)</p> <p>New tricky words: Their, people, oh, your, Mrs, Mr, Ms, could, would, should, our, house, mouse, water, want</p>	<p><u>Phonics – Little Wandle</u> New Phase 5 graphemes: ee and y (funny) e and ea (head) w and wh (wheel) oa, oe and ou (toe and shoulder) igh and y (fly) oa and ow (snow) j and g (giant) f and ph (phone) l, le and al (apple and metal) s and c (ice) v and ve (give) u, o-e, o and u (some, mother and young) z and se (cheese) s, se, and ce (mouse and fence) ee and ey (donkey)</p> <p>New tricky words: any, many, again, who, while, where, two, school, call, different, thought, through, friend, work</p>	<p><u>Phonics – Little Wandle</u> New Phase 5 graphemes: ur and or (word) oo, u and oul (awful and would) air and are (share) or, au, oor, al (author, dinosaur, floor and walk) ch, tch and ture (match, adventure) ar, al and a (half, father) or and a (water) o and a (want) air, ear, ere (bear and there) ur and ear (learn) r and wr (wrist) s, st and sc (whistle and science) c and ch (school) sh and ch (chef) z and ze (freeze)</p> <p>New tricky words: once, laugh, because eye</p>	<p><u>Phonics – Little Wandle</u> ai, eigh, aigh, ey, ea (eight, straight, grey, break) n, kn, gn (knee and gnaw) m and mb (thumb) ear, ere, eer (here and deer) zh, su and si (treasure and vision) j and dge (bridge) i and y (crystal) j and ge (large) sh, ti, ssi, si and ci (potion, mission, mansion, delicious) or, augh, our, oar, ore (daughter, pour, oar, more)</p> <p>New tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree texts	Cave Baby Julia Donaldson	Naughty Bus Jan Oke and Jerry Oke	Beegu Alexis Deacon	Stanley's Stick John Hegley and Neal Layton	Lost and Found Oliver Jeffers	Dadaji's Paintbrush Rashmi Sirdeshpande
	Astro Girl Ken Wilson-Max	Billy and the Beast Nadis Shireen	The Odd Egg Emily Gravett	The See Saw Tom Percival	Pig the Pug Aaron Blabey	The Magic Bed John Burningham
Objectives to be covered	<u>Composition</u> Say out loud what they are going to write about. Compose a caption or sentence orally before writing it.		<u>Composition</u> Say out loud what they are going to write about. Compose a caption or sentence orally before writing it. Re-read what they have written to check that it makes sense.		<u>Composition</u> Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	
	<u>Vocabulary, Grammar and Punctuation</u> Leave a space between words. Begin to punctuate a sentence with a capital letter and a full stop. Use a capital letter for the personal pronoun I		<u>Vocabulary, Grammar and Punctuation</u> Leave a space between words to reflect the size of letters. Punctuate a sentence with a capital letter and a full stop. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Join words using and. Begin to punctuate a sentence with a question mark		<u>Vocabulary, Grammar and Punctuation</u> Leave a space between words to reflect the size of letters. Punctuate a sentence with a capital letter and a full stop. Use a capital letter for the personal pronoun I Join words and clauses using and. Begin to punctuate a sentence with a question mark and an exclamation mark	
	<u>Spelling</u> See Little Wandle progression in spelling  <u>Autumn 1</u> Spell words containing each of the 40+ phonemes already taught (revisit from Little Wandle in EYFS) Phase 4 Common exception words  <u>Autumn 2</u> Double consonant after a short vowel sound for ff/ll/ss/zz/ck/nk		<u>Spelling</u> See Little Wandle progression in spelling  <u>Spring 1</u> Spelling rules for -tch and -ve Suffixes es and s  <u>Spring 2</u> Suffixes -ed/-ing/-er/-est		<u>Spelling</u> See Little Wandle progression in spelling  <u>Summer 1</u> Polysyllabic words Days of the week  <u>Summer 2</u> Phase 5 common exception words	
	<u>Handwriting</u> Begin to form lower-case letters in the correctly.		<u>Handwriting</u> Form lower-case letters in the correctly. Begin to form capital letters correctly.		<u>Handwriting</u> Form lower-case letters in the correctly. Form capital letters correctly	

	Understand which letters belong to which handwriting 'families'.		Form digits 0-9 correctly
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## Year 2 Curriculum Map

Theme/Term	A twist in the tale Autumn 1		Creation & conservation Autumn 2	
Writing Root / Spelling Seed Text	 Wolves Emily Gravett	 Science: Living Things	 The Journey Home Frann Preston-Gannon	 We Are Water Protectors Carole Lindstrom
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Non-chronological leaflets</b> Captions, information writing, character descriptions and comparisons		<b>Persuasive letters</b> Posters, lists, postcards, wanted posters, information reports, short stories	
Literary Leaf Text	 The Spider and the Fly Mary Howitt and Tony DiTerlizzi		 There's a Kangaroo in my Bedroom James Sellick	
Length	10 sessions, 2 weeks		12 sessions, 2+ weeks	
Theme/Term	Bravery vs. fear Spring 1		Change & relationships Spring 2	
Writing Root / Spelling Seed Text	 The Bear Under the Stairs Helen Cooper	 OR The Bear and the Piano David Litchfield	 Tadpole's Promise Jeanne Willis	 Grandad's Camper Harry Woodgate
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Information texts</b> Letters, retellings, own version narratives		<b>Own version narratives</b> Explanations, speech / thought bubbles, setting descriptions, extended explanations	
Literary Leaf Text	 Rabbit and Bear by Julian Gough & Jim Field		 Too Small Toa Niruke	
Length	15 sessions, 3 weeks		12 sessions, 2+ weeks	
Theme/Term	Fictional Worlds & fantasy Summer 1		Urban metropolis Summer 2	
Writing Root / Spelling Seed Text	 The Dragon Machine Helen Ward	 Ocean Meets Sky Eric Fan and Terry Fan	 The Great Fire of London Emma Adams	 OR A Walk In London Salvatore Rubino
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Own version dragon stories</b> Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters		<b>Information booklets</b> Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates	

## Year 3 Curriculum Map

Theme/Term	Magic & wonder Autumn 1				Dreams & curiosity Autumn 2			
Writing Root / Spelling Seed Text	 <i>The Heart and the Bottle</i> Oliver Jeffers	PSHCE: Grief	 OR <i>The First Drawing</i> Mordcai Gerstein	History: Stone Age	 <i>The BFG</i> Roald Dahl	 <i>The Tear Thief</i> Carol Ann Duffy		
Length	17 sessions, 3+ weeks		10 sessions, 2 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue		Own version 'dilemma' narratives Character descriptions, narrative retellings		Own historical narratives Character descriptions, diaries, recounts		Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions  Newspaper article Shared poems, diary entries, persuasive posters, letters of explanation, discussions	
Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane		 <i>Arthur and the Golden Rope</i> Joe Todd Stanton	History: Vikings	 <i>The BFG</i> Roald Dahl	 <i>New and Collected Poems for Children</i> Carol Ann Duffy		
Length	10 sessions, 2 weeks		15 sessions, 3 weeks		15 Sessions, 3 weeks		10 Sessions, 2 weeks	
Theme/Term	Disaster, hope & healing Spring 1				Overcoming adversity Spring 2			
Writing Root / Spelling Seed Text	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo		 <i>Escape from Pompeii</i> Christina Balit <b>History: Ancient Rome</b>		 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham	 <i>Cinderella of the Nile</i> by Beverley Naidoo		
Length	15 sessions, 3 weeks		16 sessions, 3+ weeks		15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	Own version myths/legends Writing in role, information reports, adverts, formal letters		Newspaper reports Setting descriptions, diaries, letters, thought bubbles		Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions		Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports	
Literary Leaf Text	 <i>The Pied Piper of Hamelin</i> Robert Browning		 <i>Earth Shattering Events</i> Robin Jacobs	Science: Volcanoes	 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 <i>Africa, Amazing Africa</i> Atinuke		
Length	10 sessions, 2 weeks		15 Sessions, 3 weeks		12 sessions, 2+ weeks		15 Sessions, 3 weeks	
Theme/Term	From mystery to discovery Summer 1				Confidence & caution Summer 2			
Writing Root / Spelling Seed Text	 <i>How to Live Forever</i> Colin Thompson		 OR <i>Flotsam</i> David Wiesner	Geography: Oceans	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc	 OR <i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman		
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks		12 sessions, 3 weeks	
Outcomes	Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning		Sequels (mystery narratives) Postcards, setting descriptions, non- chronological reports, message in a bottle letters		Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology		Own version narratives Thought bubbles, missing scenes, diaries	
Literary Leaf	 <i>Mr Penguin and the Lost Treasure</i> Alex T. Smith		 <i>I am the Seed that Grew the Tree</i> Fiona Waters	Scie Pla	 <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Fortunately, the Milk</i> Neil Gaiman		

## Year 4 Curriculum Map

Theme/Term	Finding Freedom Autumn 1		Invention & innovation Autumn 2	
Writing Root	 <i>Varmints</i> Helen Ward	 OR <i>The Mermaid of Zennor</i> Charles Causley	 <i>FARTHER</i> Grahame Baker Smith	 OR <i>The Iron Man</i> Ted Hughes
Length	16 sessions, 3+ weeks		15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	<b>Explanations</b> Descriptive comparisons, retellings, setting descriptions, poetry		<b>Sequel stories</b> Retellings, recounts (postcards), setting descriptions, diary entries, instructions	<b>Mystery narratives</b> Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry
Literary Leaf Text	 <i>The Undeclared</i> Kwame Alexander	 <i>Annie Lumsden, The Girl from the Sea</i> David Almond	 <i>The Story of Flight</i> Jakob Whitfield	 <i>The Wild Robot</i> Peter Brown
Length	15 sessions, 3 weeks		12 sessions, 2+ weeks	15 sessions, 3 weeks
Theme/Term	Darkness & light Spring 1		Taking courage Spring 2	
Writing Root/ Spelling Seed Text	 <i>Winter's Child</i> Angela McAllister	 OR <i>Cinnamon</i> Neil Gaiman	 OR <i>The Matchbox Diary</i> Paul Fleischman	
Length	11 sessions, 2+ weeks		15 sessions, 3 weeks	
Outcomes	<b>Fantasy story sequels</b> Postcards (recount), dialogue, setting descriptions as letters, retellings		<b>Biography</b> Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	
Literary Leaf Text	 <i>The Firework Maker's Daughter</i> Philip Pullman	 OR <i>Tamarind and the Star of Ishta</i> Jasbinder Bilan	 <i>Viking Voyagers</i> Jack Tite	
Length	14 sessions, 2+ weeks		15 sessions, 3 weeks	
Theme/Term	Exploration & discovery Summer 1		Different worlds Summer 2	
Writing Root/ Spelling Seed Text	 OR <i>Shackleton's Journey</i> William Grill	 <i>The Baker by the Sea</i> Paula White	 <i>Jabberwocky</i> Lewis Carroll	Fryndleswyde, Natalia and Lauren O'Hara
Length	15 sessions, 3 weeks		10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	<b>Tutankhamun biographies</b> Reports, instructions, character descriptions, diaries,		<b>Nonsense poems</b> Performance poetry, explanatory descriptions	<b>Narrative Sequel</b>

## Year 5 Curriculum Map

Theme/Term	Ambition & desire Autumn 1		Power vs. principles Autumn 2	
Writing Root/ Spelling Seed Text	 <i>Hidden Figures</i> Margot Lee Shetterly	 <i>The Man Who Walked Between the Towers</i> Mordcai Gerstein	 <i>The Tempest</i> William Shakespeare	 OR <i>Percy Jackson</i> Rick Riordan
Length	12 sessions, 2+ weeks	12 sessions, 2+ weeks	14+ sessions, 3 + weeks	20 sessions, 4 weeks
Outcomes	<b>Biographies/autobiographies</b> Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches		<b>Playscripts</b> Setting descriptions, character descriptions, diaries, dialogue	
Literary Leaf Text	 <i>Hidden Figures Young Readers' Edition</i> Margot Lee Shetterly	 <i>Cosmic</i> Frank Cottrell Boyce	 <i>Mythologica</i> Dr. Stephen P. Kershaw	 <i>Cogheart</i> Peter Bunzl
Length	15 sessions, 3 weeks	19 sessions, 3+ weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks
Theme/Term	Belonging & equality Spring 1		Legends & folklore Spring 2	
Writing Root/ Spelling Seed Text	 <i>The Island</i> Armin Greder	 <i>Freedom Bird</i> Jerdine Nolen	 <i>The Lost Happy Endings</i> Carol Ann Duffy	 <i>The Sleeper and the Spindle</i> Neil Gaiman and Chris Riddell
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	17 sessions, 3+ weeks
Outcomes	<b>Sequel</b> Welcome guides, descriptions, letters of advice, diaries entry in role, imagined conversations		<b>Alternative perspective prequels -</b> Newspaper reports, extended responses to a text	
Literary Leaf Text	 <i>Me, My Dad and the End of the Rainbow</i> Benjamin Dean	 <i>Black and British: A short, essential history</i> David Olusoga	 <i>The Listeners</i> Walter de la Mare	 <i>When the Stars Come Out</i> Nicola Edwards
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	12 sessions, 3 weeks
Theme/Term	Lessons from history Summer 1		Mystery & truth Summer 2	
Writing Root/ Spelling Seed Text	 OR <i>Anne Frank</i> Josephine Poole	 <i>Children of the Benin Kingdom</i> Dina Orji	 OR <i>Firebird</i> Saviour Pirotta and Catherine Hyde	 <i>High Rise Mystery</i> Sharna Jackson
Length	10 sessions, 2+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	<b>Newspaper articles</b> Letters, short descriptions, extended diary entries, obituaries, opinion pieces		<b>Fairytale narratives</b> Formal letters, retellings, character descriptions	
	<b>Non-chronological reports</b> Informal letters, diaries, survival guides, eyewitness reports, story summaries		<b>Extended stories</b> Character & setting descriptions, police & newspaper report, dialogue, persuasive letters	

## Year 6 Curriculum Map

Theme/Term	Ambition & desire Autumn 1		Power vs. principles Autumn 2	
Writing Root/ Spelling Seed Text	 <i>Hidden Figures</i> Margot Lee Shetterly	 <i>The Man Who Walked Between the Towers</i> Mordicai Gerstein	 <i>The Tempest</i> William Shakespeare	 OR <i>Percy Jackson</i> Rick Riordan
Length	12 sessions, 2+ weeks	12 sessions, 2+ weeks	14+ sessions, 3+ weeks	20 sessions, 4 weeks
Outcomes	<b>Biographies/autobiographies</b> Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches		<b>Playscripts</b> Setting descriptions, character descriptions, diaries, dialogue	
Literary Leaf Text	 <i>Hidden Figures Young Readers' Edition</i> Margot Lee Shetterly	 <i>Cosmic</i> Frank Cottrell Boyce	 <i>Mythologica</i> Dr. Stephen P. Kershaw	 <i>Cogheart</i> Peter Bunzl
Length	15 sessions, 3 weeks	19 sessions, 3+ weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks
Theme/Term	Belonging & equality Spring 1		Legends & folklore Spring 2	
Writing Root/ Spelling Seed Text	 <i>The Island</i> Armin Greder	 <i>Freedom Bird</i> Jerdine Nolen	 <i>The Lost Happy Endings</i> Carol Ann Duffy	 <i>The Sleeper and the Spindle</i> Neil Gaiman and Chris Riddell
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	17 sessions, 3+ weeks
Outcomes	<b>Sequel</b> Welcome guides, descriptions, letters of advice, diaries entry in role, imagined conversations		<b>Alternative perspective prequels -</b> Newspaper reports, extended responses to a text	
Literary Leaf Text	 <i>Me, My Dad and the End of the Rainbow</i> Benjamin Dean	 <i>Black and British: A short, essential history</i> David Olusoga	 <i>The Listeners</i> Walter de la Mare	 <i>When the Stars Come Out</i> Nicola Edwards
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	12 sessions, 3 weeks
Theme/Term	Lessons from history Summer 1		Mystery & truth Summer 2	
Writing Root/ Spelling Seed Text	 OR <i>Anne Frank</i> Josephine Poole	 <i>Children of the Benin Kingdom</i> Dina Orji	 OR <i>Firebird</i> Saviour Pirotta and Catherine Hyde	 <i>High Rise Mystery</i> Sharna Jackson
Length	10 sessions, 2+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks
Outcomes	<b>Newspaper articles</b> Letters, short descriptions, extended diary entries, obituaries, opinion pieces		<b>Fairytale narratives</b> Formal letters, retellings, character descriptions	
	<b>Non-chronological reports</b> Informal letters, diaries, survival guides, eyewitness reports, story summaries		<b>Extended stories</b> Character & setting descriptions, police & newspaper report, dialogue, persuasive letters	

## Progression of Knowledge in Grammar and Punctuation

	Word Structure	Sentence Structure	Text Structure	Punctuation
EYFS	Know that words are made of letters. Know that phonemes are represented by graphemes	Know that a sentence is made of words. Each word should be separated by a space.		Capital letter at the start of your name.
Year 1	<p>Know which letters are <b>vowels</b> and which letters are <b>consonants</b>.</p> <p>Know that a <b>noun</b> is a person, place or thing.</p> <p>Know that a suffix is added to the end of a root word to change it.</p> <p>Know the <b>regular noun suffixes</b> -s or -es (e.g. dog, dogs, wish, wishes)</p> <p>Know that a <b>verb</b> is an action.</p> <p>Know that suffixes can be added to verbs (e.g. helping, helper, helped)</p> <p>Know that an <b>adjective</b> is a word that can be used to describe a <b>noun</b>.</p> <p>Know that a <b>prefix</b> is added to the beginning of a root word to change the meaning.</p> <p>Know that the <b>prefix</b> un- changes the meaning of an <b>adjective</b> or <b>verb</b> (e.g. unkind or undoing)</p>	<p><b>Words</b> are combined to make a <b>sentence</b>.</p> <p>A <b>sentence</b> must contain a <b>subject</b> and a <b>verb</b>.</p> <p><b>Noun phrases</b> can be used to add detail (e.g The red hat on the dog.</p> <p><b>Words</b> and <b>sentences</b> can be joined with the <b>coordinating conjunction</b> <i>and</i>.</p>	<p>A sequence of <b>sentences</b> forms a short <b>narrative</b>.</p> <p>A narrative is a story.</p>	<p><b>Words</b> must be separated by a space.</p> <p>A <b>sentence</b> must always start with a <b>capital letter</b>.</p> <p>It can end with a <b>full stop, question mark or exclamation mark</b>.</p> <p>A <b>proper noun</b> must start with a <b>capital letter</b>.</p> <p>The <b>personal pronoun</b> I is always a <b>capital letter</b>.</p>

Year 2	<p>Know that a <b>noun</b> can be changed by adding the <b>suffix</b> -ness or -er</p> <p>Know that <b>adjectives</b> can be formed by adding the <b>suffixes</b> -ful and -less</p> <p>Know that an <b>adverb</b> is used to <b>modify</b> a <b>verb</b>.</p> <p>Know that the use of the <b>suffixes</b> -er and -est form comparisons of <b>adjectives</b> and <b>adverbs</b>.</p>	<p>Know that <b>sentences</b> have different forms: <b>statement, command, question</b> or <b>exclamation</b></p> <p>Know that a <b>main clause</b> must contain a <b>subject</b> and a <b>verb</b>. (It makes sense on its own)</p> <p>Know that a <b>subordinate clause</b> is usually introduced by a <b>conjunction</b> and is <b>dependent</b> on the <b>main clause</b> (it does not make sense alone).</p> <p>Know how to use a <b>subordinate conjunction</b> to join a <b>main clause</b> and a <b>subordinate clause</b>.</p> <p>Know that an <b>expanded noun phrase</b> can be used for description and specification (e.g the blue butterfly, plain flour)</p>	<p>Know how to correctly choose and use the <b>present</b> and <b>past tense</b> throughout writing.</p>	<p>Know how to use of a <b>capital letter, full stop, question marks</b> and <b>exclamation marks</b> to consistently demarcate <b>sentences</b>.</p> <p>Know how to use <b>commas</b> to separate items in a list.</p> <p>Know how to use an <b>apostrophe</b> to mark contracted forms.</p>
Year 3	<p>Know that a range of <b>nouns</b> can be formed using the <b>prefixes</b> super-, anti- and auto-</p> <p>Know how to use the <b>determiners</b> a and an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b>.</p>	<p>Know how to express <b>time</b> and <b>cause</b> using:</p> <ul style="list-style-type: none"> <li>• <b>Conjunctions</b> (e.g. when, so, before, after, because)</li> <li>• <b>Adverbs</b> (e.g. then, next, soon)</li> <li>• <b>Prepositions</b> (e.g. before, after, during, in, because of)</li> </ul>	<p>Know that <b>paragraphs</b> are used as a way to group related material.</p> <p>Know that <b>headings</b> and <b>subheadings</b> aid presentation.</p> <p>Know how to use the <b>perfect form of verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said).</p>	<p>Know that <b>inverted commas</b> are used to punctuate direct speech.</p>

Year 4	<p>Know the grammatical difference between <b>plural</b> and <b>possessive</b> -s.</p>	<p>Know how to make the appropriate choice of <b>pronoun</b> or <b>noun</b> to avoid <b>ambiguity</b> and <b>repetition</b>.</p> <p>Know how to use a <b>fronted adverbial</b> (e.g. Later that day,)</p>	<p>Know how to use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Know how to make the appropriate choice of <b>pronoun</b> or <b>noun</b> across sentences to aid <b>cohesion</b> and avoid repetition.</p>	<p>To know how to use <b>inverted commas</b> to punctuate <b>direct speech</b>.</p> <p>Know how to use <b>apostrophes</b> to mark <b>singular</b> and <b>plural possession</b>.</p> <p>To know how to use a <b>comma</b> after a <b>fronted adverbial</b>.</p>
Year 5	<p>Know how to convert <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate, -ise, -ify)</p> <p>Know how to use the <b>verb prefixes</b> (e.g. dis-, de-, mis-, over-, re-)</p>	<p>To know how to <b>relative clauses</b> beginning with who, which, where, why, whose, that or an omitted <b>relative pronoun</b>.</p> <p>To know how to indicate degrees of possibility using:</p> <ul style="list-style-type: none"> <li>• <b>Modal verbs</b> (e.g. might, should, will, must)</li> <li>• <b>Adverbs</b> (e.g. perhaps, surely)</li> </ul>	<p>Know how to use devices to build <b>cohesion</b> within a <b>paragraph</b> (e.g. then, after that, this, firstly)</p> <p>Know how to link ideas across <b>paragraphs</b> using <b>adverbials</b> of:</p> <ul style="list-style-type: none"> <li>• Time (e.g. later)</li> <li>• Place (e.g. nearby)</li> <li>• Number (e.g. secondly)</li> </ul>	<p>Know how to use <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b>.</p> <p>Know how to use <b>commas</b> to clarify meaning or avoid ambiguity.</p>
Year 6	<p>Know the difference between vocabulary typical of <b>formal</b> and <b>informal speech</b>.</p>	<p>Know how to use <b>passive voice</b> to affect the presentation of the information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken).</p> <p>Know to use <b>expanded noun phrases</b> to convey complicated information precisely.</p>	<p>Know how to link ideas across <b>paragraphs</b> using a wider range of <b>cohesive devices</b>:</p> <ul style="list-style-type: none"> <li>• <b>Semantic cohesion</b> (e.g. repetition of a word or phrase).</li> <li>• <b>Grammatical connections</b> (e.g. the use of adverbials such as 'on the other hand' or 'as a consequence')</li> <li>• <b>Ellipsis</b></li> <li>• <b>Layout devices</b>: headings, subheadings, columns, bullets, or tables to structure text.</li> </ul>	<p>Know how to use a <b>semi-colon, colon and dash</b> to mark the boundary between <b>independent clauses</b>.</p> <p>Know how to use a <b>colon</b> to introduce a list.</p> <p>Know how to punctuate <b>bullet points</b> to list information.</p> <p>Know how <b>hyphens</b> can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark)</p>

