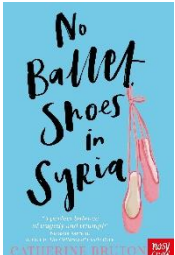
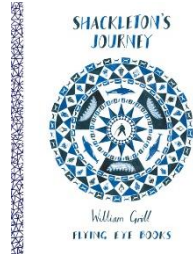
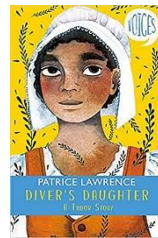
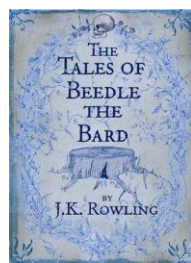
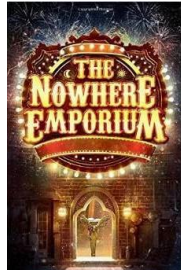



## Year 6 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Text</b></p> <p><i>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</i></p> <p><i>Monday and Friday guided reading lessons are based on these texts.</i></p>	 <p><b>No Ballet Shoes In Syria</b></p>  <p><b>The Arrival</b></p>	 <p><b>Beowulf</b></p>  <p><b>Shakelton's Journey</b></p>	 <p><b>Harry Potter and the Chamber of Secrets</b></p>  <p><b>Diver's Daughter</b></p>	 <p><b>The Tales of Beedle the Bard</b></p>  <p><b>Dark Sky Park</b></p>	 <p><b>Moth</b></p>  <p><b>The Nowhere Emporium</b></p>	 <p><b>When the Sky Falls</b></p>  <p><b>Overheard in a Tower Block</b></p>
<b>Literacy Form</b>	Contemporary novel Picture book	Epic poem Non-fiction	Fantasy fiction novel Historical fiction	Short fable stories Poetry	Non-fiction Adventure novel	Historical fiction Poetry
<b>Link to main NC Area of Learning</b>	<b>History:</b> Migration <b>PSHE:</b> Communication and the nature of language	<b>History:</b> Anglo-Saxons and Vikings <b>Geography:</b> Polar Regions	<b>PSHE:</b> Dealing with change <b>History:</b> Tudor London	<b>PSHE:</b> virtue is rewarded <b>Science:</b> Living things and their habitats Evolution and adaptation	<b>Science:</b> Evolution and adaptation <b>Science:</b> Electricity	<b>History:</b> WW2 <b>PSHE:</b> Growing and changing; the urban environment
<b>Writing based on</b>	No Ballet Shoes in Syria	Beowulf & Shakelton's Journey	Harry Potter and the Philosopher's Stone and Chamber of Secrets	The Tales of Beedle the Bard Alma (literacy shed)	Francis (literacy shed)	Beyond the Lines When the Sky Falls Overheard in a Tower Block

<p><b>Genres/outcomes</b></p> <ul style="list-style-type: none"> <li>• 6 x writing to entertain</li> <li>• 4 x writing to inform: report, recount (1 x letter or diary and 1 x newspaper report) and explanation</li> <li>• 1 x writing to persuade</li> <li>• 1 x writing to discuss</li> <li>• 3 x poetry</li> </ul>	<ol style="list-style-type: none"> <li>1. Sentence structure using DADWAVERS &amp; ISPACED</li> <li>2. Descriptive setting of Manchester compared to Syria</li> <li>3. Letter writing (from Aya to her friends in Syria)</li> <li>4. Diary/journal entry in the role of Ciara</li> <li>5. Character reference for Aya and her family to stay in England</li> <li>6. Speech that Aya would tell Ciara</li> </ol>	<ol style="list-style-type: none"> <li>1. Character description of Grendel</li> <li>2. Newspaper reporting Beowulf's victory</li> <li>3. Kennings poem</li> <li>4. Modified character/story narrative</li> <li>5. Log on-board the Endurance</li> <li>6. Setting description of Antarctica</li> <li>7. Haiku poem based on Antarctica</li> <li>8. <b>Writing retrieval assessment task: setting description</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Film review</li> <li>2. Balanced argument: should magic be allowed outside of school?</li> <li>3. Formal letter of complaint</li> <li>4. Informal letter in the style of a howler</li> <li>5. Persuasive advert of a magical item</li> <li>6. Job advertisement for a Hogwarts teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative poem based on the Tale of the Three Brothers</li> <li>2. Descriptive setting</li> <li>3. 3<sup>rd</sup> person narrative</li> <li>4. Evolution non-chronological report</li> <li>5. <b>Writing retrieval assessment task: character description</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Setting description of Quetico Park</li> <li>2. Holiday brochure of Quetico Park</li> <li>3. Police/news report</li> <li>4. Journal entry from Francis</li> <li>5. <b>Writing retrieval assessment task: 3<sup>rd</sup> person narrative</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Setting description</li> <li>2. 1<sup>st</sup> person narrative</li> <li>3. Alternative ending</li> <li>4. Free verse poem</li> <li>5. Informal letter</li> <li>6. <b>Writing retrieval assessment task: non-chronological report</b></li> </ol>
<p><b>Grammar, punctuation and vocabulary</b></p>	<p style="text-align: center;"><b>Retrieval: consolidate grammar, punctuation and vocabulary from Years 3, 4 and 5</b></p> <ul style="list-style-type: none"> <li>• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</li> <li>• Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech (using question tags in informal writing) and structures appropriate for formal speech and writing, or the use of subjunctive forms.</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.</li> <li>• Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.</li> </ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>• To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</li> </ul>					

<p><b>Spelling</b></p> <p><i>Objectives that are in blue are a Y5/Y6 statutory requirement and individual words highlighted blue are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.</i></p>	<ol style="list-style-type: none"> <li>1. Ambitious synonyms: adjectives (aggressive, hostile, awkward, obstinate, desperate, frantic, disastrous, calamitous, marvellous, spectacular)</li> <li>2. Homophones &amp; near homophones: nouns that end in -ce/-cy and verbs that end in -se/-sy (advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy)</li> <li>3. Adjectives ending in -ant into nouns ending in -ance/-ancy (observant, observance, expectant, expectancy, hesitant, hesitancy, tolerant, tolerance, relevant, relevance)</li> <li>4. Adjectives ending in -ent into nouns ending in -ence/-ency (innocent, innocence, decent, decency, excellent, excellence, confident, confidence, existent, existence)</li> <li>5. Hyphens: to join a prefix ending in a vowel to a root word beginning with a vowel (co-operate, co-ordinate, co-own, co-author, re-</li> </ol>	<ol style="list-style-type: none"> <li>1. Words ending in -able (applicable, tolerable, operable, considerable, dependable, comfortable, reasonable, perishable, breakable, fashionable)</li> <li>2. Words ending in -able (adorable, valuable, advisable, believable, desirable, excitable, knowledgeable, likeable, changeable, noticeable)</li> <li>3. Words ending in -ably (adorably, valuably, believably, considerably, tolerably, changeably, noticeably, dependably, comfortably, reasonably)</li> <li>4. Word families based on common words, showing how words are related in form and meaning (temperature, temper, temperament, tempered, variety, vary, variation, varied, variable, variance)</li> <li>5. Word families based on common words, showing how words are related in form and meaning (suggest, digest, congestion, gesture, gestation, lightning, daylight,</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding suffixes beginning with vowel letters to words ending in -fer (referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference)</li> <li>2. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (siege, niece, grief, chief, fiend, shriek, believe, achieve, convenience, mischievous)</li> <li>3. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (deceive, conceive, receive, perceive, ceiling, receipt, protein, caffeine, seize, neither)</li> <li>4. Word families based on common words, showing how words are related in form and meaning (commit, committee, transmit, submit, commitment, emit, permit, intermittent, omit, unremitting)</li> <li>5. Word families based on common words, showing how words are related</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with endings which sound like /shuhl/ after a vowel letter (official, special, artificial, social, racial, crucial, facial, beneficial, superficial, antisocial)</li> <li>2. Words with endings which sound like /shuhl/ after a consonant letter (partial, confidential, essential, substantial, torrential, sequential, potential, spatial, martial, influential)</li> <li>3. Words with a 'soft c' spelt /ce/ (cemetery, certificate, celebrate, necessary, deceased, December, sacrifice, hindrance, nuisance, prejudice)</li> <li>4. Word families based on common words, showing how words are related in form and meaning (accommodate, accompany, access, accuse, accost, accrue, accuracy, accomplish, accumulate, accentuate)</li> <li>5. Word families based on common words, showing how words are related in form and</li> </ol>	<ol style="list-style-type: none"> <li>1. Word families based on common words, showing how words are related in form and meaning (programme, telegram, hologram, diagram, grammar, grammatical, parallelogram, monogram, programmer, program)</li> <li>2. Words that can be nouns and verbs (challenge, protest, broadcast, benefit, charge, function, influence, interest, object, damage)</li> <li>3. Words that can be nouns and verbs (produce, present, reason, silence, support, transport, surprise, scratch, freeze, balance)</li> <li>4. Words with a long /o/ sound spelt 'ou' or 'ow' (shoulder, smoulder, mould, poultry, soul, shallow, window, blown, known, thrown)</li> <li>5. Words ending in -ible (possible, horrible, terrible, visible, incredible, sensible, forcible, legible, responsible, reversible)</li> <li>6. Words ending in -ibly (possibly, horribly, terribly, visibly, incredibly, sensibly,</li> </ol>	<ol style="list-style-type: none"> <li>1. Synonyms and antonyms (bellowed, screeched, squealed, shrieked, squawked, whispered, murmured, breathed, sighed, muttered)</li> <li>2. Synonyms and antonyms (immense, vast, gigantic, gargantuan, mammoth, miniature, miniscule, insignificant, microscopic, petite)</li> <li>3. Synonyms and antonyms (ecstatic, jovial, exultant, elated, delighted, despondent, forlorn, dejected, woeful, dismal)</li> <li>4. Synonyms and antonyms (deafening, piercing, blaring, ear-piercing, raucous, silent, tranquil, inaudible, unobtrusive, peaceful)</li> <li>5. Synonyms and antonyms (scorching, searing, sizzling, blistering, sweltering, chilly, frozen, arctic, bitter, wintry)</li> <li>6. Synonyms and antonyms (ambled, tottered, strolled, staggered, sauntered, sprinted, raced, darted, dashed, galloped)</li> <li>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</li> </ol>
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	<p>enter, re-educate, re-examine, re-evaluate, re-energise, re-elect)</p> <p>6. Hyphens: to join compound adjectives to avoid ambiguity (man-eating, little-used, rock-bottom, wide-eyed, pig-headed, tight-fisted, cold-hearted, stone-faced, green-eyed, short-tempered)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>enlighten, twilight, limelight)</p> <p>6. Creating diminutives using prefixes micro- or mini- (minibus, miniskirt, minuscule, minibeast, minicab, minimum, microscopic, microchip, microphone, microwave)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>in form and meaning (interrupt, interfere, intercept, interject, intertwine, interim, internal, intersperse, interloper, interest)</p> <p>6. Statutory spellings (attached, available, average, competition, conscience, controversy, correspond, embarrass, especially, exaggerate)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>meaning (signature, assign, design, designate, significant, resignation, resign, insignificant, assignment, signal)</p> <p>6. Statutory spellings (foreign, apparent, appreciate, persuade, individual, language, sufficient, determined, explanation, pronunciation)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>forcibly, legibly, responsibility, reversibly)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	
<b>Handwriting</b>	<p><b>Retrieval practice: retrieve patterns and handwriting styles from Years 3, 4 and 5</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</li> <li>• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul> <p>Pupils will focus on maintaining a consistent and fluent style.  All pupils will write in blue ink pen.  Pupils will continue to practice maintaining legibility when writing at speed.  Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>					



## Year 5 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Text</b></p> <p><i>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</i></p> <p><i>Monday and Friday guided reading lessons are based on these texts.</i></p>	 <p><b>Nobody Owns the Sky – the Bessie Coleman Story</b></p>  <p><b>The Watertower</b></p>	 <p><b>Anglo-Saxon Boy</b></p>	 <p><b>Macbeth</b></p>  <p><b>On the Move: Poems About Migration</b></p>	 <p><b>Odd and the Frost Giants</b></p>  <p><b>Norse Myths: Tales of Odin, Thor and Loki</b></p>	 <p><b>The Great Kappok Tree</b></p>  <p><b>Time Trails: Rainforest</b></p>	 <p><b>Room 13</b></p>  <p><b>Expedition diaries: Amazon Basin</b></p>
<b>Literacy Form</b>	Narrative poetry Visual text	Historical fiction novel	Classic texts from our heritage Picture book	Mythical novel Myths and legends picture book	Picture book Non-fiction	Gothic fiction Non-fiction information text
<b>Writing based on</b>	Nobody Owns the Sky The Watertower	Anglo-Saxon Boy	Macbeth	Odd and the Frost Giants Norse Myths: Tales of Odin, Thor and Loki	The Great Kappok Tree Time Trails: Rainforest	Room 13 Expedition diaries: Amazon Basin
<b>Link to main NC Area of Learning</b>	<b>History and PSHE:</b> Black History <b>PSHE:</b> belonging	<b>History:</b> Anglo-Saxons	<b>PSHE:</b> dealing with conflict <b>Geography and PSHE:</b> Migration across Europe & empathy and kindness	<b>History:</b> Vikings	<b>Geography:</b> Rainforests	<b>Geography:</b> Amazon Basin

<b>Genres/outcomes</b> <ul style="list-style-type: none"> <li>6 x writing to entertain</li> <li>4 x writing to inform: report, recount, instructions and explanation</li> <li>1 x writing to persuade</li> <li>1 x writing to discuss</li> <li>3 x poetry</li> </ul>	<b>Sentence Structure</b> <b>Focus</b> <ol style="list-style-type: none"> <li>Biography based on Bessie Coleman</li> <li>Narrative poem</li> <li>Setting description</li> <li>Cross-curricular writing: non-chronological report on Baghdad (linked to history)</li> </ol>	<ol style="list-style-type: none"> <li>Adapted character description</li> <li><b>Writing retrieval assessment task: setting description of their own Anglo-Saxon village</b></li> <li>Diary writing</li> <li>Speech: why they (a housecarl) should be a member of Harold's household</li> <li>News commentary about the Battle of Hastings</li> </ol>	<ol style="list-style-type: none"> <li>Interview</li> <li>Informal letter: Macbeth revealing his inner most thoughts to his wife</li> <li>Play script</li> <li>Instructions: how to make a witches' potion</li> <li>Persuasive speech in the role of Banquo</li> <li>Balanced argument - Macbeth: tragic hero or dastardly villain?</li> </ol>	<ol style="list-style-type: none"> <li>Setting description</li> <li>Character description</li> <li>Adapted myths and legends narrative</li> <li><b>Writing retrieval assessment task: instructions on how to make a Viking longboat</b></li> <li>Cross-curricular writing: tourist guidebook for Brazil (linked to geography)</li> </ol>	<ol style="list-style-type: none"> <li>Renga poems based on rainforests</li> <li>Explanation text: How to save the rainforest</li> <li>Writing retrieval assessment task: persuasive letter fighting against deforestation</li> <li>Cross-curricular writing: biography on Henry Rousseau (linked to art)</li> </ol>	<ol style="list-style-type: none"> <li>Suspense narrative in the style of the author</li> <li>Setting description</li> <li><b>Writing retrieval assessment task: journal entry</b></li> <li>Pamphlet</li> <li>Senryus poems on the Amazon Basin</li> <li>Encyclopaedia entry based on Machu Picchu</li> </ol>
<b>Grammar and punctuation</b>	<b>Retrieval: consolidate grammar, punctuation and vocabulary from Years 3 and 4</b> <ul style="list-style-type: none"> <li>Converting nouns of adjectives into verbs using suffixes; verb prefixes.</li> <li>Relative clauses; indicating degrees of possibility using adverbs or modal verbs.</li> <li>Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.</li> <li>Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</li> <li><b>Terminology:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</li> </ul>					
<b>Spelling</b> <i>Objectives that are in blue are a Y5/Y6 statutory requirement and individual words highlighted blue are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from</i>	<ol style="list-style-type: none"> <li><b>Words with endings that sound like /shuhs/ spelt with -cious</b> (vicious, gracious, spacious, malicious, precious, <b>conscious</b>, delicious, suspicious, atrocious, ferocious)</li> <li>Words with endings that sound like</li> </ol>	<ol style="list-style-type: none"> <li><b>Words with 'silent' letters</b> (doubt, lamb, debt, thumb, solemn, autumn, column, knight, knuckle, knot)</li> <li><b>Words with 'silent' letters</b> (wrestle, wrapper, island, aisle, debris, mortgage, Christmas, <b>yacht, guarantee</b>, guilty)</li> <li><b>Modal verbs</b> (can, could, may, might, must,</li> </ol>	<ol style="list-style-type: none"> <li>Creating nouns using -ity suffix (<b>community, curiosity</b>, ability, visibility, captivity, activity, eternity, flexibility, possibility, sensitivity)</li> <li>Creating nouns using -ness suffix (happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness)</li> </ol>	<ol style="list-style-type: none"> <li>Words with an /or/ sound spelt 'or' (<b>forty</b>, scorch, absorb, decorate, afford, enormous, <b>category</b>, tornado, <b>according</b>, <b>opportunity</b>)</li> <li>Words with /or/ sound spelt 'au' (pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, <b>restaurant</b>)</li> </ol>	<ol style="list-style-type: none"> <li><b>Words containing the letter string 'ough'</b> (tough, although, dough, doughnut, through, cough, trough, rough, tough, enough)</li> <li><b>Words containing the letter string 'ough'</b> (plough, bough, drought, brought, bought, wrought, thought, ought, borough, <b>thorough</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Unstressed vowels in polysyllabic words (<b>definite</b>, desperate, literate, <b>secretary</b>, stationary, <b>dictionary</b>, Wednesday, <b>familiar</b>, original, animal)</li> <li><b>Adding verb prefixes de- and re-</b> (deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit)</li> </ol>

<p><i>lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.</i></p>	<p>/shuhs/ spelt with –tious or –ious (ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, pretentious, anxious, obnoxious)</p> <p>3. Words with the short vowel sound /i/ spelt with y (symbol, mystery, lyrics, oxygen, symptom, physical, system, typical, crystal, rhythm)</p> <p>4. Words with the long vowel sound /i/ spelt with y (apply, supply, identify, occupy, multiply, rhyme, cycle, python, hygiene, hyphen)</p> <p>5. Homophones and near homophones (past, passed, proceed, precede, aisle, isle, aloud, allowed, affect, effect)</p> <p>6. Homophones and near homophones (farther, father, guessed, guest, heard, herd, led, lead, mourning, morning)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>shall, should, will, would, ought)</p> <p>4. Words ending in ‘ment’ (equipment, environment, government, parliament, enjoyment, document, management, movement, replacement, statement)</p> <p>5. Adverbs of possibility and frequency (certainly, definitely, possibly, perhaps, probably, frequently, often, occasionally, rarely, always)</p> <p>6. Statutory spelling challenge words (vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur, neighbour)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Creating nouns using –ship suffix (membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship)</p> <p>4. Homophones and near homophones (stationary, stationery, steal, steel, wary, weary, who’s, whose, fate, fete)</p> <p>5. Homophones and near homophones (alter, altar, ascent, assent, bridal, bridle, cereal, serial, compliment, complement)</p> <p>6. Homophones and near homophones (principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Convert nouns or adjectives into verbs using the suffix –ate (pollinate, captivate, activate, motivate, communicate, medicate, elasticate, hyphenate, alienate, validate)</p> <p>4. Convert nouns or adjectives into verbs using the suffix –ise (criticise, advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise)</p> <p>5. Convert nouns or adjectives into verbs using the suffix –ify (amplify, solidify, signify, salsify, glorify, notify, testify, purify, intensify, classify)</p> <p>6. Convert nouns or adjectives into verbs using the suffix –en (blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Adverbials of time (yesterday, tomorrow, later, immediately, earlier, eventually, recently, previously, finally, lately)</p> <p>4. Adverbials of place (nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere)</p> <p>5. Words with an /ear/ sound spelt ‘ere’ (sincere, interfere, sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere)</p> <p>6. Statutory spelling challenge words (amateur, ancient, bargain, muscle, queue, recognise, twelfth, profession, develop, harass)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Adding verb prefix over- (overthrow, overturn, overslept, overcook, overreact, overestimate, overuse, overpaid, overlook, overbalance)</p> <p>4. Convert nouns or verbs into adjectives using suffix –ful (boastful, faithful, doubtful, fearful, thankful, beautiful, pitiful, plentiful, fanciful, merciful)</p> <p>5. Convert nouns or verbs into adjectives using suffix –ive (attractive, creative, addictive, assertive, abusive, co-operative, exhaustive, appreciative, offensive, expressive)</p> <p>6. Convert nouns or verbs into adjectives using suffix –al (musical, political, accidental, mathematical, functional, tropical, professional, central, global, industrial)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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<b>Handwriting</b>	<b>Retrieval practice: retrieve patterns and handwriting styles from Years 3 and 4</b>		
	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>• To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> <li>• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>		
	<b>Patterns ending in:</b> <ul style="list-style-type: none"> <li>• -cious / -tious / -cial / -tial</li> <li>• -ant / -ance/ -ent / -ence</li> <li>• -able / -ably / -ible / -ibly</li> <li>• Retrieve and consolidate joins using Year 3 and 4 wordlist</li> </ul>	<b>Patterns:</b> <ul style="list-style-type: none"> <li>• Suffixes: -fer</li> <li>• Hyphens: co- / re-</li> <li>• ie / ei</li> <li>• ough</li> <li>• Retrieve and consolidate joins using Year 5 and 6 wordlist</li> <li>• Selecting different prints for different purposes: emails, posters, filling out a form, all capitals, labelling diagrams</li> <li>• Writing up in best handwriting for presentation</li> </ul>	<b>Patterns:</b> <ul style="list-style-type: none"> <li>• Silent letters</li> <li>• Homophones / near homophones</li> <li>• Retrieve and consolidate joins using Year 5 and 6 wordlist</li> <li>• Select different prints for different purposes: emails, posters, filling out a form, all capitals, labelling diagrams</li> <li>• Writing up in best handwriting for presentation</li> </ul>



## Year 4 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Text</b></p> <p>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</p> <p>Monday and Friday guided reading lessons are based on these texts.</p>	 <p><b>Voices in the Park</b></p>  <p><b>The Bee is not Afraid of Me</b></p>	 <p><b>The Firework-Maker's Daughter</b></p>  <p><b>So You Think You've Got It Bad: A Kid's Life in Ancient Rome</b></p>	 <p><b>Escape from Pompeii</b></p>  <p><b>Charlotte's Web</b></p>	 <p><b>Charlotte's Web</b></p>  <p><b>Aladdin and the Enchanted Lamp</b></p>	 <p><b>The Tempest</b></p>  <p><b>How To Train Your Dragon</b></p>	 <p><b>How to Train Your Dragon</b></p>  <p><b>Greta Thunberg</b></p>
<b>Literacy Form</b>	Picture book Poetry	Modern fairy tale Non-fiction	Non-fiction Classic novel	Classic novel Fictional fairy tale	Tragicomedy graphic novel Fantasy fiction novel	Fantasy fiction novel Non-fiction
<b>Link to main NC Area of Learning</b>	<b>PSHE:</b> Everyone sees things differently <b>Science:</b> Living Things and their Habitats	<b>PSHE:</b> taking risks and not exploiting others <b>History:</b> Ancient Rome	<b>History:</b> Ancient Rome <b>PSHE:</b> friendship and perseverance	<b>PSHE:</b> friendship and perseverance <b>History:</b> Middle East	<b>PSHE:</b> revenge and forgiveness <b>History:</b> ancient civilisations	<b>History:</b> ancient civilisations <b>Geography:</b> climate change
<b>Writing based on</b>	Voices in the Park & The Bee is not Afraid of Me	The Firework-Maker's Daughter	Escape from Pompeii & Hoverbike (Literacy Shed)	Charlotte's Web	The Tempest & How to Train Your Dragon	How to Train Your Dragon & Greta Thunberg
<p><b>Genres/outcomes</b></p> <ul style="list-style-type: none"> <li>6 x writing to entertain</li> <li>4 x writing to</li> </ul>	<p><u>Sentence structure focus</u></p> <ol style="list-style-type: none"> <li>Character description</li> </ol>	<p><u>Sentence structure focus</u></p>	<ol style="list-style-type: none"> <li>Setting description: before and after</li> </ol>	<ol style="list-style-type: none"> <li><b>Writing retrieval assessment task:</b> <b>Character description</b></li> </ol>	<ol style="list-style-type: none"> <li>Character description</li> <li>Play script</li> </ol>	<ol style="list-style-type: none"> <li>News broadcast: dragon sighting</li> </ol>

inform: report, recount, instructions and explanation <ul style="list-style-type: none"> <li>1 x writing to persuade</li> <li>1 x writing to discuss</li> <li>3 x poetry</li> </ul>	2. Setting description of the park 3. Retelling story from a character's point of view (1 <sup>st</sup> person) 4. Tetractys poems 5. Cross-curricular writing: fact file based on Ancient Rome	1. Informal letter that Lila writes to her father 2. Description: the Ceremony of the Full Moon 3. Character description 4. Narrative: write a missing chapter 5. <b>Writing retrieval assessment task: setting description of the Fire-Fiend's Grotto</b>	the eruption of Mount Vesuvius 2. Encyclopaedia entry: Ancient Rome 3. Cross-curricular writing: developed 5 part instructions of how to make a Roman sculpture 4. Persuasive advert of a Hoverbike	2. Journal entry in the role of Fern 3. Persuasive letter from Wilbur's perspective 4. Non-chronological report on spiders 5. Cross-curricular brochure: wonders of the Mediterranean (links to geography)	3. Cross curricular explanation text: earthquakes 4. 1 <sup>st</sup> person narrative: re-tell events from chapter 2 5. <b>Writing retrieval assessment task: instructions on how to catch a dragon</b>	2. Newspaper article: night fury capture 3. Book review of HTTYD for other pupils 4. Balanced argument: should plastics be banned? 5. Free verse poetry
<b>Grammar, punctuation and vocabulary</b>	<b>Retrieval: consolidate grammar, punctuation and vocabulary from Year 3</b> <ul style="list-style-type: none"> <li>Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li> <li>Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li> <li><b>Terminology:</b> determiner, pronoun, possessive pronoun, adverbial.</li> </ul>					
<b>Spelling</b> <i>Objectives that are in blue are a Y3/Y4 statutory requirement and individual words highlighted blue are from the Y3/Y4 statutory spelling list.</i>  <i>The additional sets either: revise previously visited spelling rules from lower year groups;</i>	1. Words with /aw/ spelt with augh and au (caught, naughty, taught, daughter, autumn, clause, cause, astronaut, applaud, author) 2. Adding the prefix in- meaning 'not' or 'into' (inactive, incorrect, inaccurate, insecure, indefinite, incomplete, infinite, inedible, inability, indecisive) 3. Adding the prefix im- before a root	1. Words with a /shuhn/ sound, spelt with 'sion' if root word ends in 'se', 'de' or 'd' (expansion, extension, comprehension, tension, corrosion, supervision, fusion, conclusion, persuasion, suspension) 2. Words with a /shuhn/ sound, spelt with 'ssion' if root word ends in 'ss' or 'mit' (expression, discussion,	1. Homophones and near homophones (accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's) 2. Homophones and near homophones (cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs) 3. Nouns ending in the suffix -ation (information, adoration,	1. Words with the /s/ sound spelt 'sc' (science, crescent, discipline, fascinate, scent, scissors, ascent, descent, scientist, scenery) 2. Words with a 'soft c' spelt with 'ce' (centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate) 3. Words with a 'soft c' spelt with	1. Adding the prefix inter- meaning 'between' or 'among' (interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, intervene, interlude) 2. Adding the prefix anti- meaning 'against' (antiseptic, anticlockwise, antisocial, antidote, antibiotic, antivenom, anti-ageing, antifreeze,	1. Adding the suffix -ous with no change to root word (dangerous, poisonous, mountainous, joyous, synonymous, hazardous, riotous, perilous, momentous, scandalous) 2. Adding the suffix -ous with no definitive root word (tremendous, enormous, jealous, serious, hideous, fabulous, curious,

<p><i>practise a spelling rule linked to the Y3/Y4 statutory spelling word or relate to a work, sentence or punctuation objective from the English Appendix 2 of the NC 2014</i></p>	<p>word starting with 'm' or 'p' (immature, immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite, important, improper)</p> <p>4. Adding the prefix il- before a root word starting with 'l' and the prefix ir- before a root word starting with 'r' (illegal, illegible, illogical, illiterate, illicit, irregular, irrelevant, irresponsible, irrational, irresistible)</p> <p>5. Homophones and near homophones (medal, meddle, missed, mist, scene, seen, board, bored, which, witch)</p> <p>6. Words with /shun/ endings spelt with 'sion' if root word ends in 'se', 'de' or 'd' (division, invasion, confusion, decision, collision, television, revision, erosion, inclusion, explosion)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>confession, permission, admission, transmission, possession, profession, depression, impression)</p> <p>3. Words with a /shuhn/ sound, spelt 'tion' if root word ends in 'te' or 't' / has no definite root (invention, injection, action, question, mention, attraction, translation, devotion, position, solution)</p> <p>4. Words with a /shuhn/ sound, spelt with 'cian' if root word ends in 'c' or 'cs' (musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician)</p> <p>5. Words with 'ough' to make a long /o/, /oo/ or /or/ sound (though, although, dough, through, breakthrough, thought, bought, brought, fought, ought)</p> <p>6. Statutory spellings challenge words (interest, experiment, potatoes, favourite, imagine, material, promise, opposite, minute, increase)</p> <p>7. Retrieve and consolidate spelling patterns</p>	<p>sensation, preparation, education, location, exaggeration, concentration, imagination, organisation)</p> <p>4. Nouns ending in the suffix -ation (creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration)</p> <p>5. Adding the prefix sub- (meaning 'under') and the prefix super- (meaning 'above') (submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman)</p> <p>6. Plural possessive apostrophes with plural words (girls', boys', babies', parents', teachers', women's, men's, children's, people's, mice's)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>'ci' (circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen)</p> <p>4. Word families based on common words, showing how words are related in form and meaning (phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal, realisation)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (solve, solution, insoluble, dissolve, solvent, sign, signature, assign, design, signal)</p> <p>6. Statutory spelling challenge words (length, strength, purpose, history, different, difficult, separate, suppose, therefore, knowledge)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>antiperspirant, antigravity)</p> <p>3. Adding the prefix auto- meaning 'self' or 'own' (autograph, autobiography, automatic, autofocus, autocorrect, autopilot, autorotate, automobile, autonomy, autocue)</p> <p>4. Adding the prefix ex- meaning 'out' (exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior)</p> <p>5. Adding the prefix non- meaning 'not' (non-stick, non-stop, non-starter, non-smoker, nonsense, non-fiction, non-drip, non-violent, non-profit, non-believer)</p> <p>6. Words ending on -ar/-er (calendar, grammar, regular, particular, peculiar, popular, consider, remember, quarter, integer)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>anxious, obvious, gorgeous)</p> <p>3. Adding the suffix -ous where word ending in 'y' become 'i' and words ending in 'our' become 'or' (various, furious, glorious, victorious, mysterious, humorous, glamorous, vigorous, odorous, rigorous)</p> <p>4. Adding the suffix -ous where words ending in 'e' drop the 'e' but not 'ge' (famous, nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous)</p> <p>5. Adverbials of frequency and possibility (regularly, occasionally, frequently, usually, rarely, perhaps, maybe, certainly, possibly, probably)</p> <p>6. Adverbials of manner (awkwardly, frantically, curiously, obediently, carefully, rapidly, unexpectedly, deliberately, hurriedly, reluctantly)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation</p>
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		from this half term: dictation passages and spot the mistake				passages and spot the mistake
<b>Handwriting</b>  <i>Pupils will work towards earning a 'pen licence' from Year 4 onwards.</i>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>					
	Join from the letter 's' Patterns: sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw  Join to letters with hooks, lines and loops Patterns: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu	Practise writing words with capital letters. Practise combining all 4 joins when writing sentences. Practise printing using high frequency words from Year 3-4 wordlists using joins.  Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh	Retrieval: consolidate the 4 basic joins  Retrieval: consolidate specific letter joins to ensure children are writing in a fluent style.			



## Year 3 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Text</b></p> <p><i>These texts are read at the end of every guided reading lesson for 20 minutes by the class teacher.</i></p> <p><i>Monday and Friday guided reading lessons are based on these texts.</i></p>	 <p><b>Hansel and Gretel</b></p>  <p><b>The Egyptian Cinderella</b></p>	 <p><b>Cat Tales – Ice Cat</b></p>  <p><b>World Feature Focus: Mountains</b></p>	 <p><b>The Willow Pattern Story</b></p>  <p><b>The Lost Words</b></p>	 <p><b>The Iron Man</b></p>	 <p><b>Leo and the Gorgon's Curse</b></p>  <p><b>The Lion, The Witch and The Wardrobe</b></p>	 <p><b>Mythologica: An Encyclopaedia of Gods, Monsters and Mortals from Ancient Greece</b></p>  <p><b>Coming to England</b></p>  <p><b>Extracts from 'Boy'</b></p>
<b>Literacy form</b>	Fairy tale picture book Picture book	Fictional novel Non-fiction picture book	Picture book Poetry	Sci-fi novel	Graphic novel Classic novel from our heritage	Information text Auto-biographical novels
<b>Links to main area of the NC</b>	<b>PSHE:</b> coping with fears <b>History:</b> The Egyptians	<b>PSHE:</b> dealing with disappointment <b>Geography:</b> Mountains	<b>History:</b> Shang Dynasty <b>Science:</b> Living Things and their Habitats	<b>PSHE:</b> bravery, friendship and fear	<b>History:</b> Ancient Greeks <b>PSHE:</b> betrayal and forgiveness	<b>History:</b> Ancient Greeks <b>PSHE:</b> Black History

<b>Writing based on</b>	Hansel and Gretel & The Egyptian Cinderella	Cat Tales – Ice Cat & World Feature Focus: Mountains	The Willow Pattern Story & The Lost Words	The Iron Man	Leo and the Gorgon's Curse The Lion, The Witch and The Wardrobe	Mythologica & Coming to England/Boy
<b>Genres/outcomes</b>  <b>6 x writing to entertain</b> <b>4 x writing to inform: report, recount, instructions and explanation</b>  <b>2 x writing to persuade: letter and one another</b>  <b>3 x poetry</b>	<u>Sentence structure focus</u> 1. Setting description 2. Character description 3. Narrative: adapting a character 4. Missing poster on the slippers 5. Fact file on the Egyptians	<u>Sentence structure focus</u> 1. Narrative: alternative mythical character <b>2. Writing retrieval assessment task: setting description</b> 3. Newspaper report 4. Clerihews poem 5. Information text on mountains	1. Diary entry 2. Narrative: modifying a story 3. Cross-curricular link: non-chronological report on the Shang Dynasty 4. Letter: why we should protect birds 5. Free verse poetry	1. Description of Iron Man toppling off clifftop (setting and character description) 2. Diary entry in role as Hogarth's Father 3. Blackout poetry 4. Narrative: re-tell the opening of the story <b>5. Writing retrieval assessment task: set of instructions for trapping the Iron Man</b>	1. Non-chronological report on Ancient Greece 2. Reports: describing the characteristics of mythical creatures <b>3. Writing retrieval assessment task: diary writing from Lucy's perspective</b> 4. First person narrative: Lucy meeting Mr Tumnus	1. Encyclopaedia entry: Greek myths 2. Persuasive text: tourist brochure for Ancient Greece 3. Diary entry 4. Interview 5. Auto-biographies
<b>Grammar, punctuation and vocabulary</b>	<b>Retrieval: consolidate grammar, punctuation and vocabulary from Year 2</b> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>• Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>• Introduction to inverted commas to punctuate direct speech.</li> <li>• <b>Terminology:</b> preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</li> </ul>					
<b>Spelling</b>	1. <b>Words with the long /ai/ sound spelt eith ei (eight, eighth, eighty, weight, neighbour, vein,</b>	1. <b>Creating adverbs using the suffix -ly (no change to root word)</b> (kindly, quickly, safely, rudely, sweetly, strongly,	1. <b>Words with short /i/ sound spelt 'y'</b> (myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical)	1. <b>Homophones and near homophones</b> (grate, great, grown, groan, plain, plane, peace, piece, rain, reign)	1. <b>Words ending in -ary</b> (library, February, dictionary, boundary, salary, summary, primary, secondary, ordinary, necessary)	1. <b>Words ending in the suffix -al</b> (natural, occasional, actual, accidental, medical, national, capital, vocal, sensational, personal)


	<p>veil, beige, sleigh, freight)</p> <p>2. Words with the long /ai/ sound spelt with ey (hey, they, obey, grey, prey, whey, survey, convey, disobey, purvey)</p> <p>3. Words with the long /ai/ sound spelt with ai (straight, campaign, contain, brain, faint, waist, claim, praise, complaint, afraid)</p> <p>4. Words with /ur/ sound spelt with ear (earth, early, learn, heard, earn, pearl, search, unearth, earl, rehearse)</p> <p>5. Homophones and near homophones (here, hear, heel, heal, main, mane, mail, male, knot, not)</p> <p>6. Homophones and near homophones (berry, bury, brake, break, meet, meat, mall, bawl, fair, fare)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>bravely, secretly, finally, usually)</p> <p>2. Creating adverbs using the suffix -ly when the root word ends in 'y' with more than one syllable (happily, angrily, lazily, easily, busily, greedily, messily, wearily, cheekily, clumsily)</p> <p>3. Creating adverbs using the suffix -ly when the root word ends in 'le' (gently, simply, humbly, nobly, horribly, terribly, possibly, incredibly, comfortably, probably)</p> <p>4. Creating adverbs using the suffix -ly when the root word ends in 'ic' or 'al' (basically, frantically, dramatically, magically, tragically, comically, actually, occasionally, eventually)</p> <p>5. Creating adverbs using the suffix -ly (truly, duly, wholly, fully, daily, publicly, dryly, slyly, shyly, coyly)</p> <p>6. Statutory spelling challenge words (believe, appear, often, group, breath, continue, arrive, women, describe, height)</p> <p>7. Retrieve and consolidate spelling patterns</p>	<p>2. Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant) (gardener, gardening, limited, limiting, offering, offered, benefited, benefiting, focused, focusing)</p> <p>3. Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) (forgetting, forgotten, beginning, beginner, preferred, preferring, occurred, occurring, forbidden, committed)</p> <p>4. Creating negative meanings using prefix mis- (misspell, mislead, mistreat, misbehave, mistrust, misprint, misuse, misplace, misheard, misread)</p> <p>5. Creating negative meanings using prefix dis- (dislike, disobey, discolour, discover, disappear,</p>	<p>2. Homophones and near homophones (scent, sent, vain, vein, rode, road, steel, steal, waist, waste)</p> <p>3. Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- meaning 'again' or 'back' (bicycle, biplane, bisect, bilingual, biannual, reappear, redecorate, reapply, repay, rebuild)</p> <p>4. Words ending in the /g/ sound spelt 'gue' and the 'k' sound spelt 'que' (league, plague, rogue, vague, fatigue, unique, antique, mosque, cheque, technique)</p> <p>5. Words with a /sh/ sound spelt with 'ch' (chef, chalet, machine, brochure, crochet, ricochet, parachute, moustache, champagne, chute)</p> <p>6. Statutory spelling challenge words (address, busy, business, heart, fruit, breathe, strange, complete, extreme, forwards)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation</p>	<p>2. Words with a short /u/ sound spelt 'o' (woman, wonder, month, govern, brother, another, shovel, above, above, Monday, discover)</p> <p>3. Words with a short /u/ sound spelt with 'ou' (enough, young, touch, double, trouble, country, courage, rough, tough, cousin)</p> <p>4. Word families based on common words, showing how words are related in form and meaning (instruct, structure, construction, instruction, instructor, unit, union, united, universe, university)</p> <p>5. Word families based on common words, showing how words are related in form and meaning (scope, telescope, microscope, horoscope, periscope, inspect, spectator, respect, perspective, spectacles)</p> <p>6. Word families based on common words, showing how words are related in form and</p>	<p>2. Words ending with an /zhuh/ sound spelt with 'sure' (treasure, measure, pleasure, enclosure, closure, leisure, exposure, pressure, composure, fissure)</p> <p>3. Words ending with a /chuh/ sound spelt 'ture' (creature, picture, nature, furniture, capture, culture, moisture, future, gesture, structure)</p> <p>4. Words ending with a /chuh/ sound spelt 'ture' (lecture, literature, fracture, miniature, mixture, puncture, sculpture, signature, temperature, texture)</p> <p>5. Silent letter retrieval (island, answer, write, wrapper, knife, knock, thumb, doubt, half, calm)</p> <p>6. Silent letter retrieval (build, guide, guard, wheat, whale, honest, whirl, gnome, gnaw, surprise)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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		from this half term: dictation passages and spot the mistake	<p>dishonest, disallow, <b>disbelieve</b>, disapprove, discontinue)</p> <p>6. <b>Words with a /k/ sound spelt with 'ch'</b> (scheme, chorus, echo, character, ache, chaos, stomach, chemistry, orchestra, technology)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	passages and spot the mistake	<p><b>meaning</b> (press, suppress, express, compress, impress, prevent, invent, venture, adventure, eventful)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	
<b>Handwriting</b>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>					
	<p>1. Revising joins in a word: long vowel phonemes: ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc</p> <p>2. Revising joins in a word: le</p> <p>3. Revising joins in a word: ing</p> <p>4. Revising joins in a word: Year 2 common exception word revision for 2 to 3 weeks.</p>	<p>1. Revising joins in a word: new vocabulary</p> <p>2. Revising joins in a word: un, de</p> <p>3. Revising joins to and from s: dis</p> <p>4. Revising joins to and from r: re, pre</p> <p>5. Revising joins to and from f and ff</p> <p>6. Revising joins: qu</p>	<p>1. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu</p> <p>2. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po</p> <p>3. Practising joining b and p: diagonal join to ascender, bl, ph</p> <p>4. Relative sizes of letters: silent letters</p> <p>5. Parallel ascenders: high frequency words</p>	<p>7. Relative size and consistency: -ly, - less, -ful</p> <p>8. Relative size and consistency: capitals</p> <p>9. Speed and fluency - practice: -er, -est</p> <p>10. Speed and fluency practice: opposites (hot/cold, wet/dry, happy/sad, black/white etc)</p> <p>High frequency wordlist – year 3</p>	<p><b>Assessment and Retrieval</b></p> <p>Joining with:</p> <ul style="list-style-type: none"> <li>f / ff</li> <li>j</li> <li>k</li> </ul> <p>Joining words with break letter x</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line).</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3</p>	



			6. Parallel ascenders: adding y to words		
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## Year 2 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <p><b>Traction Man Is Here</b></p>  <p><b>A Songbird Dreams of Singing</b></p>	 <p><b>The Owl who was Afraid of the Dark</b></p>  <p><b>It's Not Turkey for Dinner, It's Turkey the Country</b></p>	 <p><b>All About Meerkats</b></p>  <p><b>Meerkat Mail</b></p>	 <p><b>I am the Seed that grew the Tree</b></p>  <p><b>Charlie and the Chocolate Factory</b></p>	 <p><b>Amazing Grace</b></p>  <p><b>Stone Age Boy</b></p>	 <p><b>Man on the Moon</b></p>  <p><b>Everything Sports</b></p>
<b>Literacy Form</b>	Picture book Poetry	Picture book Non-fiction	Picture book Non-fiction	Poetry Adventure novel	Picture book Contemporary fiction	Fictional novel Non-fiction
<b>Links to main area of the NC</b>	<b>PSHE:</b> feelings and emotions <b>Science:</b> Living things and their habitats	<b>Science:</b> Living things and their habitats <b>Geography:</b> Turkey	<b>Science:</b> Food chains	<b>Science:</b> Plants <b>Geography:</b> Chocolate	<b>PSHE:</b> tackling racism <b>History:</b> Stone Age	<b>Geography:</b> Olympics around the world
<b>Writing based on</b>	Traction Man is Here & A Songbird Dreams of Singing	The Owl who was Afraid of the Dark & It's Not Turkey for Dinner, It's Turkey the Country	Meerkat Mail & All About Meerkats	I am the Seed that grew the Tree & Charlie and the Chocolate Factory	Amazing Grace & Stone Age Boy	Man on the Moon & Everything Sports
<b>Genres/outcomes</b>	<u>Sentence Structure Focus</u> 1. Character description	<u>Sentence Structure Focus</u> 1. <b>Writing retrieval assessment task:</b>	<u>Sentence Structure Focus</u> 1. Description of meerkats	1. Free verse poetry 2. Descriptive setting based on nature	1. Narrative writing (retelling the story)	1. Advertisement of holidays to the Moon

<ul style="list-style-type: none"> <li>4 x writing to inform: report, recount, instructions and explanation</li> <li>2 x writing to persuade: letter and one other</li> <li>3 x poetry</li> </ul>	2. Diary entry 3. Setting description 4. Narrative: retelling events from a story 5. Persuasive advert 6. Diamantes poetry	<b>character description</b> 2. Narrative: adapting a chapter 3. Persuasive letter to Plop 4. Non-chronological report on Turkey 5. Instructions: how to make cacik	2. Fact file about meerkats 3. Postcard 4. Letter writing 5. Diary entry 6. Book review for peers	3. Leaflet: how to look after plants 4. Character description of an Oompa Loompa 5. Narrative: amending the opening of the story 6. Explanation text: the chocolate machine 7. Cross-curricular writing: biography on Florence Nightingale (history)	2. Setting description 3. Diary entry: a day in the life of a Stone Age boy 4. Instruction text: how to make a Stone Age tool 5. Recount of 'Stone Age Discovery day'	2. Interview between two characters 3. Magazine article 4. Explanation text: how to play football 5. Poetry 6. Non-chronological report on the history of the Olympics
<b>Grammar, punctuation and vocabulary</b>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</li> <li>Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li><b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					
Spelling <i>Objectives that are in blue are a Y2 statutory requirement and individual words highlighted blue are from the Y2 non-statutory example words and their exceptions.</i>	1. The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words (knock, know, knee, knitting, knife, gnat, gnaw, gnash, gnome, gnarled) 2. The sounds /r/ spelt 'wr' at the beginning of	1. The sound /l/ spelt with '-le' at the end of words (table, apple, bottle, little, middle, able, wobble, multiple, dazzle, riddle) 2. The sound /l/ spelt with '-el' at the end of words (camel, tunnel, squirrel, travel, towel, tinsel,	1. Adding -ed, -er and -est to a word ending in -y with a consonant before it (copier, copied, happier, happiest, cried, replied, tried, dried, driest, funnier) 2. Adding -ing to a word ending in -y	1. The sound /u/ spelt with 'o' (other, mother, brither nothing, Monday, money*, cover, honey, discover, wonder) 2. The sound /ee/ spelt with '-ey' (key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey)	1. The suffixes -ment, -ness and -ful (enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful, cheerful) 2. The suffixes -less and -ly (badly, hopeless, penniless, happily, lovely, joyless,	1. Homophones and near homophones (there, their, they're, here, hear, see, sea, to, too, two) 2. Homophones and near homophones (be, bee, quite, quiet, bare, bear, one, won, son, sun)

<p><i>The additional words and sets either reinforce the rule/pattern being taught; practise a spelling rule linked to a Y2 statutory requirement or practise the common exception words.</i></p> <p><i>Any words with an * are included because of their pronunciation with a Southern accent.</i></p>	<p>words (write, written, wrote, wrong, wrap, wrist, wreck, wrestle, wriggle, wren)</p> <p>3. The sound /s/ spelt 'c' before e, i and y (race, ice, cell, city, fancy, face, space, bicycle, circle, spicy)</p> <p>4. The sound /j/ spelt with 'dge' and 'ge' at the end of words (badge, edge, bridge, dodge, fudge, age, huge, change, charge, village)</p> <p>5. The sound /j/ often spelt with g before e, i and y The sound /j/ always spelt with 'j' before a, o and U (gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust)</p> <p>6. Common Exception Words* (door, floor, again, wild, children, climb, parents, most, only, both)*</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>bagel, hazel, vowel, jewel)</p> <p>3. The sound /l/ spelt with 'il' and 'al' at the end of words (pencil, fossil, nostril, pupil, metal, pedal, capital, hospital, animal, oval)</p> <p>4. The sound /igh/ spelt with 'y' at the end of words (cry, fly, dry, try, reply, sly, shy, terrify, sky, multiply)</p> <p>5. Adding -ies to nouns and verbs ending in -y (flies, tries, replies, copies, babies, carries, cries, dries, marries, families)</p> <p>6. Common Exception Words * (find, mind, behind, old, cold, gold, hold, told, every, everybody)*</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>with a consonant before it (copying, crying, replying, marrying, carrying, flying, trying, drying, skiing, taxiing)</p> <p>3. Adding -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring)</p> <p>4. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny)</p> <p>5. The sound /or/ spelt 'a' before l or ll (all, ball, call, walk, talk, always, small, wall, fall, altogether)</p> <p>6. Common Exception Words * (fast, last, father, class, grass, pass, plant, path, bath, people)*</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation</p>	<p>3. The /o/ sound spelt with 'a' after w and qu (want, watch, wander, quantity, squash, quality, squabble, squad, quad, quarrel)</p> <p>4. The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w (word, work, worm, world, worth, worst, war, warm, towards, ward)</p> <p>5. The sound /zh/ spelt 's' (television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure)</p> <p>6. Common Exception Words * (even, break, steak, move, prove, improve, sure, sugar, eye)*</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>slowly, quickly, careless, fearless)</p> <p>3. Words ending in -tion (station, fiction, motion, national, section, addition, subtraction, potion, option, introduction)</p> <p>4. Contractions (can't, didn't, hasn't, couldn't, it's, wouldn't, shouldn't, wasn't, Mr, Mrs)</p> <p>5. The possessive apostrophe (Megan's, Ravi's, the girl's, the child's, the man's, the woman's, the school's, a dog's, a teacher's, Gus')</p> <p>6. Common Exception Words* (any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind)*</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>	<p>3. Homophones, near homophones and conjunctions (night, knight, blue, blew, hole, whole, because, so, that, or)</p> <p>4. Months of the year/time (January, February, March, April, May, June, July, August, September, October)</p> <p>5. Months of the year/time (November, December, after*, past*, hour*, half*, minute, quarter, month, second)</p> <p>6. Question words and SPaG terms (who*, why, what, how, which, where, when, adjective, adverb, verb)</p> <p>7. Retrieve and consolidate spelling patterns from this half term: dictation passages and spot the mistake</p>
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			passages and spot the mistake			
<b>Handwriting</b>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters.</li> <li>To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>					
	1 week per unit <b>Unit 1:</b> Introducing diagonal join to ascender: joining at, all <b>Unit 2:</b> Practising diagonal join to ascender: joining th, ch, cl <b>Unit 3:</b> Introducing diagonal join, no ascender: joining in, im, cr, tr, dr <b>Unit 4:</b> Practising diagonal join, no ascender: joining lp, mp, ee <b>Unit 5:</b> Practising diagonal join, no ascender: joining ai, ay, ime, ine, op, oy <b>Unit 6:</b> Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig, nd, ld, ng	1 week per unit <b>Unit 7:</b> Diagonal join to ascender in words: -eel / -eet / -eek / -ilk <b>Unit 8:</b> Practising diagonal join, no ascender, in words: a_e (same) <b>Unit 9:</b> Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride) <b>Unit 10:</b> Practising horizontal join, no ascender, in words: -ow, ou, oi, oy <b>Unit 11:</b> Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode <b>Unit 12:</b> Practising horizontal join, to ascender ole, obe, ook, oo	1 week per unit <b>Unit 1:</b> Practising diagonal join to r: ir, ur, er <b>Unit 2:</b> Practising horizontal join to r: or, oor <b>Unit 3:</b> Introducing horizontal join from r to ascender: irl, url, irt <b>Unit 4:</b> Introducing horizontal join from r: ere <b>Unit 5:</b> Practising joining to and from r: air	1 week per unit <b>Unit 6:</b> Introducing diagonal join to s: dis <b>Unit 7:</b> Introducing horizontal join to s: ws <b>Unit 8:</b> Introducing diagonal join from s to ascender: sh <b>Unit 9:</b> Introducing diagonal join from s, no ascender: si, su, se, sp, sm, <b>Unit 10:</b> Introducing horizontal join from r to an anticlockwise letter: rs	1 week per unit <b>Unit 1:</b> Practising diagonal join to an anticlockwise letter: ea, ear <b>Unit 2:</b> Introducing horizontal join to and from f to ascender: ft, fl <b>Unit 3:</b> Introducing horizontal join from f, no ascender: fu, fr <b>Unit 4:</b> Introducing diagonal join, no ascender <b>Unit 5:</b> Introducing horizontal join, no ascender <b>Unit 6:</b> Introducing diagonal join, no ascender, to an anticlockwise letter	1 week per unit <b>Unit 7:</b> Introducing horizontal join to ascender <b>Unit 8:</b> Capital letter practice: height of ascenders and capitals <b>Unit 9-12:</b> Handwriting sessions should now be focussed around practising joining spellings / common exception words.  <i>Assessment – focus intervention groups based on specific joins / numbers / capitals.</i>

# Year 1 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	 <p><b>Brown Bear, Brown Bear, What Do You See?</b></p>  <p><b>Peace at Last</b></p>  <p><b>We're going on a bear hunt</b></p>  <p><b>Super Duper You</b></p>	 <p><b>Room on the Broom</b></p>  <p><b>One Day on Our Blue Planet: In The Savannah</b></p>  <p><b>Dogger</b></p>	 <p><b>The Elephant and the Bad Baby</b></p>  <p><b>Where the Wild Things are</b></p>  <p><b>Out and About: A First Book of Poems</b></p>	 <p><b>Goldilocks and the Three Bears</b></p>  <p><b>The Three Little Pigs</b></p>  <p><b>The Three Little Wolves and the Big Bad Pig</b></p>	 <p><b>Lost and Found</b></p>  <p><b>Beegu</b></p>  <p><b>The Tiny Seed</b></p>	 <p><b>Cops and Robbers</b></p>  <p><b>The Tiger Who Came To Tea</b></p>  <p><b>Elmer</b></p>
<b>Literacy Form</b>	Picture book	Picture book	Picture book	Traditional tales	Picture book	Picture books

	Picture book Poetry through a picture book Picture book	Non-fiction Picture book	Picture book Poetry		Picture book Non-fiction	
<b>Links to main area of the NC</b>	<b>Science:</b> Animals and Humans <b>PSHE:</b> exploring feelings and emotions	<b>PSHE:</b> friendship, helping others and team work <b>Science:</b> Animals and Humans	<b>PSHE:</b> families <b>PSHE:</b> dealing with emotions and feelings <b>Science:</b> seasons	<b>PSHE:</b> how our actions might affect others <b>PSHE:</b> risk taking and resilience	<b>PSHE:</b> loneliness and friendship <b>PSHE:</b> refugees, manners and kindness <b>Science:</b> plants and seeds	<b>PSHE:</b> people who help us when in need <b>PSHE:</b> being kind to others <b>PSHE:</b> diversity, identity and tolerance
<b>Writing based on</b>	<b>Brown Bear, Brown Bear, What do you see?</b> <b>Peace at Last</b> <b>We're going on a bear hunt</b> <b>Super Duper You</b>	<b>Room on the Broom</b> <b>One Day on Our Blue Planet: In The Savannah</b>	<b>The Elephant and the Bad Baby</b> <b>Where the Wild Things Are</b> <b>Out and About: A First Book of Poems</b>	<b>Goldilocks and the Three Bears</b> <b>&amp;</b> <b>The Three Little Pigs</b>	<b>Lost and Found</b> <b>Beegu</b> <b>The Tiny Seed</b>	<b>Cops and Robbers</b> <b>The Tiger Who Came To Tea</b> <b>Elmer</b>
<b>Genres/outcomes</b> <ul style="list-style-type: none"> <li>6 x writing to entertain</li> <li>6 x writing to inform: 2 x report, 2 x recount and 2 x instructions</li> <li>3 x poetry</li> </ul>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Story map</li> <li>2. Character description based on Brown Bear</li> <li>3. Story sequencing (Peace at Last)</li> <li>4. Setting description (Peace at Last)</li> <li>5. Cross curricular link: retelling stories through role play</li> </ol>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Captions and sentences (Room on the Broom)</li> <li>2. Narrative: rewriting part of a story (Room on the Broom)</li> <li>3. Captions and sentences (ODOOBP)</li> <li>4. Fact card (ODOOBP)</li> <li>5. Shape poem (ODOOBP)</li> <li>6. Information report on the Savannah (ODOOBP)</li> </ol>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Story mapping and sequencing</li> <li>2. Character description</li> <li>3. Recount: diary entry</li> <li>4. <b>Writing retrieval assessment task: character description (WTWTA)</b></li> <li>5. Setting description (WTWTA)</li> <li>6. Letter to Max to comfort and reassure him (WTWTA)</li> </ol>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Recipe on how to make porridge</li> <li>2. Wanted poster</li> <li>3. Apology card from Goldilocks to the Three Bears</li> <li>4. Diary in the role of the Wolf</li> <li>5. <b>Writing retrieval assessment task: instructions on how to catch a Big Bad Wolf</b></li> </ol>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Wanted poster (Lost and Found)</li> <li>2. Fact file (Lost and Found)</li> <li>3. Persuasive letter (Beegu)</li> <li>4. Lost poster (Beegu)</li> <li>5. Character description (Beegu)</li> <li>6. Information text: how plants grow (The Tiny Seed)</li> </ol>	<b><u>Sentence Structure Focus</u></b> <ol style="list-style-type: none"> <li>1. Story map</li> <li>2. Rhyming poetry</li> <li>3. Invitation to a tea party (TTWCTT)</li> <li>4. Narrative: adapting a character</li> <li>5. Cross curricular link: non-chronological report about kings and queens</li> <li>6. Character description of Elmer</li> <li>7. Book review for a peer</li> </ol>

			7. Acrostic poem (Out and About: A First Book of Poems)			
<b>Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>• Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>• Capital letters for names and the personal pronoun 'I'.</li> <li>• <b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>					
<b>Spelling</b> <i>Objectives that are in blue are a Y1 statutory requirement and individual words highlighted blue are from the Y1 non-statutory example words and their exceptions.</i>  <i>The additional words and sets either reinforce the rule/ pattern being taught; revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y1 statutory requirement or practise the common exception words.</i>	1. The sounds /f/ and /s/ spelt 'ff' and 'ss' (off, puff, sniff, miss, hiss, less, if, us, bus, yes) 2. The sounds /l/, /k/ and /z/ spelt 'll', 'zz' and 'ck' (well, pull, full, wall, buzz, fizz, back, stick, flick, pal) 3. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper, cracker) 4. The sound spelt n before g 'ng' and the sound spelt n before k 'nk' (bank, think, honk, sunk, wink, bunk, sing, string, hang, long) 5. The sound /ch/ spelt 'ch' and the sound /ch/ spelt	1. The digraphs 'ai' and 'oi' are hardly ever used at the end of English words (rain, wait, train, paid, afraid, oil, join, coin, point, soil) 2. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables (play, way, stay, today, says, boy, toy, enjoy, annoy, royal) 3. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) (goal, coach, own, snow, grow, toe, goes, go, no, so) 4. The sound /ee/ spelt 'e' and with the vowel digraph 'ee' (me, she, we, be, he, see, tree, green, meet, week)	1. The trigraph igh (right, bright, light, night, fright, tight, high, I, by, my) 2. The vowel digraph 'ar' (car, start, park, arm, garden, artist, star, are, were, our) 3. The vowel digraph 'er' (unstressed) and 'er' (stressed) (better, under, summer, winter, sister, rubber, her, term, verb, person) 4. The vowel digraph 'ir' and 'ur' (girl, bird, shirt, first, third, turn, hurt, church, burst, burn) 5. Adding -er and -est to adjectives where no change is needed to the root word (grand, grander, grandest, fresher, freshest, quicker, quickest, taller, tallest, slower, slowest) 6. Days of the week/ Common	1. The sound /k/ spelt with a 'k' not 'c', before e, i and y (Kent, sketch, kit, skin, frisky, skill, risky, kettle, kilt, king) 2. The split vowel digraphs 'a-e' and 'e-e' (made, came, same, take, safe, date, lake, these, theme, complete) 3. The split vowel digraphs 'i-e' 'o-e' (five, ride, like, time, side, home, those, woke, hope, hole) 4. The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' (June, rule, rude, flute, use, tube, tune, huge, cute, cube) 5. The vowel digraph 'oo' (food, pool, moon, soon, zoo, book, took, foot, wood, good) 6. The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'	1. The vowel digraphs 'ow' and 'ou' (now, how, brown, down, town, out, about, mouth, sound, you) 2. Words ending with the sound /ee/ spelt with 'y' (very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny) 3. The vowel digraph 'or' and the vowel trigraph 'ore' (for, short, born, horse, morning, more, score, before, wore, shore) 4. The vowel digraphs 'aw' and 'au' (saw, draw, yawn, crawl, claw, author, August, dinosaur, astronaut, your) 5. The vowel trigraphs 'air' and 'are' (air, fair, pair, hair, chair, bare, dare, care, share, scared) 6. The vowel trigraph 'ear' (dear, hear, beard, near, year,	1. New consonant spelling 'ph' and 'wh' (dolphin, alphabet, phonics, elephant, when, where, which, wheel, while, white) 2. Adding the prefix -un without any change to the spelling of the root word (unhappy, undo, unload, unfair, unlock, unwrap, unzip, untidy, unwell, unkind) 3. Adding s and es to words (cats, dogs, spends, rocks, schools, friends, thanks, catches, pushes, fetches) 4. Compound words (football, playground, farmyard, bedroom, blackberry, lighthouse, sometimes, bathroom, classroom, teatime) 5. Read words with contractions (word reading – English) (I'm, I'll, we'll, she'll, you'll, they'll, we're, you're, he's, they're)



	<p>–‘tch’ (chip, chick, catch, fetch, kitchen, notch, hutch, rich, much, such)</p> <p>6. The /v/ sound at the end of words spelt with ‘ve’ (van, vet, visit, have, live, give, love, glove, above, nerve)</p>	<p>5. The vowel digraph ‘ea’ (sea, dream, meat, each, scream, read, head, bread, meant, instead)</p> <p>6. The vowel digraph ‘ie’ making the /igh/ and /ee/ sounds (lie, tie, pie, cried, tried, dried, chief, field, thief, shield)</p>	<p>Exception Words (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, there, here, they)</p>	<p>(blue, clue, true, rescue, drew, new, few, grew, flew, threw)</p>	<p>clear, fear, bear, wear, pear)</p>	<p>6. Common Exception Words (of, said, was, has, come, one, once, ask, your, is)</p>
<b>Handwriting</b>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>					
	<p>2 weeks per unit</p> <p><b>Unit 1:</b> Revising letter families from set 1a: c, o, a, d, g, q</p> <p><b>Unit 2:</b> Revising letter families from set 1b: f, s, e</p> <p><b>Unit 3:</b> Revising letter families from Set 2a i, l, t and Set 3 sounds RWI</p>	<p>2 weeks per unit</p> <p><b>Unit 4:</b> Practicing letter families from set 2b: j, u, y</p> <p><b>Unit 5:</b> Introducing letter families from Set 3a: m, n, r</p> <p><b>Unit 6:</b> Practicing letter families from Set 3b: b, h, k, p and Set 3 sounds RWI</p>	<p>2 weeks per unit</p> <p><b>Unit 7:</b> Introducing letter families from set 4: v, w, x, z</p> <p><b>Unit 8:</b> Practicing letter families from set 4: v, w, x, z</p> <p><b>Unit 9:</b> Practicing capital letters: E, F, H, I, T, L and set 3 sounds RWI</p>	<p>2 weeks per unit</p> <p><b>Unit 10:</b> Practicing capital letters: A, K, M, N, V, W, X, Y, Z</p> <p><b>Unit 11:</b> Practicing capital letters: C, G, O, Q, S, B, D, P, R, U, J</p> <p><b>Unit 12:</b> Practicing numbers and number words 1 -10 and set 3 sounds RWI</p>	<p>Retrieve and consolidate units 1 -12 across this term, introducing the lead out to each letter.</p> <p>Practise alongside RWI phonic practice – e.g. set 2 and 3 sounds/ green words / red words</p>	