



St Andrew's C of E Primary School



Curriculum Map for English

Nursery	St Andrew's Curriculum					
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Why do you love me so much?	Where does snow go?	Do Dragons Exist?	Are eggs alive?	How many colours in a rainbow?	How many pebbles on a beach?
	Whole Class Texts					
	My first day Ourselves Owl Babies Just like my mum Where's My Teddy?	Elmer in the snow Polar bear, polar bear Footprints in the snow The biggest snowman ever	Introduction to Read/Write/Inc Harry and his bucket full of dinosaurs Tyrannosaurus Rex The naughty little dinosaurs Non-fiction books on dinosaurs	RWI Duck in the Truck Little Red Hen Rosie's Walk Farmyard Animals We're going on an egg hunt	RWI Elmer Spotty dog Maisies colourful rainbow Rainbow fish	RWI
	Development Matters - Specific Area - Literacy					
	<ul style="list-style-type: none"> Begin to join in and sing songs Enjoy sharing books with an adult Repeat words and phrases from familiar stories Enjoy drawing freely 		<ul style="list-style-type: none"> To be able to hold a book and turn the pages Engage in extended conversations about stories, learning new vocabulary. Enjoy an increasing range of books Make marks on their picture to stand for their name Add some marks to their drawings which they give meaning to. For example, "That says Mummy" 		<ul style="list-style-type: none"> Name the different parts of a book Spot and suggest rhymes Develop the phonological awareness Recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example writing a pretend shopping list that starts at the top of the page: write M for Mummy 	
Reception	St Andrew's Curriculum					
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Do you want to be friends?	Will you read me a story?	What happens when I fall to sleep?	Who lives in a rock pool?	Why do ladybirds have spots?	Are We There Yet?
	Whole Class Texts					
	Introduction to Read/Write/Inc My first day Elmer Noah's Ark Funny bones Room on a Broom	Higher Frequency Words Read/Write/Inc The Gingerbread man Hansel and Gretel Goldilocks and the Three Bears	HFW/RWI Day monkey/night monkey Blast Off Whatever Next Aliens Love Underpants Q pootle 5	HFW/RWI Commotion in the Ocean Shark in the Dark Pirate Pete Pirates Love Underpants The Night Pirates Non-Fiction pirate books	HFW/RWI The Very Hungry Caterpillar The Bad Tempered Ladybird Monkey Puzzle	HFW/RWI Mr Gumpy's outing The train ride Up, up, up Going on a plane Super submarines Non-Fiction Travel books

		Elves and the Shoemaker Little Red riding Hood	Non-Fiction space books		Non-Fiction Mini-beast books	
	Development Matters - Specific Area - Literacy					
	<ul style="list-style-type: none">Sequence a story using repetition (Stage 1 Helicopter Stories)To begin to use vocabulary during role playRead individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter -sound correspondences.Write recognisable letters	<ul style="list-style-type: none">Understand story structureRetell a storyRead words consistent with their phonic knowledge by sound blendingRead some letter groups that each represent one sound and say sounds for themRead a few common exception words matched to the school's phonic programmeSpell words by identifying the sounds and then writing the sound with letter/sWrite simple phrases that can be read by others	<ul style="list-style-type: none">Make up their own stories (Stage 5 Helicopter Stories)Engage in non-fiction booksRead simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.Say a sound for each letter in the alphabet and at least 10 digraphsWrite short sentences with words with known letter-sound correspondences, using a capital letter and full stop.Write letters, most of which are correctly formed.			
	Early Learning Goal - Literacy					
					<p>By the end of Reception children at the expected level of development will: -</p> <p>Comprehension</p> <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary- Anticipate, where appropriate, key events in stories- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none">- Say a sound for each letter in the alphabet and at least 10 digraphs- Read words consistent with their phonic knowledge by sound-blending- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed- Spell words by identifying sounds in them and representing the sounds with a letter or letters- Write simple phrases and sentences that can be read by others.	

Year 1 Reading Objectives Spoken Language Objectives *	DERIC	Statutory Requirement	Word Reading Objectives
	D	Decode	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read words with contractions Read aloud accurately books that are consistent with their developing phonics knowledge that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in words reading
	D	Synthetic Phonics Decode	Apply phonic knowledge and skills as the route to decode the words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs
			Reading Comprehension Objectives -pleasure in reading, motivation to read, vocabulary and understanding
	E	Explain the Meaning of Words	Discussing word meanings, linking new meaning to those already known *
		Wider Reading Opportunities	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.* Being encouraged to link what they read or heard read to their own experiences Becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart *
			Reading Comprehension Objectives - Understand both the books they can already read accurately and fluently and those they listen to
	E	Explain the Meaning of Words	Drawing on what they already know or on background information and vocabulary provided by the teacher
	D	Decode	Checking that the text makes sense to them as they read and correcting inaccurate reading
	I	Inference	Making inferences based on what has been said or done Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far
Year 1 Writing Objectives	R	Retrieval	Participate in discussion about what is read to them, taking turns and listening to what others say. * Explain clearly their understanding of what is read to them
	I R	Inference Retrieval	Discussing the significance of the title and events *
	Specific Focus		Writing Objectives - Transcription
	Transcription		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	Handwriting		Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to letter families (i.e letters that are formed in similar ways) and practise these
			Writing Objectives - Composition
	Plan their Writing		Saying out loud what they're going to write about *

Year 1 SPAG Objectives		Composing a sentence orally before writing it *
	Write by:-	Sequencing sentences to form short narratives
	Evaluate & Edit	Re-reading what they've written to check that it makes sense
	Specific Focus	Writing - SPAG
	Spelling	Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters in the alphabet in order Use letter names to distinguish the difference between alternative spellings of the same sounds Using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular for verbs Using the prefix - un Using the -ing, -ed, -er, -est where no change is needed to the spelling of the root word Apply simple rules and guidance (appendix 1)
	Vocabulary	Leaving spaces between words Joining words and clauses using and
	Grammar & Punctuation	Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' Learning the grammar for year 1 in the English Appendix 2 Use the grammatical terminology for year 1 in the English Appendix 2

KS1 - Year 1

The national curriculum for English Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the **spoken** and **written** word, and to develop their love of literature through widespread **reading** for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ♣ **read easily, fluently and with good understanding**
- ♣ **develop the habit of reading widely and often, for both pleasure and information**
- ♣ **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- ♣ **appreciate our rich and varied literary heritage**
- ♣ **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- ♣ **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- ♣ **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

St Andrew's Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Superheroes	Dinosaur Planet	Paws Claws & Whiskers	Enchanted Woodland	Memory Box	Beachcomber

Whole Class Texts

10 Little Superheroes Supertato Even Superheroes have Bad Days My Dad's a Superhero	Encyclopaedia of Dinosaurs The Dinosaur who lost his roar Aliens Love Dinopants	The Tiger Who Came to Tea Meerkat Mail Goldilocks & the 3 Bears 3 Little Pigs	The Gruffalo The Enchanted Wood/ The Magic Faraway Tree	The Snail & the Whale Commotion in the Ocean Lost & Found
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Writing Genres

Early Writing Skills Labels Captions	Early Writing Skills Description (characters) Riddles (P)	Early Writing Skills Invitation (NF) Letters (NF)	Description (characters & settings) Speech Bubbles (F)	Story (F) Recount (NF)	Riddles (P) Description (settings) Speech bubbles (F)
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	Sentences	Story (F) Recount (NF)	Recount (NF)		Descriptive writing (characters)	
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Year 2 Reading Objectives Spoken Language Objectives *	DERIC	Statutory Requirement	Word Reading Objectives
	D	Decode	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words, accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>
	D	Synthetic Phonics Decode	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
			Reading Comprehension Objectives -pleasure in reading, motivation to read, vocabulary and understanding
	E	Explain the Meaning of Words	Discussing their favourite words and phrases *
		Wider Reading Opportunities	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently *</p> <p>Discussing the sequence of events in books and how items of information are related *</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary *</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation, making the meaning clear. *</p>
			Reading Comprehension Objectives - Understand both the books they can already read accurately and fluently and those they listen to
	E	Explain the Meaning of Words	Drawing on what they already know or on background information and vocabulary provided by the teacher
	D R	Decode Retrieval	Checking that the text makes sense to them as they read and correcting inaccurate reading
	I	Inference	<p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>
	I R	Inference Retrieval	<p>Answering and asking questions</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. *</p>

		Wider Reading Opportunities	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say *
Year 2 Writing Objectives	Specific Focus	Writing Objectives - Transcription	
	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
	Handwriting	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters	
		Writing Objectives - Composition	
	Developing Stamina	Writing narratives about personal experiences and those of others (real and fictional), real events, poetry & writing for different purposes	
	Plan their Writing	Planning or saying out loud what they are going to write about * Writing down ideas and/or key words, including new vocabulary	
	Write by:-	Encapsulating what they want to say, sentence by sentence	
	Evaluate & Edit	Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.	
Year 2 SPAG Objectives	Specific Focus	Writing - SPAG	
	Spelling	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1	
	Vocabulary	Expanded noun phrases to describe and specify [for example, the blue butterfly]	
	Punctuation	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	
	Grammar	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	

KS1 - Year 2

The national curriculum for English Aims

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- ♣ **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- ♣ **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- ♣ **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

St Andrew's Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Wriggle and Crawl	Bright lights big city	Towers, tunnels and turrets	Muck, mess and mixtures	Land Ahoy	
Whole Class Texts					
Superworm Doug the Bug Beetle McGrady Spinderella The hungry Caterpillar What the Ladybird heard	The Queens Handbag The Queens Hat The Queens Knickers Paddington Hooray for Knickers This is London	Mr Messy The day the crayons quit The curious case of the red bottomed robber The magic porridge pot Goldilocks and the three Bears	Zog Zog and the flying Doctors Rapunzel Tangled	The lighthouse keepers lunch Pirates love underpants The Pirates next door The indoor pirates The Pirates of Scurvy Sands You're not a proper pirate The dinosaur that pooped a pirate	
Writing Genres					
Description (F) Fact file (NF) Story (F) Letter (NF) Newspaper report (NF)	Description (F) Instructions (NF) Diary entry (NF) Story (F) Fact file (NF)	Description (F) Story (F) Letter (NF) Twisted Tale	Re-tell (F) Recount (NF) Story (F) A twisted fairy tale (F)	Description (F) Recount (NF) Story (F) Instructions (NF) Fact file (NF)	

Year 3 & 4 Reading Objectives Spoken Language Objectives *	DERIC	Statutory Requirement	Word Reading Objectives
	D	Decode	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	D E	Decode Explain Meaning of Words	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
			Reading Comprehension Objectives - Develop positive attitudes to reading, and an understanding of what they read
	E	Explain the Meaning of Words	Using dictionaries to check the meaning of words that they have read
		Wider Reading -	Range - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * Reading books that are structured in different ways and reading for a range of purposes Familiarity with Text Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Poetry & Performance Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Recognising some different forms of poetry [for example, free verse, narrative poetry]
			Reading Comprehension Objectives - Understand what they read, in books they can read independently
	R	Retrieval	Retrieve and record information from non-fiction
	I	Inference	Understanding Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Prediction Predicting what might happen from details stated and implied Summarise Identifying main ideas drawn from more than one paragraph and summarising these
	C	Choice - authorial intent	Identifying how language, structure, and presentation contribute to meaning
Year 3 & 4 Writing Objectives		Wider Reading Opportunities	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say *
	Specific Focus		Writing Objectives - Transcription
	Transcription		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Handwriting		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

		Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
		Writing Objectives - Composition
	Plan their Writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* Discussing and recording ideas *
	Draft & Write by:-	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure (English Appendix 2) * Organising paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, using simple organisational devices (for example, headings and sub-headings)
	Evaluate & Edit	Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear *
Year 3 & 4 SPAG Objectives	Specific Focus	Writing - SPAG
	Spelling (See Appendix 1 for detail)	Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Vocabulary (See Appendix 2 for detail)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use the correct form of 'a' or 'an' according to whether the next word begins with a consonant or a vowel Form nouns using prefixes (super-, anti-, auto-) The grammatical difference between plural and possessive -s Standard English forms of verbs inflections <i>We were instead of we was</i>
	Punctuation (See Appendix 2 for detail)	Using both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and Apostrophes for contracted forms and the possessive (singular) Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Apostrophes to mark plural possession for example <i>the girls' names</i>
	Grammar (See Appendix 2 for detail)	Using fronted adverbials Using conjunctions that express time, place and cause (for example, <i>when, before, after, while, so because</i>) Using adverbs (for example, <i>then, next, soon, therefore</i>) Using prepositions (for example, <i>before, after, during, in, because, of</i>) Using the present perfect form of verbs in contrast to the past tense Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

KS2 - Year 3

The national curriculum for English Aims						
The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.						
The national curriculum for English aims to ensure that all pupils:						
♣ read easily, fluently and with good understanding						
♣ develop the habit of reading widely and often, for both pleasure and information						
♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language						
♣ appreciate our rich and varied literary heritage						
♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences						
♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas						
♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.						
St Andrew's Curriculum						
Autumn 1		Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Tribal Tales (History focus)		Tremors (Geography)	Flow (Geography)	Mighty Metals (Science)	I am Warrior (History focus)	
Whole Class Texts						
Stone Age Boy Stig of the Dump		Firework Maker's Daughter	Wind in the Willows	Iron Man	Roman Myths and Legends	
Writing Genres						
Instructions NF Historical fiction story set in the Stone Age F Narrative description F		Newspaper NF Adventure Story - (Literacy Shed unit - The Longest Journey) F	Adventure story F Letter NF Poem F	Non-chronological reports NF Reports NF	Diary NF Description setting - fantasy F (Bubbles - Literacy Shed unit)	

Grammatical Terminology for Y3	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
	<i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>

KS2 - Year 4	The national curriculum for English Aims				
	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.				
	The national curriculum for English aims to ensure that all pupils:				
	♣ read easily, fluently and with good understanding				
	♣ develop the habit of reading widely and often, for both pleasure and information				
	♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language				
	♣ appreciate our rich and varied literary heritage				
	♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences				
	♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas				
	♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.				
	St Andrew's Curriculum				
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1
	Gods and Mortals (History focus)	Potions (English)	Traders & Raiders (History focus)	Burps, Bottoms & Bile (Science focus)	Blue Abyss (Science focus)
	Whole Class Texts				
	Theseus and the Minotaur by Marcia Williams	Romeo & Juliet by Marcia Williams	Viking in My Bed by Jeremy Strong	Demon Dentist by David Walliams	The Adventures of a Plastic Bottle
	Writing Genres				
	Myths & Legends narrative F Newspaper report NF	Diary NF Playscript F	Narrative adventure F Biography NF	Explanation NF Poetry raps F	Narrative - fracture fairy tales F Persuasive leaflets NF

Grammatical Terminology for Y4	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
	<i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant determiner, pronoun, possessive pronoun, adverbial</i>

Year 5 & 6 Reading Objectives Spoken Language Objectives *	DERIC	Statutory Requirement	Word Reading Objectives
	D E	Decode Explain Meaning of Words	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in see English appendix 1 , both to read aloud and to understand the meaning of new words that they meet
			Reading Comprehension Objectives - Develop positive attitudes to reading, and an understanding of what they read
	E	Explain the Meaning of Words	Using dictionaries to check the meaning of words that they have read
		Wider Reading -	Range - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * Reading books that are structured in different ways and reading for a range of purposes Familiarity with Text Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices * Identifying and discussing themes and conventions in and across a wide range of writing * Poetry & Performance Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience *
	I	Inference - comparisons & wider range of reading	Making comparisons within and across books
			Reading Comprehension Objectives - Understand what they read.
	R	Retrieval	Retrieve, record and present information from non-fiction
	I	Inference	Understanding Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Distinguish between statements of fact and opinion Prediction Predicting what might happen from details stated and implied Summarise Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
		Inference - understanding & Wider reading -	Provide reasoned justifications for their views

	I & E	discussing reading Inference - understanding & Explain - word meanings	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *
	C	Choice - authorial intent	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *
		Wider Reading Opportunities	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *
Year 5 & 6 Writing Objectives	Specific Focus	Writing Objectives - Transcription	
	Handwriting & Presentation	Write legibly, fluently and with increasing speed by - <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited to the task 	
		Writing Objectives - Composition	
	Plan their Writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
	Draft & Write by:-	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs précisising longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	
	Evaluate & Edit	Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary. Grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear * Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
Year 5 & 6 SPAG Objectives	Specific Focus	Writing - SPAG	
	Spelling (See Appendix 1 for detail)	Use further prefixes and suffixes and understand the guidance for adding them Continue to distinguished between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	

		<p>Use dictionaries to check the spelling and meaning of words</p> <p>Spell some words with 'silent' letters (for example, knight, psalm, solemn)</p>
	<p>Vocabulary (See Appendix 2 for detail)</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Knowing the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover)</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify)</p> <p>Verb prefixes, (for example, dis-, de-, mis-, over-, and re-)</p>
	<p>Punctuation (See Appendix 2 for detail)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list and use of semi-colons within lists</p>
	<p>Grammar (See Appendix 2 for detail)</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis</p> <p>Indicating degrees of possibility using adverbs, (for example, perhaps, surely)</p> <p>Using modal verbs (for example, might, should, will, must)</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with and implied (for example omitted) relative pronoun</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or lens choices</p> <p>Use of the passive to affect the presentation of information (for example, I broke the window... versus the window was broken by me)</p> <p>Use of subjunctive form – for example If I were or Were they in some formal writing and speech</p>

KS2 - Year 5

The national curriculum for English Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the **spoken** and **written** word, and to develop their love of literature through widespread **reading** for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ♣ **read easily, fluently and with good understanding**
- ♣ **develop the habit of reading widely and often, for both pleasure and information**
- ♣ **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- ♣ **appreciate our rich and varied literary heritage**
- ♣ **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- ♣ **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- ♣ **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.**

St Andrew's Curriculum					
Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Stargazers (Science focus)	Revolution (History)	Pharaoh (History focus)	Frozen Kingdom (Science focus)	Scream Machine (Science Focus)	

Whole Class Texts

Cosmic	Secret Garden	An Egyptian Cinderella	Northern Lights	Hugo	
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Writing Genres

Adventure story F Diary NF Non-chronological reports NF Literacy Shed unit	Biography NF Free verse F Historical fiction F	Fractured Fairytale (F) Balanced Argument Literacy Shed unit - poetry	Newspaper report NF Mystery report (Literacy Shed unit) F	Persuasive letter NF Fantasy Story (Literacy Shed unit) F	
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Grammatical Terminology for Y5	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

KS2 - Year 6	The national curriculum for English Aims				
	The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.				
	The national curriculum for English aims to ensure that all pupils:				
	♣ read easily, fluently and with good understanding				
	♣ develop the habit of reading widely and often, for both pleasure and information				
	♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language				
	♣ appreciate our rich and varied literary heritage				
	♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences				
	♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas				
	♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.				
	St Andrew's Curriculum				
	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
	Hola Mexico (Geography focus)	A Child's War (History focus)	Off with their Head (History focus)	Visual Literacy	Gallery Rebels (Art focus)
	Whole Class Texts				
	What the Moon Saw by Laura Resau	Friend or Foe by Michael Morpurgo Goodnight Mr Tom by Michelle Magorian	Treason by Berlie Doherty	Literacy Shed units- Francis Titanium Alma	Look at information texts relating to modern artists/street artists. Biographies of artists
	Writing Genres				
	Diary NF Diary (Literacy Shed unit) 3 rd person narrative F	Balanced argument NF News broadcast NF Recount NF	Autobiography NF Biography NF Historical story F	Formal letter NF Informal letter NF	Alternative ending to a story F Emotive story from a character's point of view Horror/fantasy story F
	Non-chronological report NF				

Grammatical Terminology for Y6	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
	<i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>