

English Curriculum Map





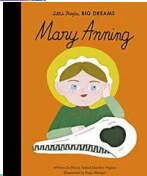
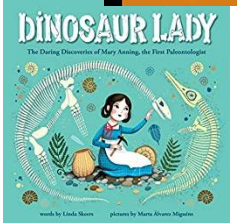
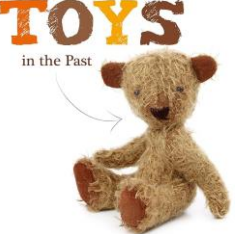
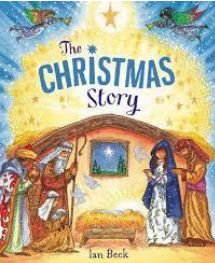

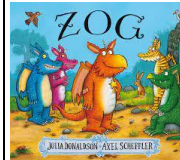


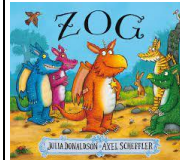



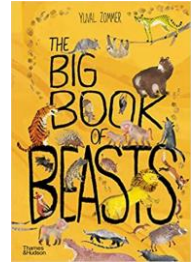
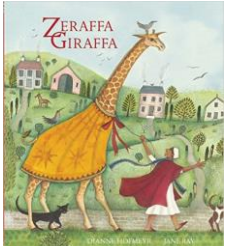
“Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full.”

English Progression Year A

EYFS

	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts						
Communication, Language and Literacy	<p>What is an emergency? Nursery rhymes Stories about people who help us/non-fiction texts The Jolly Postman The Train Ride Emergency! Emergent writing, mark making, shadow writing, simple retell and letter writing Phase 2 sounds, s, a, t, p, i, n, m, d, g, o, c, k, ck Phase 1 – Environmental Sounds</p>	<p>What presents would you give to Jesus? Nativity story Writing list to Father Christmas Designing a toy Labelling a toy Toys in the past Phase 2 - e, u, r, h, b, f, ff, l, ll, ss Phase 1 – Instrumental Sounds</p>	<p>What makes each bird special? Non-fiction writing Percy the Park Keeper Owl Babies Two Little Dickie Birds/ Puffin Peter Phase 3 - i, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng Phase 1 – Body Percussion</p>	<p>If you love something, should you let it go? Stories about monsters – Monstersaurus Bog Baby The Ravenous Beast The Gruffalo The Gruffalo's Child Phase 3 -Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. Phase 1 – Rhythm and Rhyme</p>	<p>Story retells and non-fiction writing about animals/farms The Very Hungry Caterpillar What the Ladybird Heard Jasper's Beanstalk Titch Phase 4 – bl, cl, fl, fr, cr, sl, etc Phase 1 – Alliteration and Voice Sounds</p>	<p>Non-fiction – pirates Captain Pike and the Baby The Littlest Pirate Winne's Pirate Adventure Pirates Love Underpants Writing lists, how to be a pirate, invitations to pirate party What parties have been invited to? Phase 1 – Oral Blending and Segmenting</p>

<p>Writing Progression</p> 	<p>ELG - Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>Spell CVC words e.g. shop, leg, rich. Spell some HFW Write own name, using a capital letter.</p>	<p>ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p> <p>Dictate a simple sentence. Begin to write simple sentences.</p>	<p>ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p> <p>Begin to use capital letters and full stops to punctuate a sentence. Attempt to spell unfamiliar words using a phonemic strategy (including analogy</p>	<p>ELG - Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Write letters using the correct sequence of movements. Begin to use some story language, such as 'Once upon a time....' Write simple labels, captions and sentences.</p>	<p>ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</p> <p>Dictate and invent own compositions. Think about what to write ahead of writing.</p>	<p>ELG - Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p> <p>Retell a narrative or a recount. Begin to write simple narratives and recounts. Invest writing with meaning.</p>
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KS1						
	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Texts</p>	  	 	  	  	 	 
<p>Writing Outcome</p> <p>Entertain Inform</p>	<p>Dream Week (1week) 3 weeks of discrete grammar teaching (See below)</p> <p>Inform – Letter in role as Mary Anning explaining discovery</p>	<p>Inform – Information Page (Toys)</p> <p>Entertain – Narrative (RE): The Christmas Story</p>	<p>Entertain – The Queen's Hat – Landmark Narrative</p> <p>Inform – Non-Chronological Report: Castles</p>	<p>Entertain: Narrative: Character Description: Zog</p> <p>Entertain – Write your own Stanza for Zog</p>	<p>Inform - Recount: Diary of a Minibeast</p> <p>Entertain – Narrative: Setting description</p>	<p>Inform: Explanation Text: How do plants grow</p> <p>Entertain – Letter: Welcoming refugee to school</p>

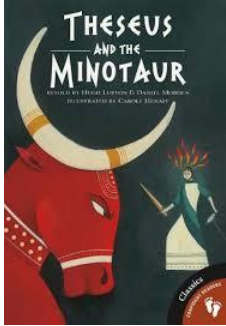

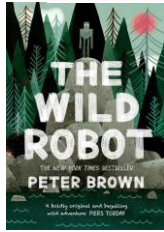
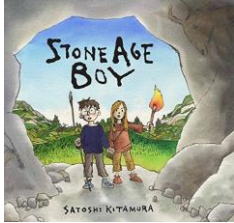
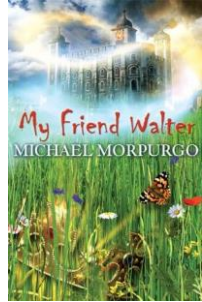
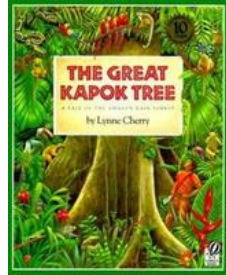
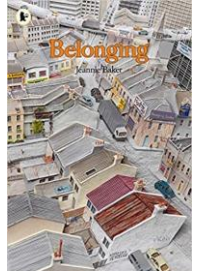
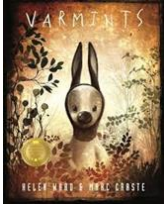
	Inform – Biography: Mary Anning			Inform- Instructions: How to make a potion		
Grammar Y1&2 together Y1 Y2	Place Value of Punctuation and Grammar 3 weeks of discrete grammar Week 1 Impact Week Week 2 - Noun focus – Common nouns - Noun focus – Proper nouns - Noun focus – Common or proper nouns? - Nouns review – Part 1 Week 3 - Nouns review – Part 2 - Verb focus – Being verbs - Verb focus – Being verbs - Verb focus – Regular action verbs Week 4 -Verb focus – Irregular verbs Week 5 -Verb focus – Action verb or being verbs? Week 6 – Assessment Week Week 7 – Verbs review Week 1 – Impact Week Week 2 - Noun focus – Common	Place Value of Punctuation and Grammar Week 1 -Subject focus – What is a subject? 1/2 lesson Week 1 -Subject focus – What is a subject? 2/2 lesson Week 3 -Subject/verb focus – Stage 1: Building single clause sentences. Week 4 -Subject/verb focus (pronoun focus) – Stage 1: Building single clause sentences. Week 5 Subject/verb Stage 2: Building single clause sentences. Part 1 Week 6 Subject/verb Stage 2: Building single clause sentences. Part 2 Week 7 Subject/verb focus (pronoun focus) Stage 2: Building single clause sentences Week 1 -Subject focus – What is a subject? Week 2 - Subject/verb focus- Stage 1	Place Value of Punctuation and Grammar Week 1 -Subject/verb focus – Application Week 2 - Subject/verb focus - Application Week 3 -Subject/verb focus - Application Week 4 -Subject/verb focus (pronoun focus) - Application Week 5 -Assessment Week Week 6 -Recap Week 1 -Subject/verb focus – Application Week 2 - Subject/verb focus (pronoun focus)– Application Week 3 - Subject/verb focus – Co-ordinating conjunctions to join clauses (and, or, but) Week 4 - Subject/verb focus – Co-ordinating/subordination conjunctions to join clauses and compound	Place Value of Punctuation and Grammar Week 1 -Capital letters, full stops and finger spaces. Week 2 -Question marks Week 3 -Exclamation marks Week 4 -Adjectives Week 5 -Tenses Week 6 -Prepositions Week 1 -Commands Week 2 - Question marks Week 3 - Exclamation marks Week 4 - Adjectives Week 5 -Tenses Week 6 - Tenses	SPAG Revision Week 1 -Co-ordinating conjunctions (and, but) Week 2 -Co-ordinating conjunctions (and, but) Week 3 -The suffix 'y' Week 4 -The prefix 'un' Week 5 -Assessment Week Week 6 -Recap Week 1 - Co-ordinating conjunctions (and, but, so, or) Week 2 -Co-ordinating conjunctions (and, but, so, or) Week 3 -Apostrophes for possession Week 4 Apostrophes for posession Week 5 -Assessment Week Week 6 -Inverted commas	Spelling Rules focus Week 1 -Weekly SPAG check – Summer Week 2 -Weekly SPAG check – Summer Week 3 -Weekly SPAG check – Summer Week 4 -Weekly SPAG check - Summer Week 5 -Weekly SPAG check – Summer Week 6 -Weekly SPAG check – Summer Week 1 Weekly SPAG check – Summer Week 2 Weekly SPAG check – Summer Week 3 Weekly SPAG check – Summer Week 4 Weekly SPAG check – Summer Week 5 Weekly SPAG check – Summer Week 6 Weekly SPAG check – Summer

	<p>nouns</p> <ul style="list-style-type: none"> - Noun focus – Proper nouns - Noun focus – Common or proper nouns? - Nouns review <p>Week 3</p> <ul style="list-style-type: none"> - Verb focus – Being Verbs - Verb focus – Being Verbs - Verb focus – Regular action verbs - Verb focus – Regular action verbs <p>Week 4</p> <ul style="list-style-type: none"> - Verb focus – Irregular action verbs and verb phrases. <p>Week 5</p> <ul style="list-style-type: none"> - Verb focus – Regular action verbs <p>Week 6</p> <p>Assessment Week</p> <p>Week 7</p> <p>-Verbs Review</p>	<p>Building single clause sentences</p> <p>Week 3</p> <ul style="list-style-type: none"> - Subject/verb focus (pronoun focus) Stage 1 Building single clause sentences <p>Week 4</p> <ul style="list-style-type: none"> - Subject/verb focus – Stage 2: Building single clause sentences <p>Week 5</p> <p>Subject/verb focus (pronoun focus) Stage 2: Building single clause sentences.</p> <p>Week 6</p> <p>Subject/verb focus – Stage 3: Building single clause sentences.</p> <p>Week 7</p> <p>Subject/verb focus (pronoun focus) Stage 3: Building single clause sentences.</p>	<p>subjects.(and, or, but, when, if, that, because)</p> <p>Week 5</p> <p>-Assessment Week</p> <p>Week 6</p> <p>- Recap</p>			
<p>Spelling and Phonics</p> <p>Y1</p> <p>Y2</p>	<p><u>Phase 4</u></p> <p>Group 1: CVCC</p> <p>Group 2: CVCC & Polysyllabic</p> <p>Group 3: CCVC</p> <p>Group 4: CCVC</p> <p>Group 5: CCVCC & Polysyllabic</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 1: Change the -y to an -I and add -es</p>	<p><u>Phase 5 – Choose to Use</u></p> <p>Group 1: ay, ea, ie, oe, ue</p> <p>Group 2: a-e, e-e, i-e, o-e, u-e</p> <p>Group 3: oy, ir, ou, aw, wh</p> <p>Group 4: are, kn, wr, ph, au</p> <p>Group 5: gn, ore, ey, y, ew</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 5: Change the -y to an -i and add -est</p>	<p><u>Phase 5 – Choose to Use</u></p> <p>Group 6: ear, or, tch, dge, er</p> <p>Revision of choose to use</p> <p><u>Phase 5 – Switch it Spell Sounds</u></p> <p>Group 1: i, o, c, g</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 8: Drop the -e and add -y</p>	<p><u>Phase 5 – Switch it Spell Sounds</u></p> <p>Group 2: u, ow, ie, ea</p> <p>Group 3: a, a, ou, o</p> <p>Group 4: ue, u-e, ew</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 12: Double the consonant and add -ing</p>	<p><u>Phase 5 – Switch it Spell Sounds</u></p> <p>Group 5: y, y, ch, ch, ou</p> <p>Revision</p> <p>Phonics screening preparation</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 17: Add -ness</p> <p>Group 18: Add -ment</p>	<p><u>Spelling Rules</u></p> <p>Group 1: Adding -s & -es</p> <p>Group 2: Adding -ing</p> <p>Group 3: Adding -ed</p> <p>Group 4: Adding -er</p> <p>Group 5: Adding -est</p> <p>Group 6: Adding -un</p> <p>Group 7: Compound words</p> <p>Revision</p> <p><u>Phase 6</u></p> <p>Group 22: More choose to use</p>

	Group 2: Words ending in -y simply add -ing Group 3: Change the -y to an -i and add -ed Group 4: Change the -y to an -i and add -er Revision	Group 6: Drop the -e and add -ed Group 7: Drop the -e and add -ing Revision	Group 9: Drop the -e and add -er Group 10: Drop the -e and add -est Group 11: Double the consonant and add -ed Revision	Group 13: Double the consonant and add -y Group 14: Double the consonant and add -er Group 15: Double consonant and add -est Group 16: Add -less Revision	Group 19: Add -ful Group 20: Add -ly Group 21: Choose to use /le/ /el/ /al/ /il/ Revision	Group 23: -tion Group 24: Contractions Group 25: Possessive Apostrophes Group 26: Homophones Revision
Reading Altogether Reading focus	Retrieval Y2	Retrieval Y2	Retrieval/Summarise Y1/Y2	Retrieval/Summarise Y1/Y2	Retrieval/Summarise Inference/Explain Y1/Y2	Retrieval/Summarise Inference/Explain Y1/Y2
Y1	<p><u>Word Reading</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. - Read other words of more than one syllable that contain taught GPCs. - Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s). - Read aloud accurately books that are consistent with their developing phonic knowledge and 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 word reading. <p><u>Reading – Comprehension</u></p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 hear 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. - Discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events. - 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. 					

	<ul style="list-style-type: none"> - 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.
Y2	<p><u>Word Reading</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the same graphemes as above. - Read words containing common suffixes. - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read these books to build up their fluency and confidence in word reading. <p><u>Reading – Comprehension</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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. - Discussing the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Being introduced to non-fiction books that are structured in different ways. - Recognising simple recurring literary language in stories and poetry. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - Discussing their favourite words and phrases. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Making inferences on the basis of what is being said and done. - Answering and asking questions. - Predicting what might happen on the basis of what has been read so far. - 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. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

LKS2

	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts		 				 
English knowledge and skills Writing Outcome Entertain Inform Persuade	<p>Place value of grammar</p> <p>Narrative – Theseus & The Minotaur</p> <p>Mythologica – Non-Chronological Reports about Gods (History)</p> <p>Medusa Character Description</p>	<p>Science Fiction Narrative Ending</p> <p>Persuasive Letter to accept the wild robot</p>	<p>Contrasting diary entries (boy/girl)</p> <p>Instructions on how to wash a woolly mammoth</p>	<p>Biography Henry VIII</p> <p>Formal Persuasive Letter</p> <p>Non chronological report about The Tudors (History Check Out)</p>	<p>Rhyming verse poems</p> <p>Narrative retelling</p> <p>Non-chronological report about the Amazon rainforest (Geography)</p>	<p>First person narrative</p> <p>Formal Letter to local MP linked to local environment</p> <p>Setting description</p>
Reading	<p><u>Pupils should be taught to:</u></p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> 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 using dictionaries to check the meaning of words that they have read 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination 					

	<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> 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 predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction <p>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</p>					
Grammar and Spelling	<p>3 weeks of discrete grammar teaching to include:</p> <p>Week 1: Impact Week</p> <p>Week 2: Noun focus – common and proper nouns Noun focus – collective and partitive nouns Noun focus – collective and partitive nouns Nouns Review</p> <p>Week 3: Verb focus – being verbs + 'to have' Verb focus: regular action verbs & verb phrases Verb focus – irregular action verbs & verb phrases Verbs review</p> <p>Week 4: Subject focus: What is a subject?</p> <p>Week 5: Subject/verb focus, Stage 1: Building Single-clause sentences</p> <p>Week 6: Assessment Week 7: Subject/verb focus (pronouns) Stage 1: Building Single-clause sentences</p> <p>Spelling rules (approx. 7wks) Revision of KS1 Spelling Rules Group 1: /i/ sound with the /y/ spelling Group 2: /u/ sound spelt with the /ou/ spelling CEW Split digraph words</p>	<p>Grammar:</p> <p>Week 1: Subject/verb focus, Stage 2: Building Single-clause sentences</p> <p>Week 2: Subject/verb focus (pronouns) Stage 2: Building Single-clause sentences</p> <p>Week 3: Subject/verb focus, Stage 3: Building Single-clause sentences</p> <p>Week 4: Subject/verb focus (pronouns), Stage 3: Building Single-clause sentences</p> <p>Week 5: subject/verb focus: application</p> <p>Week 6: subject/verb focus: application</p> <p>Week 7: Recap & Review</p> <p>Spelling (approx. 7wks) Group 3: /k/ sound spelt with the /ch/ spelling Group 4: /sh/ sound spelt with the /ch/ spelling CEW – Easy CEW words Group 5: /k/ sound spelt with /que/ spelling</p>	<p>Grammar:</p> <p>Week 1: Subject/verb focus: co-ordinating conjunctions to join clauses</p> <p>Week 2: Subject/verb focus: co-ordinating conjunctions to join clauses and compound subjects</p> <p>Week 3: Adverbs</p> <p>Week 4: Fronted Adverbials</p> <p>Week 5: a/an</p> <p>Week 6: Prepositions</p> <p>Week 7: Expanded Noun Phrases</p> <p>Spelling (approx. 6wks) Group 6: /g/ sound spelt with the /gue/ spelling CEW – the /s/ sound using the /c/ spelling Group 7: /s/ sound using the /sc/ spelling</p>	<p>Grammar</p> <p>Week 1: Subordinating conjunctions</p> <p>Week 2: Subordinating conjunctions</p> <p>Week 3: Inverted Commas for Direct Speech</p> <p>Week 4: Inverted Commas for Direct Speech</p> <p>Week 5: Apostrophes for contractions</p> <p>Week 6: Expanded Noun Phrases</p> <p>Week 7: Fronted Adverbials</p> <p>Spelling (approx. 6wks) Group 8: /ae/ sound spelt with the /ey/ spelling Group 9: /ae/ sound spelt with the /ei/ spelling Group 10: /ae/ sound spelt with the /eigh/ spelling</p>	<p>Grammar</p> <p>Week 1: Prepositions</p> <p>Week 2: Expanded Noun Phrases</p> <p>Week 3: Word families</p> <p>Week 4: Apostrophes for singular possession</p> <p>Week 5: Subordinate clauses</p> <p>Week 6: Tenses</p> <p>Week 7: Tenses</p> <p>Spelling (approx. 6wks) CEW – The /ee/ sound using the /e/ spelling Group 11: adding the suffix /ly/ spelling CEW – The /ee/ sound using the /y/ spelling at the end of words Group 12: adding the suffix /tion/</p>	<p>Grammar and Spelling: Recap, review and address any misconceptions from assessments</p> <p>Spelling Group 13: adding the suffix /cian/ Group 14: adding the suffix /sion/ CEW: the /ae/ sound using a range of spellings</p>

UKS2

	Aut.1	Aut.2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts					 	
Writing Outcomes Entertain Inform Persuade Discuss	Establish routines and expectations - Dream Week (1week) 3 weeks of discrete grammar teaching (See below) Diary Entry – Flood Non-Chronological Report – Rivers (Geography)	Informal Letter – Letter home from the trenches '10 things in a soldier's pocket' - poetry Narrative – The Christmas Truce	Character/Setting Description Formal Letter - Mill Report	Biography - Ernest Shackleton Letter to Pontius Pilate (RE) Explanation Text - The Journey of a Red Blood Cell (Science)	Narrative – The Journey Formal Letter – Should Britain be doing more to support refugees? Migration Poetry	Setting Description – The Stormy Coast Balanced Argument – Coastal Tourism Non-Chronological Report – Coasts
Reading	Pupils should be taught to: <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: 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 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English 44 Statutory requirements 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 making comparisons within and across books 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 understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 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 					

	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 provide reasoned justifications for their views. 					
Grammar & Spelling NB: Spelling over 2 weeks in Autumn Term, moving to one week Spring Term and beyond. <u>Y5 Focus</u>	3 weeks of discrete grammar teaching to include: <u>Week 1: Impact Week</u> <u>Week 2:</u> -Noun focus (common and proper nouns) - Noun Focus (collective/partitive nouns) -Noun Focus (abstract nouns) <u>Week 3:</u> -Nouns Review -Verb focus (being verbs – 'to have') -Verb focus (regular actions verbs & verb phrases) Week 4: Verb focus (regular action verbs 'doubling the consonant') & verb phrases Week 5: Verb focus (irregular action verbs & verb phrases) Week 6: Verb focus (phrasal verbs) Week 7: Verbs review <u>Spelling rules (approx. 7wks)</u> Group 1: Adding the suffix cious Group 2: Adding the suffix -tious Split Digraph CEW words Group 3: Suffix -tial	<u>Grammar:</u> Week 1: Subject focus (What is a subject?) Week 2: Subject/verb focus (Stage 1: Building single-clause sentences + punctuation) Week 3: Subject/verb focus (pronouns) Stage 1: Building single-clause sentences + punctuation Week 4: Stage 2: Building single-clause sentences + punctuation Week 5: Stage 3: Building single-clause sentences + punctuation Week 6: Stage 3: Building single-clause sentences + punctuation Week 7: Subject/Verb focus application <u>Spelling (approx. 7wks)</u> Group 4: Suffix -cial CEW words Group 5: Suffix -cious and -tious Group 6: -tial and -cial	<u>Grammar:</u> Week 1: Subject/verb focus co-ordinating conjunctions to join clauses Week 2: Subject/focus compound subjects and dummy subjects Week 3: Subject/verb focus Gerunds Week 4: Subject/verb focus application Week 5: Apostrophes for omission Week 6: Apostrophes for possession <u>Spelling (approx. 6wks)</u> Group 7: suffix -ant CEW: /ee/ sound using the /e/ Group 8: Suffix -ance Group 9: Suffix -ancy CEW: /shun/ sound spelt /tion/, /sion/ & /ssion/ Group 10: Adding the suffix -ent	Grammar (Punctuation Focus) Week 1: Bullet Points Week 2: Punctuation for Parenthesis Week 3: Punctuation for Parenthesis Week 4: Relative Clauses Week 5: Cohesive Devices Week 6: Modal Verbs <u>Spelling (approx. 6wks)</u> Group 11: Remembering the doubles CEW words Group 12: Adding ent and ant Group 13: Adding the suffix -ence Group 14: suffix -ency CEW: Remembering the doubles CEW words	<u>Grammar (Punctuation Focus)</u> Week 1: Tenses Week 2: Tenses Week 3: Assessment Week Week 4: Punctuating dialogue Week 5: Punctuating dialogue Week 6: Commas for Clarity <u>Spelling (approx. 6wks)</u> Group 15: adding -ance and -ence Group 16: adding -ancy and -ency Group 17: adding the suffix -able CEW: Using the /s/ sound using the /c/ spelling Group 18: adding the suffix -ible <u>Group 19:</u> adding the suffix -ible and -able	<u>G:rammar and Spelling:</u> Recap, review and address any misconceptions from assessments