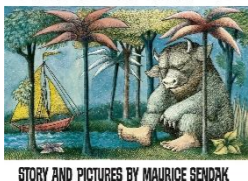

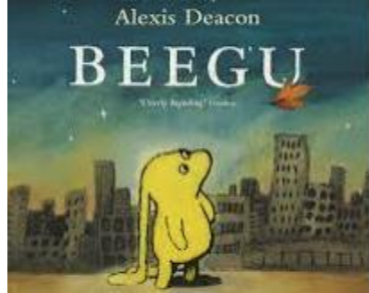
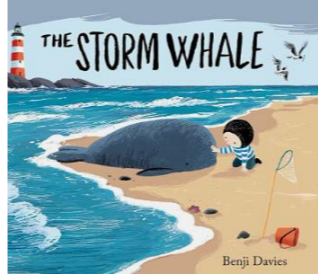
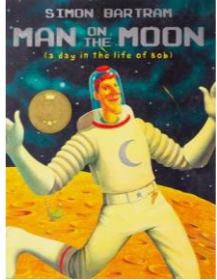



2023- 24 English Curriculum Map

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

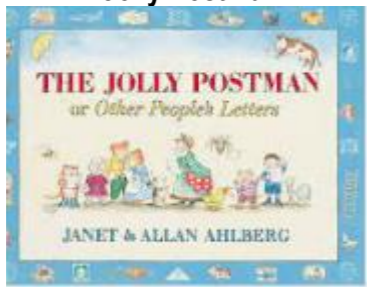



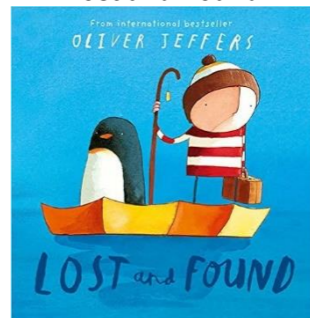
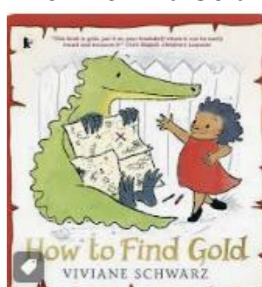
Our vision: Children will develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Year 1/ 2 Cycle A

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|----------------------------|--|---|--|---|--|---|
| Area of English | | | | | | |
| Power of Reading | Where the Wild Things Are  | The Magic Finger  | Beegu  | The Storm Whale  | The man on the moon  | Ossiri and the Bala Mengro  |
| Suggested Text Type | Narrative- Character description Setting description. Narrative- Retell a simple story with predictable phrases. Innovate on a model. | Narrative- Retell part of a story, innovate Recount- letter. Christmas trip | Narrative- Setting description (Paddington link – author of the term) Report- Non chron - London | Instructions- How to look after a whale Narrative- Retell a three part story- imitated and innovate Recount - trip | Narrative- short story Instructions- Simple instructions Recount- Simple letter | Narrative- Character description Report- Information text focused around a topic Persuasion- Letter including questions and suggestions (persuasive) Recount - trip |
| Grammar | Beginning to write in simple sentences which are grammatically correct Can understand and use these words when talking about their writing: capital letter, full stop | Writing in simple sentences which are grammatically correct Can understand and use these words when talking about their writing: capital letter , full stop, question marks | Writing in simple sentences which are grammatically correct (including tense). Can join words and sentences using -and- Can understand and use these words when talking about their writing: capital letter , full stop, question marks, sentence | Writing a minimum of 5 simple sentences which are grammatically correct (including tense). Can join words and sentences using -and- Can understand and use these words when talking about their writing: capital letter , full stop, question marks, exclamation mark and sentence | Writing a minimum of 7 simple sentences which are grammatically correct (including tense). Can join words and sentences using -and- because . Can understand and use these words when talking about their writing: capital letter, singular , sentence, full stop, question marks and exclamation marks. | Writing a minimum of 8 simple sentences which are grammatically correct (including tense). Can join words and sentences using -and- because Can understand and use these words when talking about their writing: capital letter, singular, plural , sentence, full stop, question marks and exclamation marks. |
| Punctuation | Leaves spaces between words. | Leaves spaces between words. Punctuates some sentences with a capital letter Uses a capital letter for the names of people. | Leaves spaces between words. Punctuates most sentences with a capital letter and some sentences with a full stop. Uses a capital letter for the names of people and personal pronoun 'I'. | Leaves spaces between words. Punctuates most sentences with a capital letter and a full stop. Beginning to use question marks . Uses a capital letter for the names of people, places and personal pronoun 'I', days of the week . | Leaves spaces between words. Punctuates all sentences with a capital letter and a full stop. Using question marks and beginning to use exclamation marks . Uses a capital letter for the names of people, places, days of the week (within writing) and personal pronoun 'I'. | Leaves spaces between words. Punctuates all sentences with a capital letter and a full stop. Uses question marks and exclamation marks (mostly) Uses a capital letter for the names of people, places, days of the week, months of the year and personal pronoun 'I'. |


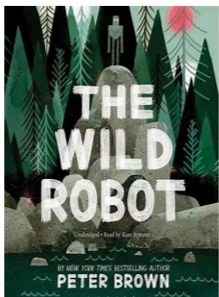
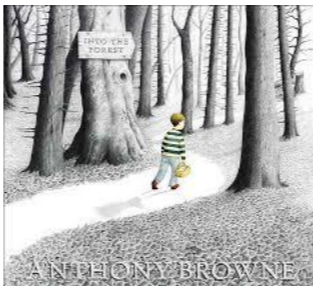
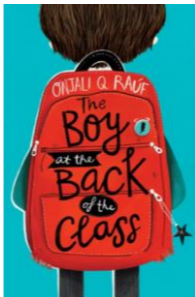

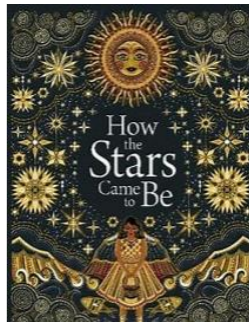
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|--------------------|---|--|---|---|---|--|
| Composition | Can compose a sentence orally. Can write a sentence. | Can compose a sentence orally. Can write a sentence Can sequence sentences in their writing. | Can compose a sentence orally. Can write a sentence with a simple adjective. Can sequence sentences in their writing. | Can compose a sentence orally. Can write a sentence with a simple adjective. Can sequence sentences in their writing. Can write instructions using imperative verbs. Can respond to errors highlighted. | Can compose a sentence orally. Can write a sentence with a simple, appropriate adjectives. Can sequence sentences in their writing. Can reread what they have written. Can write instructions using imperative verbs. Can respond to errors highlighted. | Can compose a sentence orally. Can write a sentence with a simple, appropriate adjectives. Can sequence sentences in their writing. Can reread what they have written. Can respond to and correct errors highlighted. |
| Spelling | Can spell the days of the week in a test. Can use the suffix ed. Can make phonetically plausible attempts at words with digraphs. Can name and write all the upper and lower case letters (know vowels and consonants) | Can spell the days of the week in a test and writing Can spell first 20 common exception words. Can spell the suffix ed, er. | Can spell the suffix ed, er, est | Can spell 20 common exception words for year 1 in a test and writing Can make phonetically plausible attempts at words with digraphs and trigraphs. | Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters . Can spell the suffixes, ed, est, er, s . | Can spell ALL common exception words for year 1 in a test and writing. Can spell suffixes, ed, er, est, s, es (when no change is needed) and prefix un . Can make phonetically plausible attempts at words with digraphs, trigraphs and double letters. |
| Vocabulary | Can use simple adjectives and vocabulary | Can use simple adjectives and vocabulary | Can use simple adjectives and vocabulary | Can use simple adjectives and vocabulary | Can use simple adjectives and vocabulary Make use of vocabulary from reading | Can use simple adjectives and vocabulary Make use of vocabulary from reading |

Year 1/ 2 Cycle B

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------|---|---|---|--|--|--|
| Area of English | | | | | | |
| Power of Reading | Jolly Postman  | One Day on the Savannah  | Traction Man  | If All The World Were  | Lost and Found  | How To Find Gold  |
| Text Type | Narrative- Character description Narrative- Simple nursery rhyme stories Letters | Narrative- Setting description Non-Chronological report- linked to book Instructions- linked to book | Narrative- Character description Narrative –Retell, sequel. Non-Chronological report- linked to topic | Narrative- Setting description Postcards | Personal Recount- Recreate: Personal recount in role of the boy from Lost and Found. Generate: Personal recount about the school trip to Hope Town (link to history work on steam trains) | Narrative – Retell. Sequel Character description Instructions- Write a set of instructions including diagrams |
| Grammar | Can use these words to talk about a sentence: statement and a question Can use coordinating conjunctions (and, but) Can use subordinating conjunction (because) Can use the correct past tense when writing. | Can use these words when talking about my writing: noun, noun phrase, statement, question, verb, adjective. Can use simple adverbs in their writing Can write a command sentence. Can use subordinating conjunction (because) To use the relative pronoun (that) Can use expanded noun phrases to describe. Can consistently use the correct past tense | Can write a sentence; a statement, a question and an exclamation Can use coordinating conjunctions (and, but, so) Can use subordinating conjunctions (if , because) Can select between the present and past tense appropriately for their writing. | Can use these words when talking about my writing: noun, noun phrase, statement, question, exclamation, suffix Can use simple adverbs in their writing (linked to spelling appendix) Can use subordinating conjunctions (when , if, because) Can consistently use the correct present and past tense | Consistently use the past tense. Write sentences, statements, questions and exclamations. Use expanded noun phrases to describe and specify. Can use subordinating conjunctions (as, until, when, if, that, because) Can use coordinating conjunctions (or, and, but, so) Can use simple adverbs in writing. | Can use these words when talking about my writing: noun, noun phrase, statement, question, exclamation, command, compound , adjective, verb, suffix, tense (past, present), apostrophe, comma. Can use subordinating conjunctions (as , until ,when, if, because) Can consistently use the correct present and past tense when writing (including some irregular and progressive form). |


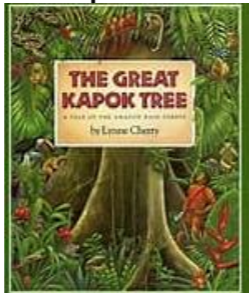
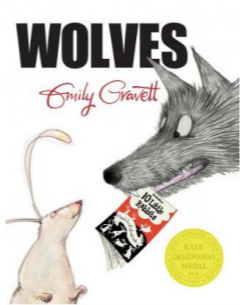

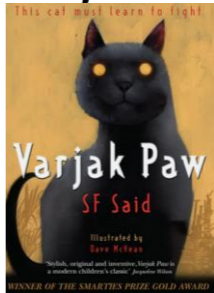
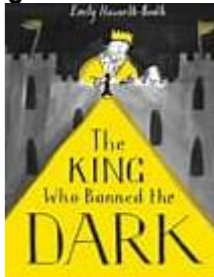
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|--------------------|---|--|--|--|--|---|
| Punctuation | Can use full stops and capital letters, accurately (majority) | Can use commas for lists | Can use full stops, capital letters, and question marks accurately (majority) | Can use commas for lists accurately 90% of the time. | Can use full stops, capital letters, exclamation marks and question marks accurately (majority) Can use commas for lists. Can use apostrophes for contractions. Can use apostrophes for singular possession | Can use full stops, capital letters, exclamation marks and question marks accurately (majority) Can use apostrophes for singular possession. |
| Composition | Can sequence their work correctly (whole text cohesion) | Beginning to group similar ideas together. Can incorporate simple adverbials (e.g. <i>She ran quickly</i>) | | Can use a pattern of 3 for description (e.g. <i>He was old, grumpy and bald</i>) | Can sequence their work correctly. Can use a pattern of 3 for description Use simple similes. Use simple adverbials. Write questions in a variety of ways. | Can write questions in a variety of ways (5ws) |
| | To re-read work to identify errors. Can reread their work for sense and publication. Can correct their work with some guidance. | | | | | |
| Vocabulary | Make use of vocabulary from reading | Imitate language from texts read/listened to. | Use some adventurous words with some guidance. | Use topic words and adventurous words with some guidance | Use adventurous word choices. | Use topic words and adventurous words with independence. |
| Spelling | Can spell by segmenting words into phonemes. | Can spell 21, Y2 common exception words. Can put words in alphabetical order using their first letter. | Can distinguish between homophones and near homophones Will attempt to spell a word before seeking support | Can spell 42, Y2 common exception words Can add suffixes to longer words eg -ment, - , -less. | Can spell 50, Y2 common exception words. Can spell some words with contracted forms. | Can spell all 63, Y2 common exception words Can apply spelling rules and guidelines in Appendix 1.(singular y to ies; silent letters g and k) |

Year 3/ 4 Cycle A

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------|---|--|--|--|--|---|
| Area of English | | | | | | |
| Power of Reading | Oliver and the Seawigs  | Wild Robot  | Into the Forest  | The Boy at the Back of the Class  | Arthur and the Golden Rope  | How The Stars Came To Be  |
| Text Type | Narrative- Setting description Narrative- Write a story with a problem and resolution Recount- Write a diary entry in chronological order | Narrative- Story in the 3 rd person in paragraphs Recount- Write an informal letter in role Instructions- with a clear audience | Narrative- Write the section of the story when the boy encounters a character – include description and what they say to each other (third person) Non-Chronological report- Based on Recount- Write an informal letter and reply (contrasting views) | Persuasion- advert Recount- journal | Narrative- 3 rd person with a strong dilemma Persuasion – persuasive letter Non-chronological report- Based on a researched topic | Narrative- Setting description Narrative incorporating extended setting description Persuasion- Persuasive letter Explanation text- Series of extended sentences to explain a process |
| Grammar | Can use a and an correctly. Beginning to identify the main clause in a complex sentence. Can use these words when talking about my writing: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma. Beginning to vary tense forms appropriately (he has gone out to play/he went to play/he will go out to play). | Can use these words when talking about my writing: adverb, conjunction, preposition Can extend my sentences with more than one clause by using a wider range of conjunctions (e.g <i>when, if, because, although</i>) Can select the correct relative pronoun. | Beginning to identify the main and subordinate clause in a complex sentence. Can use these words when talking about my writing: adverb, preposition, conjunction, clause, subordinate clause, direct speech, inverted commas. Can identify a simple and compound | Can use these words when talking about my writing: adverb, preposition, conjunction, word family, prefix , clause, subordinate clause Can extend my sentences with more than one clause by using a wider range of connectives (e.g <i>when, if, because, although, after, before, unless.</i>). | Can use these words when talking about my writing: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, Can identify a simple, compound and complex sentence. Can use conjunctions, adverbs and prepositions to express time and cause. | Can extend my sentences with more than one clause by using a wider range of connectives (e.g <i>when, if, because, although, after, before, unless, while, whenever</i>). |

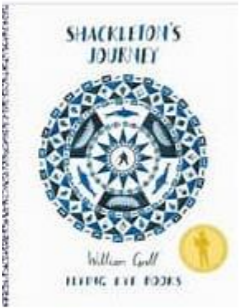
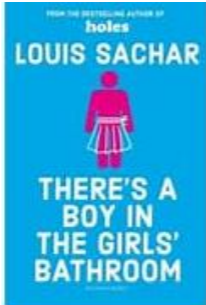
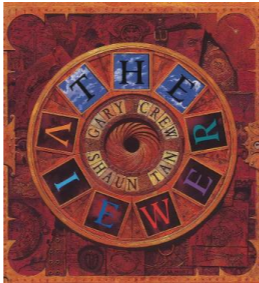
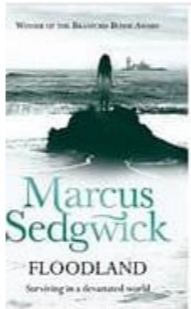
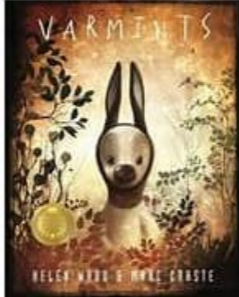
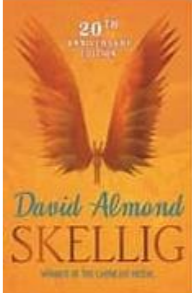
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|---|--|--|--|--|--|---|
| Punctuation | Can use full stops, capital letters, exclamation marks and question marks accurately | Can use apostrophes for singular possession (mostly) Can use apostrophes for contractions (mostly) | Can use apostrophes for singular possession (majority) Can punctuate simple, direct speech (e.g. 'Help!' said Jim – 5 point rule) Can use apostrophes for contractions (majority) | Can use apostrophes for contractions accuracy | Can use apostrophes for singular possession with accuracy Can write speech, correctly punctuated, in a variety of ways (e.g. 'Help!' said Jim. Jim said, Help!) | |
| Composition | Begin to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition (<i>including possessive pronouns: mine, ours, yours, his, hers, its, and theirs.</i>) | Can use fronted adverbials. Can plan their own writing, with some support, using structure and vocabulary from a given model. | Can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition (<i>including possessive pronouns</i>) Beginning to use correctly punctuated speech to move a story forward. Can create characters, settings and plots. Can organise paragraphs about a theme. Can use simple organisational devices in non-fiction texts such as headings and subheadings. | | Beginning to use a variety of sentences (<i>simple, compound and complex sentences</i>) Can sequence their work without omitting ideas/events. | Can plan their own writing, with some support, using structure, grammar and vocabulary from a given model. Can use appropriate similes for effect. Beginning to use a variety of sentences (<i>simple, compound and complex sentences</i>) |
| Can proofread for sense, spelling and punctuation errors and make improvements independently. | | | | | | |
| Vocabulary | Use topic words and adventurous words with independence. | Can use appropriate synonyms to vary vocabulary | Can use rich, specific vocabulary (mostly) Can use technical vocabulary linked to the text type | Can use some words for effect. | Can use words for effect and purpose . Can use technical vocabulary linked to the text type | Can use rich specific vocabulary and words for effect independently. |
| Spelling | Can spell at least 10% of Y3/Y4 words correct in my writing. | Can select the correct homophones. (here.hear) | Can use the first 2/3 letters of a word to check its spelling in a dictionary. | Can spell at least 30% of the Y3/Y4 words correctly in my writing. | Begin to understand the etymology of some words | Can spell at least 50% Y3/Y4 of words correctly in my writing |

Year 3/ 4 Cycle B

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------|--|--|---|---|--|--|
| Area of English | | | | | | |
| Power of Reading | Lost Happy Endings  | Kapok Tree  | Wolves  | Iron Man  | Varjak Paw  | The King Who Banned The Dark  |
| Text Type | Narrative- Character description Plan and write their own version of a familiar story 3 rd person Recount- Writing in role: Journal | Narrative- 1 st person narrative including speech. Recount- Diary entry in role Non-chronological report- Focused on one key aspect | Recount- 2 x contrasting informal Letter Persuasion- Persuasive advertisement | Recount- Contrasting diary entries Narrative- Contrasting setting descriptions using figurative language Plan a story focused on organisational devices e.g. time of day repeated words | Narrative- Write in role as a character from the story. Persuasion- Persuasive letter | Narrative- plan and write a story as a personal narrative Non-chronological report- Focused on more than one aspect using research Debate – simple balanced argument (2 parts) |
| Grammar | Can extend my sentences with more than one clause by using a wider range of conjunctions (e.g. <i>when, if, because, although, after, before, unless, while, whenever</i>). Can use standard English forms of verb inflections eg 'we were' not we was'. | Can begin to identify and sort determiners and use correctly in their writing (mostly) Can write simple, compound and complex sentences (<i>with the main clause at the beginning</i>). Can use these words when talking about my writing: determiner article, | Can extend sentences with more than one clause by using a range of subordinating and coordinating conjunctions (e.g. <i>if, although, after, before, unless, whenever, while</i>). Can write simple, compound and complex sentences (<i>with the main clause at the beginning and end</i>). Beginning to vary tense forms appropriately (<i>he has gone out to play/he went to play/he will go out to play</i>). | Can extend sentences with more than one clause by using a range of conjunctions (e.g. <i>if, although, after, before, unless, while, whenever, meanwhile</i>). Can use standard English forms of verb inflections eg 'we were' not we was'. | Can identify and sort determiners and use correctly in their writing (majority) Can begin to use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessive, pronoun). | Can write simple, compound and complex sentences (<i>with the main clause varying within the sentence</i>) Can extend sentences with more than one clause by using a range of appropriate conjunctions (e.g. <i>after, although, as, as if, because, before, how, if, since, than, though, unless, until, when, where and while</i>) Can use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessive, pronoun). |
| Punctuation | Can use full stops, capital letters, exclamation marks and question marks. Can use apostrophes for singular possession | Can write speech, correctly punctuated (e.g. 'Help!' said Jim.) | Can use commas after fronted adverbials. | Can write speech, correctly punctuated, in a variety of ways (e.g. 'Help!' said Jim. Jim said, 'Help!') | | Can write speech for a range of different purposes Can change direct speech into reported speech (<i>including quotes</i>). |



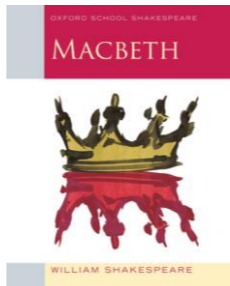

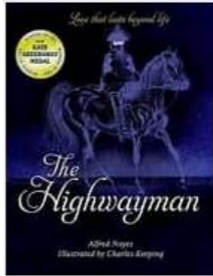

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|--------------------|---|--|---|--|---|---|
| | Can use apostrophes for contractions | | | | | Can indicate possession by using the possessive apostrophe with singular and plural nouns . |
| Composition | Can begin to choose a range of nouns and pronouns (<i>Possessive: mine, ours, yours, his, hers, its, and theirs. Relative: which, that, who, and whom</i>) for clarity and cohesion to avoid ambiguity and repetition. Can plan their writing, using structure, grammar and vocabulary from a given model. | Can use correctly punctuated speech to move a story forward. | Can use fronted adverbials. Can begin to use simple, compound and complex sentences for effect . Can include a viewpoint in my writing. Can use rhetorical questions with accuracy | Can plan their writing, using grammar and vocabulary from a given model. Can use correctly punctuated speech to move a story forward. Can create characters, settings and plots. | Can choose a range of nouns and pronouns (<i>Possessive: mine, ours, yours, his, hers, its, and theirs. Relative: which, that, who, and whom</i>) for clarity and cohesion to avoid ambiguity and repetition. | Can use simple, compound and complex sentences for effect . Can organise paragraphs and link with appropriate conjunctions, subheadings, diagrams Can use quotes effectively Can use appropriate similes and metaphors for effect. |
| | Can proof read for sense, spelling and punctuation errors including identifying omitted words. | | | | | |
| Vocabulary | Can use rich vocabulary and words for effect (Majority) | Can use specific and technical vocabulary | Can begin to use a thesaurus Can use rich vocabulary for effect using what they have read with accuracy. | Can use some words for effect and purpose (mostly) | Can use a Thesaurus effectively. Can use rich specific vocabulary and words for effect independently, | Can use words for effect and purpose with accuracy Can use specific and technical vocabulary |
| Spelling | Can spell at least 50% of the Y3/Y4 common exception words in writing. | Begin to understand the etymology for Y3/Y4 words. | Can spell at least 75% of the Y3/Y4 common exception words in writing. | Can select the correct homophone from Y3/Y4 homophones . | Can select and use the correct homophone from Y3/Y4 homophones . | Can spell 100% of the Y3/Y4 common exception words in writing. |

Year 5/ 6 Cycle A

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|-------------------------|--|--|--|---|---|---|
| Area of English | | | | | | |
| Power of Reading | Shackleton's Journey  | Boy in the Girls' Bathroom  | The Viewer  | Floodland  | Varmints  | Skellig  |
| Text Type | Narrative - with two narrators Persuasion - An argument from one point of view. Recount - Informal letter and response | Narrative - 5 Part story using language to evoke mood Recount - Informal letters Non-chronological report | Narrative - Tension building paragraph Play Script - demonstrating an awareness of audience | Narrative - Range of parodies manipulating character and setting. Non-chronological report – present factual information in any way they choose. Recount - letter and response | Narrative - Building tension across paragraphs. Short story. Recount – Contrasting diary entries Persuasion - Two contrasting formal persuasive letters | Narrative - Short story with distinct atmosphere. Explanation -with a range of presentational features. Non-Chronological report - Focusing on a researched topic |
| Grammar | Can use some of the 10 modal verbs or adverbs to indicate degrees of possibility (<i>can, could, may, might, will, would, shall, should, must, ought to</i>). | Can use relative clauses beginning with who, which, where, in writing. | Can use these words when talking about their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, colon, semi colon) | Can identify and use coordinating and subordinating conjunctions appropriately within their writing | Can use all 10 modal verbs or adverbs to indicate degrees of possibility. Can use relative clauses beginning with who, which, where, why or whose . Can identify and use coordinating and subordinating conjunctions appropriately within their writing | Can use these words when talking about their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, colon, semi colon, past progressive, present progressive, subjunctive, hyphen, dash, synonyms and antonyms |
| Punctuation | Can punctate complex sentences accurately (<i>with subordinate clause at end</i>) | Can use brackets to indicate parenthesis. | Can use punctuation conventions of play scripts (<i>lack of inverted commas for speech/ brackets /italics for stage directions</i>) | Can punctate a range of complex sentences accurately (<i>with subordinate clause at beginning and end</i>) Can use brackets or commas to indicate parenthesis. | Can use brackets, dashes or commas to indicate parenthesis. | Can punctate a range of complex sentences accurately (<i>with subordinate clause at beginning, middle, end</i>) Can punctuate bullet points correctly. |
| Composition | Can begin to propose changes to grammar and punctuation to enhance effects and clarify meaning (... !) | Can identify the audience and purpose for writing and select the appropriate form including the level of formality required. | Can use a range of conjunctions to provide cohesion (<i>despite, in comparison , instead of</i>) | Can ensure consistency of tense throughout my writing with subject and verb agreement. | Can use a simple, compound and a range of complex sentences for effect. Can use metaphors and personification for effect. | Can use a range of conjunctions to provide cohesion (<i>despite, in comparison , instead of, nevertheless, subsequently. moreover</i>) |

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|-------------------|--|---|---|--|---|---|
| | Can describe detailed settings, characters and atmosphere. | Can research to inform their writing (<i>narrative, biographies etc</i>) Can use accurately punctuated speech with dialect/colloquialisms (when appropriate) to move the story forward. | | Can use a range of structural and organisational devices for effect. | Can describe detailed settings, characters and atmosphere . | Can use a range of structural and organisational devices for effect (presentational). |
| | Can proofread for spelling and punctuation errors and improve their writing. | | | | | |
| Vocabulary | Can use words for effect and purpose with accuracy | Can select precise vocabulary linked to the text. | Can select precise vocabulary in order to enhance meanings. | Can select precise, appropriate vocabulary knowing how choice will change/enhance meanings. | Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (<i>including prepositional phrases to add detail mostly correct</i>) | Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (<i>including prepositional phrases to add detail majority correct</i>) |
| Spelling | Can use the first 3 or 4 letters of a word to a dictionary to check spelling and meaning of words. Can use a thesaurus to explore synonyms. | Can distinguish between Y5/Y6 homophones. | Can spell at least 30% Y5/Y6 common exception words correctly Can apply at least 30% rules listed in spelling Y5/Y6 Can identify word families and change word class (<i>verb to noun act – actor/action</i>) | Can use prefixes and suffixes from Y5/Y6 appendix (NC) | Understands the etymology and morphology of Y5/Y6 words. | Can spell at least 50% Y5/Y6 common exception words correctly Can apply at least 50% rules listed in spelling Y5/Y6 |

Year 5/ 6 Cycle B

| Term Taught | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|-------------------------|---|---|--|---|--|---|
| Area of English | | | | | | |
| Power of Reading | Song From Somewhere Else  | Goodnight Mr Tom  | Macbeth  | The Journey  | The Highwayman  | Tom's Midnight Garden  |
| Text Type | Narrative- Tell the story from another narrative viewpoint. Recount- Informal letters | Narrative- Non-linear story. Flashbacks and dialogue. Recount- Contrasting letters Non-chronological report- Write a report with a distinct form and specific audience | Narrative- Setting description. Tension paragraph. Recount- Contrasting diary entries. | Narrative- Plan and tell a story from a narrative viewpoint. Clear authorial voice. Non-chronological report Procedural text- with a wide range of organisational devices . Clarity and impersonal style | Narrative- Tension building paragraph Debate- balanced argument Recount- Formal letter | Narrative- narrative with 2 narrators. Persuasion- Letter and response - argument |
| Grammar | Can use all 10 modal verbs or adverbs to indicate degrees of possibility (<i>can, could, may, might, will, would, shall, should, must, ought to</i>). | Can recognise vocabulary and structures that are appropriate for more formal speech including passive voice, active voice and the subjunctive (and change to) . | Can use these words when talking about their writing: subject, object, active, passive, synonym, antonym, ellipsis , hyphen, colon, semi colon, bullet points, modal verb | | Can use these words when talking about their writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Can recognise and use vocabulary and structures that are appropriate for more formal speech including passive voice, active voice and the subjunctive (and change to) . | Can use these words when talking about their writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, past progressive, present progressive, subjunctive, hyphen, dash |
| Punctuation | Can use brackets, dashes or commas to indicate parenthesis. | Can punctuate bullet points consistently. | Can punctuate a range of complex sentences accurately (<i>subordinate clause at beginning, middle, end</i>) | Can use semicolons, colons. dashes to indicate a stronger subdivision of a sentence than a comma. | Can use ellipsis to good effect. | Can use a range of taught punctuation with accuracy: <i>commas, brackets, dashes, colons, semi-colons and bullet points</i> |
| Composition | Can research independently to inform their writing (narrative , biographies) Can use consistent subject- verb agreement throughout all writing (when using singular and plural). | Can describe detailed settings, characters and atmosphere. Can integrate accurately punctuated dialogue, with appropriate colloquialisms and | Can use a range of conjunctions to provide cohesion (<i>despite, comparison , instead of</i>) | Can identify the audience and purpose for writing and independently select the appropriate form for my writing including the level of formality required. | Can use metaphors and personification for effect. Can use a simple, compound and a range of complex sentences for effect. | Can use a range of structural and organisational devices for effect and to guide the reader eg; bullets, headings, italics underlining, synonyms, conjunctions, adverbials |

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|-------------------|---|---|---|---|---|---|
| | Can propose changes to grammar and punctuation to enhance effects and clarify meaning (... !) | <p>dialect, to convey character and advance the action.</p> <p>Can use accurately punctuated speech with dialect/colloquial (when appropriate) to move the story forward.</p> | | Can use a range of structural and organisational devices for effect. | | Can use a range of structural and organisational devices for effect. |
| | Can proofread for spelling and punctuation errors and improve | | | | | |
| Vocabulary | Can use vocabulary appropriately from previous years. | Can select precise vocabulary | Can select precise and appropriate vocabulary | Can select precise appropriate vocabulary, knowing how choice can change meanings | Can select precise appropriate vocabulary, knowing how choice can change/ enhance meetings | Can select precise appropriate vocabulary using wider reading , knowing how choice can change/enhance meetings |
| Spelling | Can apply 50% rules listed in spelling Y5/Y6 spelling appendix Can spell 60% Y5/Y6 words correctly | Can identify word families and change word class (verb to noun act – actor/action) | Can distinguish between Y5/Y6 homophones and know their word class. | Can apply 80% rules listed in spelling Y5/Y6 spelling appendix Can spell 80% Y5/Y6 words correctly | Understands the etymology and morphology of words and use an etymological dictionary. | Can apply all rules listed in spelling Y5/Y6 spelling appendix Can spell 100% Y5/Y6 words correctly |