

North Rigton Church of England Primary School

ENGLISH CURRICULUM MAP

EYFS ENGLISH CURRICULUM MAP

Ongoing: During the year we listen to stories, discussing the characters, predicting next events and sharing our responses to them. As the children become more confident with the school values we often discuss the actions of characters in those terms.

We also use these stories, rhymes etc to explore alliteration and rhyme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI set 1 Assess children and work in small groups according to levels	RWI set 1 Small group work	RWI set 2 Small group work	RWI set 2 Small group work	RWI revisit set 1&2 using handwriting Fast words Small group work	RWI revisit set 1&2 using handwriting Fast words Small group work
Literacy	Rhyme and alliteration	Describing	Labelling and recording	Story telling	Independent writing	Independent writing

ENGLISH CURRICULUM MAP KEY STAGE ONE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Narrative (Book Focus)	'The Day the Crayons Quit' by Drew Daywalt	'Greedy Zebra' by Mwenye Hadithi and Adrienne Kennaway	'The Minpins' by Roald Dahl	Woodland Writing – Stimulus from Pobble 365 picture or a Literacy Shed clip	'Handa's Surprise' by Eileen Browne	'The Lion King' by Disney (U rated film or the adapted story book)
Final Written Outcome	<ul style="list-style-type: none"> • Planning a story (story mountain) • Retelling of a story from the viewpoint of a made-up character (Indigo) • Writing a letter/postcard 	<ul style="list-style-type: none"> • Mystical habitat writing for a fantasy creature (description of the habitat) 	<ul style="list-style-type: none"> • Description writing • Sentence openers to hook • To plan • To write a story set in a woodland 		<ul style="list-style-type: none"> • Setting descriptions • Character descriptions 	<ul style="list-style-type: none"> • Retelling of a story from a different viewpoint (Timon or Pumbaa) • Emotive language
Non-Fiction	Labels and lists	Non-chronological report writing	Explanation Writing	Instruction Writing	Recount writing	Fact File
Final Written Outcome	<ul style="list-style-type: none"> • Write labels for the human body • Focus on technical language and spellings/phonic sounds and application • Create lists of foods to include in a fruit salad 	<ul style="list-style-type: none"> • Non-chronological report of an animal (linked to project) • Assemble information on a subject (animal), sorting and categorising information, use comparative 	<ul style="list-style-type: none"> • Produce a flowchart, explaining how the music made you feel, to ensure content is clearly sequenced 	<ul style="list-style-type: none"> • Write a series of instructions ie 'How to build a sculpture' 	<ul style="list-style-type: none"> • Write first person recounts, re-telling Handa's journey, using adverbs of time to aid sequencing and maintaining consistency in tense and person 	<ul style="list-style-type: none"> • Writing an African Savannah fact file using fact boxes/headings to organise

		language to describe and differentiate)				
Poetry	Harvest acrostic poems	Christmas poetry – rhyming couplets	Nature Poems	List Poems (Vocabulary building)	African Poetry	
Final Outcome	<ul style="list-style-type: none"> Write in pairs and perform at the Harvest Festival 	<ul style="list-style-type: none"> Create rhyming couplets to recite and perform in the Nativity 	<ul style="list-style-type: none"> Senses based poems being out in the wood. 	<ul style="list-style-type: none"> Read list poems Write and perform own versions 	<ul style="list-style-type: none"> Creating ‘songs’ in the form of African poetry 	
Reading Focus	<ul style="list-style-type: none"> Assessing initial sounds (Y1) Blending and vocabulary (Y2) 	<ul style="list-style-type: none"> Whole class reading of ‘Greedy Zebra’ 	<ul style="list-style-type: none"> Whole class reading of ‘Pigsticks and Harold in the mysterious case of the Tuptown thief’ Using whole class approach as adapted from KS2 	<ul style="list-style-type: none"> African stories (stories from different cultures) ie Meercat Tales 	<ul style="list-style-type: none"> Reading stamina challenges 	
RWI Spellings	We use Oxford Owl website to provide us with information and resources for specific units.					
EGPS	<ul style="list-style-type: none"> Full stops Capital Letters Finger Spaces Adjectives, Nouns and Verbs 	<ul style="list-style-type: none"> Adverbs Adverbial openers 	<ul style="list-style-type: none"> Conjunctions Tenses sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Similes Apostrophes for contraction/ommission 	<ul style="list-style-type: none"> Prefixes Suffixes 	

WRITING KEY STAGE TWO CURRICULUM MAP

Writing: Coherent Coverage, Structure and Learning Content

- A broad and balanced range of different fiction and non-fiction genres are integrated within each year and across the two-year cycle in Key Stage Two
- Pupils undertake sustained and extended pieces of writing within (each of) the genres studied
- For each genre studied, teachers provide children with structured opportunities to explore high quality, age appropriate models; to develop understanding about specific genre conventions and formats, appropriate grammatical structures / techniques, and suitable vocabulary / formality levels; and, to consider the intended audience and purpose.
- The processes of drafting, editing, improving are central to the structure of writing in Key Stage Two to enable higher quality final products in which pupils take pride and evaluate their progress. At strategic points during the process, pupils receive feedback from teachers. Also, children are taught and given planned opportunities to develop skills in giving and receiving constructive peer-feedback together with proof-reading and self- evaluation.
- To scaffold and support children's progression, techniques such as teacher modelling, shared writing, drama and role-play are planned into the teaching and learning sequence.
- Teachers share and discuss progressive, generic criteria for effective writing and assessment regularly with pupils.
- Pupils independently author sustained, extended final pieces of writing.

Year 3 and 4: Content – Pupils progressively learn to

- Write for a range of real purposes and audiences as part of their work across the curriculum.
- Identify, name and describe key organisational and language features of shared texts (person, tense and formality). Identify the text type by naming it and describe a context/scenario for using it.
- Select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing and to improve and develop their own ideas within their writing.

Year 5 and 6: Content – Pupils progressively learn to

- Write effectively for a range of purposes and audiences by active consideration of the needs of the reader/audience and by exploring and demonstrating the conventions of the specific genre that they are working within
- Develop and use powerful and precise vocabulary throughout their writing to create settings, characters and action in their narratives and to present information effectively within non-fiction
- Develop effective characterisation techniques by integrating description with speech and action

- Plan narrative and non-fiction texts into paragraphs before they begin to write; grouping and organising information into paragraph. Begin to develop the connections within and between paragraphs.
- Create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters (Use of acronym 'Dialogue, Action, Description' for characterisation).
- write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.
- Use a range of punctuation accurately in their word so that it gives the writing meaning; including full stops, capital letters, exclamation marks, question marks, commas and inverted commas.
- Use a dictionary to check the spelling of unknown words, either suggested by the teacher or identified by themselves, as part of the editing process.
- Use a thesaurus to find more challenging and powerful words as part of the editing process.
- With the guidance of an adult, individually and/or with their talking partner, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear, spellings, grammar, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.
- Choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.

- Understand, use and apply appropriate levels of formality: select a suitable linguistic register, grammatical structures and authorial/narrative voice
- To use verb tenses consistently and to integrate a range of appropriate verb forms (perfect, passives, modals, imperatives, progressives)
- Select, use and apply grammatical structures and techniques learnt within EGP to develop cohesion, fluency and impact within and across paragraphs (including adverbials, conjunctions, varied sentence openers, synonyms and pronouns)
- To identify, use and apply figurative language (simile, metaphor, personification) and techniques such as alliteration/rule of three (within a range of genres including poetry, narratives, persuasive writing)
- To consider word order and vary sentence structure and length for maximum impact
- Use the range of punctuation taught within Key Stage 2 accurately to enhance fluency/meaning and avoid ambiguity for the reader.
- Use a dictionary to check the spellings of uncommon or ambitious vocabulary during the editing process
- Use a Thesaurus to develop and extend a repertoire of powerful and precise vocabulary and know that apparent synonyms can have subtle nuances/significant differences in meaning.
- Independently plan and create an initial draft to record all potentially relevant ideas
- Give specific, constructive feedback to peers and act upon feedback from peers and teachers to edit and improve

- Vary the sentences structure by using a wide range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) across a range of independent writing.
- Write using the appropriate tense for the task, including choosing to use the present perfect tense where appropriate in contrast to the past tense.

- Proofread by reading aloud to a partner and then more independently, making edits as required,
- Assess the effectiveness of their own writing, identifying immediate improvements, and critiquing/proposing next steps targets for development in subsequent writing.

EGPS: Coverage, Structure and Content

- All areas taught are frequently revisited to better secure learning.
- Grammatical structures and techniques learnt in EGP are directly linked to pupils' extended writing, with an active focus upon their use and application.

Year 3 and 4

Autumn Term

- Structure and use of a dictionary and thesaurus
- Revision of previously learnt Word classes – noun, verbs, determiner and adjectives and structure of sentences – Subject, Verb and Object.
- Revision of basic punctuation i.e. full stops, capital letters, exclamation marks, question marks and using a comma for a list.
- Revision of Present and Past Simple and Continuous Tense
- Present Perfect Tense
- Consistency of tense
- Standard English Verb Inflections

Spring Term

- Common, proper, singular and plural nouns
- Use of the forms a or an
- Expanded Noun Phrases (+ with phrase)
- Pronouns and possessive pronouns
- Apostrophes for contractions and singular and plural possession.
- Main and subordinate clauses
- Co-ordinating conjunctions and Sub-ordinating conjunctions
- Use of comma with conjunctions.

Summer Term

- Revision of adverbs to tell you when, where and how.
- Fronted adverbials
- Use of comma with fronted adverbials.
- Homophones
- Inverted commas for direct speech
- Revise and consolidate, use and apply.

<ul style="list-style-type: none"> • Prepositions and adverbs – adverbs to modify verbs; adverbs to modify adjectives; and adverbs to modify other adverbs • Word families 		
Year 5 and 6		
Autumn Term <ul style="list-style-type: none"> • Intro to 7 parts of speech and 13 forms of punctuation • adverbs /adverbials • conjunctives- coordinating and subordinating • subordinate. relative and main clauses • clauses and phrases , expanded noun phrases • verbs, tenses and appropriate verb form and tense selection (simple, modals, progressives, perfect active and passive) • speech marks – 5 rules • direct and reported speech • colon, semi colon • commas for clauses. 	Spring Term <ul style="list-style-type: none"> • determiners • pronouns • prepositions • nouns – common, proper, abstract and collective • precise tense forms (subjunctive) • parenthesis (brackets, relative clauses and dashes) • apostrophes – possession and contraction • hyphens • ellipsis • Revision of all covered so far in quick repetition and spotlighting to reinforce learning and refine writing techniques. 	Summer Term <ul style="list-style-type: none"> • Revise and consolidate, use and apply. • Create an individual and visual encyclopaedic reference to EGP.
Spellings Age appropriate spelling patterns are taught 3 x per week using Read Write Inc’s dedicated programme (which directly links to the National Curriculum English Appendix 1). Many of the Year 3/4 and 5/6 statutory words are incorporated within the Read Write Inc Scheme, with additional lesson time being allocated to the teaching and learning of these spellings. To address individual and more generic gaps in learning from previous stages, a complimentary catch up scheme using Collins resources is also used.		

Handwriting
<p>The expectation is that children will fluently use fully legible, cursive handwriting and develop awareness of nuances in presentation between note taking/creative draft and final product.</p> <p>In Years 3 /4, children improve and fine-tune diagonal, horizontal and downstrokes, ascenders and descenders, letter size, slant and proportion to ensure that their writing is fully cursive and legible. In Years 5 and 6, the aim is to maintain consistency and quality of handwriting focusing upon full cursive legibility, whilst also increasing pupils' speed and fluency.</p>

--	--	--

READING KEY STAGE TWO CURRICULUM MAP

Coverage, Structure and Learning

Progressively throughout Key Stage Two, pupils are taught how to develop and extend their skills in successful decoding, reading for understanding, and reading aloud with suitable fluency, expression and intonation.

Teaching is premised upon National Curriculum requirements and utilises the VIPERS model to coherently sequence and secure progression whilst enabling children to progress to more demanding and challenging texts and comprehension requirements.

VIPERS

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise or Sequence

Years 3 and 4: Key Skills	Years 3 and 4: Key Skills	Years 3 and 4: Key Skills
<p>Autumn</p> <ul style="list-style-type: none"> • Encouraging the enjoyment of reading through sharing their own reading books with their peers. • Continue to learn how to apply their phonic reading skills to decode longer words with prefixes and suffixes. • Focus on a whole class fictional story text 	<p>Spring</p> <ul style="list-style-type: none"> • Encouraging the enjoyment of reading through sharing their own reading books with their peers. • Continue to learn how to apply their phonic reading skills to decode longer words with prefixes and suffixes. • Focus on whole and group reading of Poetry and Plays. 	<p>Summer</p> <ul style="list-style-type: none"> • Encouraging the enjoyment of reading through sharing their own reading books with their peers. • Improve the speed and flow of their reading to improve their reading stamina. • Focus on a whole class non-fiction text linked to the project and a more

<ul style="list-style-type: none"> • Read with intonation, volume, and expression, with support from whole-class peers and the teacher modelling. • Develop skim and scan skills to find the evidence in the text to answer a question. (Retrieve) • Explain the meaning of words in context and identify how language, structure and presentation can contribute to meaning (Explain and Vocabulary) • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Infer) • Predict what might happen from details stated and implied (Predict) • Sequence and Identify main ideas within a paragraph of a chapter. (Summarise/Sequence) 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognise and identify features of different forms of poetry • Continue to develop the skills of VIPERS from the Autumn term in the context of a different text type i.e. Poetry and Plays. 	<p>challenging fictional story to develop inference.</p> <ul style="list-style-type: none"> • In the context of a different text type and a more challenging text, continue to develop the speed and accuracy of their VIPERS skills. • Support the children to formulate their own VIPERS questions to show their understanding of the text.
Years 5 and 6: Key Skills	Years 5 and 6: Key Skills	Years 5 and 6: Key Skills
<p>Autumn Taught and practiced content</p> <ul style="list-style-type: none"> • Enjoy reading a fabulous whole class story • Read with intonation, volume, understanding and expression, with support from whole- class peers , 	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • Read with intonation, volume, understanding and expression, with support from whole- class peers, improve and self – correct, practice and rehearse as required 	<p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • Engage with progressively more challenging texts and employ all VIPERS • Read ever more fluently, confidently and with support from the class

<p>improve and self – correct, practice and rehearse as required</p> <ul style="list-style-type: none"> • Develop skim and scan understanding, skills, speed and accuracy (Retrieve) • Fact or Opinion (Explain) • Sequencing skills and techniques (Summarise or Sequence) • Prediction – EVIDENCE – what and why do you think that? • With reference to the text (EVIDENCE) – explain • Strategies for decoding unfamiliar words <p>Assessment Criteria – ongoing – formative and summative Children begin to write and pose own questions and answers within Guided Reading and Reading Comprehension</p>	<ul style="list-style-type: none"> • Improve skim and scan techniques – accuracy and speed in diverse texts • Improve sequencing and ordering/ summarising techniques in diverse and more challenging texts • Improve summarise and sequence in diverse and more exacting texts • Improve with reference to the text – where is your evidence or what are your reasons based upon what you have read • Develop and extend prediction skills in a variety of texts – with reasons • Explore and fine-tune inference – think outside the box • Perfect with reference to the text • Practice strategies for unfamiliar words 	<ul style="list-style-type: none"> • Debate word meanings based upon context, suffix/prefix • Skim and scan at high speed and accuracy • Recap sequencing, fact and opinion • Perform a whole Upper KS2 play using all of these skills – fluently, confidently and with absolute application
--	--	--