



Curriculum Map for English

Nursery	St Andrew's Curriculum					
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Year A & B Me and My Family	Year A Winter Wonderland Year B Splashing Around	Year A How to catch a dragon Year B Me and My Shadow	Year A Fluff and Feather Year B Let's Build Together	Year A Somewhere Over the Rainbow Year B If You're Healthy and you Know It	Year A Beside the Seaside Year B Animal Antics
Whole Class Texts						
Year A & B My first day Ourselves Owl Babies Just like my mum Where's My Teddy?	Year A Elmer in the snow Polar bear, polar bear Footprints in the snow The biggest snowman ever Year B Under the sea We need water In the water The water story Non-fiction books	Year A Introduction to Read/Write/Inc Harry and his bucket full of dinosaurs Tyrannosaurus Rex The naughty little dinosaurs Non-fiction books on dinosaurs Year B Introduction to Read/Write/Inc Bear Shadow Me and my shadow The day I met my shadow Non-fiction books	Year A RWI Duck in the Truck Little Red Hen Rosie's Walk Farmyard Animals We're going on an egg hunt Year B Three Little Pigs If I built a house How a house is built Non-fiction books	Year A RWI Elmer Spotty dog Maisies colourful rainbow Rainbow fish Year B Charlie and the chocolate factory The Chocolate Monster Smart About Chocolate Non-fiction books	Year A RWI Year B No Jumping On The Bed Jump About Ted I Can Take Turns The Busy Body Book Non-fiction books	
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 		

St Andrew's Curriculum						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
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 Elves and the Shoemaker Little Red riding Hood	HFW/RWI Day monkey/night monkey Blast Off Whatever Next Aliens Love Underpants Q pootle 5 Non-Fiction space books	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 Hunger Caterpillar The Bad Tempered Ladybird Monkey Puzzle Non-Fiction Mini-beast books	HFW/RWI Mr Gumpy's outing The train ride Up,up,up Going on a plane Super submarines Non-Fiction Travel 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 play Read individual letters by saying the sounds for them Blend 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 structure Retell a story Read words consistent with their phonic knowledge by sound blending Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Spell words by identifying the sounds and then writing the sound with letter/s Write 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 books Read 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 digraphs Write 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						
					By the end of Reception children at the expected level of development will: - Comprehension - 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. Word Reading - Say a sound for each letter in the alphabet and at	

			<p>least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <ul style="list-style-type: none"> - 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.
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KS1 - Year 1	<p>The national curriculum for English Aims</p> <p>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.</p> <p>The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ 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 2	Summer 1	Summer 2
	Our Place		Herors & Superheroes		City to Sea	
	Whole Class Texts					
	F - Santa is coming to Wolverhampton - Steve Smallman F - Voices in the Park - Anthony Browne F - All are Welcome - Alexandra Penfold F - Last stop on Market Street - Matt De La Pena NF - Let's go for a Walk - Ranger Hamza NF - Our Local Area (Series of 10 books) NF - Me on the Map - Joan Sweeney + use Library book box materials Wolves/Wolverhampton Big Book??? Goldilocks & 3 Bears - Usbourne Picture Book Three Little Pigs - Axel Scheffler The Magic Porridge Pot - Rosie Dickens		F - Supertato - Sue Hendra & Paul Linnet F - Ten Little Superheroes - Mike Brownlow F - Even Superheroes have bad days - Shelly Becker F - My Dad is a Superhero F - Superworm - Julia Donaldson NF - Real Superheroes - DK Julia Seal NF - A Picture Book of Florence Nightingale - David Adler NF - Florence Nightgale (Ways into History) - Sally Hewitt NF - Hoorah for Mary Seacole - Trish Cooke & Anni Axworthy		F - Katie in London - James Mayhew F - Coming to England - Baroness Floella Benjamin & Diane Ewen F - Sharing a Shell - Julia Donaldson F - The Beach - Roland Harvey F - Clean Up! - Nathan Bryon NF - Look what I found at the Seaside - Moira Butterfield NF - The United Kingdom (Info Buzz: Geography) - Izzi Howell NF - The Seaside (Info Buzz: History) - Izzi Howell F The Kings Pants - Nicolas Allen F Paddington goes to London - Michael Bond	
	Writing Genres					

	<p>Simple sentences - build a sentence (structure who and what)</p> <p>Sentences including adjectives to add detail</p> <p>Using and to add an additional noun</p> <p>Simple sentences and sequences of sentences - linked to genre</p> <ul style="list-style-type: none"> • Captions and Labels (linked to their life and use in Cross Curricular) • Description, (about themselves and their home) • Letter (to Santa) • Postcards (to family in another country) • Discussion, (Goldilocks/3 Bears opinion on each other) • Recount (trip to Wolves) • Two sentence stories (retell) • Instructions (???) • Poetry - Repetition <p>Play: shared write of part of nativity play</p>	<p>Simple sentences - build a sentence (structure who what and where)</p> <p>Using and to add more information and to join 2 sentences</p> <p>Simple sentences and sequences of sentences within genres of</p> <ul style="list-style-type: none"> • Recounts (???) • Instructions (How to catch Evil Pea) • Description (Superworm/Supertato) • NC Report - fact file (Florence or Mary) • Letters (Thanks to a real superhero eg fire service) • Three Sentence stories (Superhero tale) <p>Poetry - Riddles</p>	<p>Simple sentences - build a sentence (structure who, what where (why))</p> <p>Longer sentences including use of adjectives and conjunctions (introduce because),</p> <p>Simple sentences and sequences of sentences within genres of</p> <ul style="list-style-type: none"> • Narrative (Bubbles (L Shed) & Sharing a Shell) • Recounts (Beach Trip), • Instructions (DT/Fruit), • Description character/setting), (Floella coming to England), • Explanation (The Great Fire of London) • Letters (Persuasive keeping beach tidy), • NC report - fact files (London Landmark), • Advert - (Persuasive - The Kings Pants) • Poetry - Rhyme
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<p>Year 1 Reading Objectives</p> <p>Spoken Language Objectives *</p>	DERIC	Statutory Requirement	Word Reading Objectives	
	D	Decode	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words with contractions</p> <p>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</p> <p>Re-read these books to build up their fluency and confidence in words reading</p>	
	D	Synthetic Phonics Decode	<p>Apply phonic knowledge and skills as the route to decode the words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	
				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	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.*</p> <p>Being encouraged to link what they read or heard read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart *</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	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
	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 *
Year 1 Writing Objectives	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 * 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	
Year 1 SPAG Objectives	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 2

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 2	Summer 1	Summer 2
Knights, Dungeons & Castles		Explorers		Australia	

Whole Class Texts

<p>F - The Making of a Knight: How Sir James earned his Armour - Patrick O'Brien</p> <p>F - The Dragon with the Blazing Bottom - Beach</p> <p>F - The Dragon Snatcher - M.P. Robertson</p> <p>F - Winnie and Wilbur: The Naughty Knight - Valerie Thomas</p> <p>F - Rapunzal (Once Upon a World) - Chloe Perkins</p> <p>F - Jack and the Beanstalk - Anna Milbourne</p> <p>F - How To Catch a Dragon - Caryl Hart</p> <p>Zog - Julia Donaldson and Axel Scheffler</p> <p>NF - Attacking a Norman Castle - Robin Twiddy</p> <p>NF - DK Findout! Castles - Philip Steele</p>	<p>F - Poles Apart - Jeanne Willis and Jarvis</p> <p>F - Snail and the Whale - Julia Donaldson and Axel Scheffler</p> <p>F - Emma Jane's Aeroplane - Katie Haworth</p> <p>F - The Great Explorer - Chris Judge</p> <p>F - Tom Crean; The Brave Explorer - John & Fattie Burke</p> <p>NF - Amelia Earhart: Little People, Big Dreams - Isabel Sanchez Vegara & Maria Dimantes</p> <p>NF - Antarctica: A Continent of Wonder - Mario Cuesta Hernando</p> <p>NF - The Amazing Travels of Ibn Battuta - Fatima Sharafeddine & Intelaq Ali</p> <p>NF - Explorers: Fascinating Fact - Collins Kids</p> <p>NF - Great Adventurers - Alistair Humphreys</p>	<p>F - The Koala who Could - Rachel Bright</p> <p>F - Diary of A wombat - Jackie French & Bruce Whately</p> <p>F - The Enormous Crocodile - Roald Dahl</p> <p>F - Stories from the Billabong - James Vance Marshall</p> <p>F - How the Platypus got his Shape - Anne Faundez</p> <p>NF - Australia (Where on Earth?) - Vallepur & Shalini</p> <p>NF - This is Australia: A children's classic - Miroslav Sasek</p> <p>NF - Australia: Illustrated - Tania McCartney</p> <p>NF - Introducing Australia - Anita Ganeri</p>
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Writing Genres

<p>Sentence Structure - build a sentence (who, what where when why)</p> <p>F - Fairy Tale - Castle related</p> <p>F - Traditional Narrative - Character Description - Dragons</p> <p>NF - Persuasive Letter - Jack & the Beanstalk - not to steal from the giant</p> <p>NF - NC Report - Castles</p> <p>NF - Recount (Diary) - Rapunzal in the Tower or Knight's Battle</p> <p>Poetry - Acrostic</p>	<p>F - Diary Entry - as an explorer</p> <p>F - Adventure - Lost!</p> <p>NF - Biography - Any of the Explorers (see History)</p> <p>NF - Instructions - Directions</p> <p>NF - Discussion - Why an explorer shouldn't go on a expedition</p> <p>NF - Postcard - as if they were the explorer</p> <p>NF - Recount - of Explorers Day</p> <p>Poetry - Repeated Phrase</p>	<p>F - Narrative - How the Kangaroo got its pouch</p> <p>F - Story Setting - Australia (descriptive)</p> <p>F - Diary Entry - kangaroo</p> <p>NF - Recount (letter) - What you've seen in Australia</p> <p>NF - Non Chronological Report - Animals of Australia</p> <p>NF - Explanation - linked to science - explain a simple food chain</p> <p>Poetry - Tongue Twisters</p>
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Year 2 Reading Objectives	DERIC	Statutory Requirement	Word Reading Objectives
Spoken Language 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 *
	Specific Focus		Writing Objectives - Transcription

Year 2 Writing Objectives	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)

KS2 - Year 3

The national curriculum for English Aims

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- ♣ 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
Hunter Gatherers		Extreme Earth		Togatastic	
Whole Class Texts					
F - Stone Age Boy - Satoshi Kitamura F - Stig of the Dump - Clive King NF - Stone Age and Celts - The Study Book CPG NF- DK Find Out! Stone Age (Klint Janulis) F- Diamante poetry-Caveman		F - Fireworker Makers Daughter - Philip Pullman NF - Volcanoes and Earthquakes KS2 Geography - CPG F- List Poetry- Twister		F - Roman Myths and Legends F - Empire's End- A Roman Story - Leila Rasheed (Diverse Text) NF - So you think you've got it bad: a kid's life in Ancient Rome - Chae Strathie & Marisa Morea History of Wroxeter Roman City- NF https://www.english-heritage.org.uk/visit/places/wroxeter-roman-city/history/ F- Renga Poetry- Extreme Earth	
Writing Genres					
Instructions- NF-How to catch a Woolly Mammoth Action/ Adventure Narrative- F- Based on Stone Age Boy Diamante Poetry- F- Stone Age Theme Traditional Tale Narrative- F- Based on Stig of the Dump Non-Chronological report-NF Based on reading from the stone age and celts study book		Discussion- NF- Living by fault lines Fantasy Narrative- F- Based on the Firework maker's daughter. Mystery Narrative- F- Based on Kidnap in the Caribbean Explanation- NF- How a volcano erupts		Persuasion- NF- Persuasive letter to Mrs Thompson to allow us to visit Wroxeter Roman City Myths and Legends- F- Based on a Roman Myth Play-F Turn a section of a Roman Myth into a play script. Thriller-F- Based on Empire's End Recount- NF- Diary entry based on visit to Wroxeter Roman City	

Grammatical Terminology for Y3

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

KS2 - Year 4

The national curriculum for English Aims

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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
River Deep, Mountain High		Eureka!		Pillagers and Plunderers	
Whole Class Texts					
F - When the Mountains Roared - Jess Butterworth F - Journey to the River Sea - Eva Ibbotson F- Narrative poetry Fishing- Rachel Rooney https://clpe.org.uk/poetry/poems/fishing NF - The World's Greatest Mountain Ranges - Baby Professor NF- The Water Cycle - Alison Milford		F - Theseus and the Minotaur - Marcia Williams F- Haiku poetry- Gods and Goddesses F- Greek Myth Plays- Carole Pugliano Martin F - Beasts of Olympus: Beast Keeper - Lucy Coats NF - So you think you've got it bad - A kids life in Ancient Greece - Chae Strathie & Marisa Morea NF- The Ultimate Greek Cookbook- Slavka Bodic		NF- The Vikings are Coming (Paul Mason) F- Epic Narrative Poetry- The Godless F- Defenders- Killing Ground (Tom Palmer) F- She Wolf (Dan Smith)	
Writing Genres					
Discussion-NF- Which is the best mountain range to visit? Traditional Tale- F- Based on When the Mountains Roared Action/ Adventure Narrative- F Based on Journey to the River Sea Explanation- NF- Based on the water cycle		Persuasion-NF Greek Holiday Brochure Myths/ Legends/ Fables-F Based on Theseus and the Minotaur Play- F Based on Greek Myths Fantasy Narrative- F- Based on Beasts of Olympus. Instructions- NF- Based on Greek cooking		Recount- NF- Journalistic recount based on a Viking raid. Mystery Narrative- F- Based on Defenders Killing Ground Acrostic Poetry- F- Viking theme Non Chronological Report- NF- Based on either Viking life or Norse Gods	

Grammatical Terminology for Y4

Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant determiner, pronoun, possessive pronoun, adverbial

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 -	<p>Range - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Familiarity with Text Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Poetry & Performance Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
		Reading Comprehension Objectives - Understand what they read, in books they can read independently
R	Retrieval	Retrieve and record information from non-fiction
I	Inference	<p>Understanding Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context *</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Prediction Predicting what might happen from details stated and implied</p> <p>Summarise Identifying main ideas drawn from more than one paragraph and summarising these</p>
C	Choice - authorial intent	Identifying how language, structure, and presentation contribute to meaning
	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 *
Year 3 & 4 Writing Objectives	Specific Focus	Writing Objectives - Transcription
	Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Handwriting	<p>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</p> <p>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).</p>
		Writing Objectives - Composition
	Plan their Writing	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar*</p> <p>Discussing and recording ideas *</p>
	Draft & Write by:-	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure (English Appendix 2) *</p> <p>Organising paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p>
	Evaluate & Edit	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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 *</p>

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 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:					
	<ul style="list-style-type: none"> ♣ 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
	The Age of Change		Extreme Freeze		Tomb Raiders	

Whole Class Texts

NF- Victorian Children: History of Britain-Jane Shuter F- Twelve Minutes to Midnight - Christopher Edge F- Nonsense poetry- The Jabberwocky- Lewis Carroll F - Son of the Circus - A Victorian Story - E L Norry (Diverse Text) F - The Vanishing Trick - Jenni Spangler & Chris Mould NF- Life in a Victorian School - Bob Mealing	NF - Polar Regions - Research on the Edge - Louise Spilsbury F- The Polar Bear's Explorer's Club - Alex Bell & Tomislow Tomic F- Ode poetry- The Sun is laughing- Grace Nichols https://clpe.org.uk/poetry/poems/sun-laughing F - Race to The Frozen North - Catherine Johnson & Katie Hickey (Diverse Text) NF- Foxtton Primary Science: Life Cycles and Reproduction - Nichola Tyrrell	NF- Visit Egypt- Jill Laidlaw F - Egyptian Cinderella - Shirley Climo F- Epic Narrative poetry (Historical legend) - The Mummy F - Secrets of a Sun King - Emma Carroll NF- DK Eyewitness: Ancient Egypt
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Writing Genres

Discussion- NF Mystery Narrative- F Play- F Horror/ Thriller Narrative- F Recount- NF	Non Chronological Report- NF Fantasy Narrative- F Action/ Adventure Narrative- F Explanation- NF	Persuasion- NF Traditional Tale- F Free Verse Poetry- F Legend- F Instructions- NF
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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
Rations and Raids		Tudor Tales	Mexico and Mayans	

Whole Class Texts

NF- The Daily life of a WW2 Evacuee-Alan Childs	NF- DK Eyewitness Tudors	NF- Mayan Civilization Study Book
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	<p>F - Friend or Foe - Michael Morpurgo F - Goodnight Mr Tom - Michelle Magorian F- Classic Poetry- WWII Themed F- Our Castle by the Sea - Lucy Strange NF- World War 2- Jane Bingham F- Tanka Poetry- Evacuee</p>	<p>F - Diver's Daughter - Patrice Lawrence (Diverse Text) F - Treason - Berlie Doherty F- Sonnet poetry- William Shakespeare - Sonnet 18</p>	<p>- Discover and Learn CGP F - Rain Player - David Wisniewski F- Time Riders: The Mayan Prophecy - Alex Scarrow</p>
	Writing Genres		
	<p>Discussion- NF Child labour Mystery Narrative- F- Based on Twelve Minutes to Midnight. Plays- F- Play script based on a section of Son of the Circus. Horror/ Thriller Narrative- F- Based on The Vanishing Trick Recount- NF- Diary of our day as a Victorian school child. (Link to Blist's Hill)</p>	<p>Non Chronological Report- NF- Based on Climate Change Fantasy Narrative- F- Based on the polar bear explorers club. Action Adventure- F- Based on Race to the Frozen North. Explanation- NF- Life Cycles</p>	<p>Persuasion- NF- Persuasive letter to Mrs Thompson asking to go on a residential trip to Egypt. Traditional Tale- F Based on the Egyptian Cinderella F- Free verse poetry Based on a clip from The Prince of Egypt Legend-F- Based on Secrets of a sun king Instructions- NF- Mummification</p>

Grammatical Terminology for Y6

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, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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 *

		<p>Identifying and discussing themes and conventions in and across a wide range of writing *</p> <p>Poetry & Performance</p> <p>Learning a wider range of poetry by heart</p> <p>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 *</p>
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	<p>Understanding</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Distinguish between statements of fact and opinion</p> <p>Prediction</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarise</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>
	Inference - understanding & Wider reading - discussing reading	Provide reasoned justifications for their views
I & E	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	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *</p>
	Wider Reading Opportunities	<p>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 *</p> <p>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 *</p>

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 précising 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 Use dictionaries to check the spelling and meaning of words Spell some words with 'silent' letters (for example, knight, psalm, solemn)
	Vocabulary (See Appendix 2 for detail)	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Knowing the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out - discover) Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify) Verb prefixes, (for example, dis-, de-, mis-, over-, and re-)
	Punctuation (See Appendix 2 for detail)	Brackets, dashes or commas to indicate parenthesis Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list and use of semi-colons within lists
	Grammar (See Appendix 2 for detail)	Using commas to clarify meaning or avoid ambiguity in writing 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 Indicating degrees of possibility using adverbs, (for example, perhaps, surely) Using modal verbs (for example, might, should, will, must) Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with and implied (for example omitted) relative pronoun

		<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense 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>
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