



Ivegill
C • E S C H O O L

English Curriculum

Ivegill CE Primary School

This Curriculum Map shows how we can develop children's understanding of literary forms, wider knowledge of the world, empathy for the human experience and language competency by working with quality texts through carefully crafted planning sequences. It shows how language, grammar, phonics and spelling can be contextualised in meaningful ways and how to plan for progression; enabling children to work at greater depth in both reading and writing.

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YEAR 1	Autumn 1 The Colour Monster (Anna Llenas) The Lost Words (Robert Macfarlane)	Autumn 2 You Must Bring a Hat (Simon Philip) Giraffes Can't Dance (Giles Andreae)	Spring 1 Traditional Tales: The Gingerbread Man Hansel and Gretel Sleeping Beauty The Three Billy Goats Gruff	Spring 2 Everywhere Bear (Julia Donaldson) Non-Fiction Texts	Summer 1 Oliver's Vegetables (Vivian French) The Woolly Bear Caterpillar (Julia Donaldson) The Extraordinary Gardener (Sam Broughton)	Summer 2 The Storm Whale (Benji Davies) Puffin Peter (Petr Horacek)
Literary Form	Forming sentences correctly – capital letters, finger spaces and full stops. Poetry	Rhyming, rhyming strings Forming sentences correctly – capital letters, finger spaces and full stops.	Story sequencing, re-telling, using adjectives to describe.	Non-chronological reports, fact sheets	Instructions Newspaper Reports	Narratives Story-telling (Adventure Stories)
Link to Main NC Area of Learning	Leaving spaces between words Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Learning to appreciate rhymes Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently	drawing on what they already know or on background information and vocabulary provided by the teacher	Sequencing sentences to form short narratives
Phonics and Reading: Experience, Knowledge, Skills and Strategies	Phase 3 phonemes and tricky words Segmenting and Blending for Reading	Phase 4 phonemes and tricky words Segmenting and Blending for Reading	Phase 5 phonemes and tricky words Segmenting and Blending for Reading	Consolidation of all phonemes and tricky words taught		
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
Language Competency: through reading, talk and writing	Developing Book Talk Listening to and discussing a range of poems Expression Adjectives Making inferences Compose sentences orally Using full stops/capital letters	Exposed to rhyming words and rhyming strings Making inferences Book talk Adjectives Using full stops/capital letters Discuss the meaning of unfamiliar words	Key vocabulary used linked to each traditional tale Making inferences and predictions Using full stops/capital letters Book talk Using expression	Ask relevant questions to extend knowledge and understanding Using full stops/capital letters Adding prefixes and suffixes Book talk Explore a range of non-fiction texts	Use time connectives and imperative verbs Write simple sentences from memory Full stops/capital letters Book talk Reading work clearly aloud	Re-read our work to check it makes sense Editing our writing Sequencing sentences to form short narratives Using full stops/capital letters
Extended Writing Outcome	Write and Perform Poetry Write correctly formed sentences.	Rhyming Strings Letters / Invitations	Retell a story Story Sequencing Descriptive writing	Non-Chronological Reports Fact files	Instructions Time connectives	Short Narrative Descriptive Writing

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YEAR 2	Autumn 1 Meerkat Mail by Emily Gravett The Lost Words by Robert Macfarlane	Autumn 2 The Tale of Peter Rabbit by Beatrix potter The Tale of Benjamin Bunny by Beatrix Potter	Spring 1 Postman Peter by Beatrix Potter	Spring 2 The Disgusting Sandwich by Gareth Edwards	Summer 1 What the Ladybird heard by Julia Donaldson	Summer 2
Literary Form	Postcard and letter writing Re telling the story Exploring vocabulary, using adjectives to describe, writing clues, poetry.	Writing for different purposes, re- telling the stories, character profiles, diary entries	Newspaper reports, character profiles, letter writing, posters for different purposes, story writing.	Making predictions, asking and writing questions, sequencing, instruction writing, imperative verbs, noun phrases	Grammar focus- adjectives, prepositions, verbs. Role play, researching, writing leaflets and fact files.	
Link to Main NC Area of Learning	Poetry Writing about real events Punctuating sentences with capital letters, full stops, finger spaces.	Writing for different purposes Writing about people's experiences. capital letters, full stops, finger spaces. Coordination and subordination, adjectives.	Writing narratives Editing work capital letters, full stops, finger spaces. Coordination and subordination, adjectives.	Writing for different purposes Sentences with different forms Editing work capital letters, full stops, finger spaces. Coordination and subordination, adjectives.	Editing work Sentences with different forms capital letters, full stops, finger spaces. Coordination and subordination, adjectives.	
Phonics and Reading: Experience, Knowledge, Skills and Strategies	Phase 3 and 4 phonemes and tricky words Segmenting and Blending for Reading	Phase 4 phonemes and tricky words Segmenting and Blending for Reading	Phase 5 phonemes and tricky words Segmenting and Blending for Reading	Phase 5 phonemes and tricky words Segmenting and Blending for Reading	Consolidation of all phonemes and alternative graphemes. Segmenting and blending for reading	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
Language Competency: through reading, talk and writing	Re- telling orally Book talk Reading work aloud Rehearsing poetry Discussing meanings of new words Reading with expression	Re- telling orally Book talk Reading aloud	Re- telling orally Book talk Reading work aloud Discussing meanings of new words Reading with expression	Book talk Discussing meanings of new words Reading with expression Imperative verbs, nouns & adjectives	Adjectives, prepositions, verbs Role play- orally rehearsing. Book talk Discussion Asking/ answering questions	
Extended Writing Outcome	Writing poems	Writing a story	Letter writing Newspaper article Story writing	Instructions	Fact files/ leaflets	

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YEAR 3/4	Autumn 1 The Lost Words	Autumn 2 The Queen's Token	Spring 1 Lights on Cotton Rock	Spring 2 Lights on Cotton Rock	Summer 1 Wild Child- Dara McAnulty	Summer 2
Literary Form	Spell book- poetry	Fiction	Fiction	Fiction	Non-Fiction	
Link to Main NC Area of Learning	Literacy: The Lost Words	History- Studying five monarchs	PSHE- Dreams and Goals			
Reading: Experience, Knowledge, Skills and Strategies	Reading illustration performance reading Predicting Developing inference Summarising	Making personal connections Reading illustrations Inference/ predicting Scanning and close reading Summarising	Predicting Thinking about illustrations Inference/ predicting Summarising and sequencing Vocabulary discussion Explaining	Predicting Thinking about illustrations Inference/ predicting Summarising and sequencing Vocabulary discussion Explaining	Predicting Thinking about illustrations Inference/ predicting Summarising and sequencing Vocabulary discussion Explaining	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<p>Year 3: Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). <p>Year4: Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing	Word classifications noun, verb, adjective. Book talk Descriptive language Conjunctions Fronted adverbials	Book talk Paragraphs for cohesion vocabulary choice: expanded verb, adverbial and noun phrases Consistent past and present tense; progressive, present perfect Fronted adverbials and conjunctions	Book discussion Inverted commas Similes and metaphors Time adverbials Expanded noun phrases Onomatopoeia Personification	Book discussion Inverted commas Similes and metaphors Time adverbials Expanded noun phrases Onomatopoeia Personification Conjunctions	Consistent past and present tense; progressive, present perfect Fronted adverbials and Conjunctions Inverted commas Similes and metaphors Sentence types	
Extended Writing Outcome	Kenning poem Non-chronological report	Character description Diary entry	Newspaper report Comic strip	Non-Chronological report Feeling poem	Leaflet Fact file Information card	

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YEAR 5/6	Autumn 1 The Lost Words.	Autumn 2 Letters from the Lighthouse.	Spring 1 Valerie Bloom poetry I asked the river The River	Spring 2	Summer 1 The Great Kapok tree Lost in the Amazon	Summer 2 Windrush Child
Literary Form	Poetry / picture book	Historical fiction	Poetry	Continued from Spring 1 Poetry	Picture book Non fiction	Historical
Link to Main NC Area of Learning	PSHE - Being me in the world. Geography - map work and the outdoors.	History - The Battle of Britain.	Geography – Rivers	Geog – Rivers	Rainforests/South America	Windrush Scandal. PSHE
Reading: Experience, Knowledge, Skills and Strategies	Comprehension using VIPERS Recognition of poetic form. Retrieval Performance poetry	Scanning and close reading Predicting and summarising Developing inference Making personal connections	Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of advertising		Reading illustration Lifting meaning through performance reading Predicting Developing inference	visualising reading illustration scanning and close reading character comparison looking at language predicting and summarising making personal connections.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<p>Year 5: Converting nouns of adjectives into verbs using suffixes; verb prefixes.</p> <ul style="list-style-type: none"> Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. <p>Year 6: Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</p> <ul style="list-style-type: none"> Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. 					

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	<u>Terminology:</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					
Language Competency: through reading, talk and writing	Coordinating and subordinating conjunctions Relative clauses Alliteration, rhyme, personification	Informal and formal language Use of speech/dialogue Use of 5 W's and language of news report.	Subjunctive form Similes/metaphor/personification Figurative language	Continued from Spring 1	Narrative voice Consistent past and present tense; progressive, present perfect conjunctions in co-ordinating and relative clauses g vocabulary	Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials
Extended Writing Outcome	Poetry in a range of forms including Blackout poetry. Creative narrative. Non chronological reports	Letter writing Diaries Dialogue News reports. How characters are conveyed through dialogue	Poetry using subjunctive Poetry using authorial form : rhyme, repetition - geographical links	Continued from Spring 1	Story writing – Jungle story. Story starts.	Biography News reports