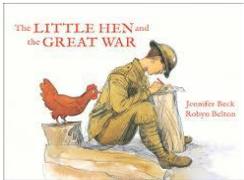
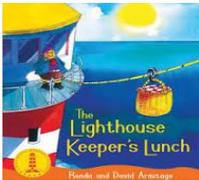
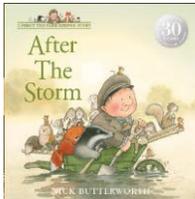
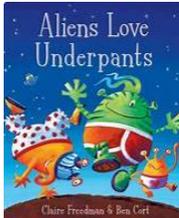
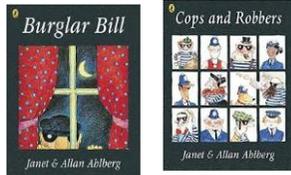




Curriculum Map Writing

Year 1 Literacy Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book	Lost in the Toy Museum 	The Little Hen and the Great War 	Light House Keepers Lunch 	Percy the Park Keeper - After the Storm 	Aliens Love Underpants 	Burglar Bill Cops and Robbers 
Grammar Focus	Letter formation Separation of words with spaces. Use capitals & full stops to demarcate. Capital letters for /, names of people, places and days.	Join words and join clauses using and. Punctuating sentences with full stops Introduction to question marks and exclamation. Adverbs of time	Regular plural noun suffixes –s or –es Use the terms singular and plural Join words and join clauses using and. Adjectives	How the prefix un – changes the meaning of verbs & adjectives	Suffixes that can be added to verbs where no change is needed in the spelling of root words	Revise grammar for Year 1 as set out in the English curriculum
Terminology for pupils	word, sentence, letter, capital letter, full stop, punctuation, question mark, exclamation mark, singular, plural					
Spelling	See spelling overview Common Exception Words the a do to today of said says are were was	See spelling overview Common Exception Words is his has you your they be he me she we	See spelling overview Common Exception Words no, go, so, by, my, here, there, where,	See spelling overview Common Exception Words love come some, one, once, ask, friend,	See spelling overview Common Exception Words school put push pull full house our	See spelling overview Common Exception Words

Fiction focus	Write a Narrative- retelling/sequencing of the story	Write postcards/letters home using subordination and coordination.	Role play different characters and explore how they were feelings at different points of the story. Write a short narrative from one of the characters' perspectives. To read aloud their writing clearly enough to be heard by their peers and the teacher.	Diary entry from Percy's perspective/one of the animals' perspectives. (Non-fiction genre with narrative structure).	Space narrative: Children go on a moon tour- create their own characters and describe the setting. This can lead into a narrative set in space.	
Non Fiction focus	Persuasion: Design an advert for your favourite toy- old or new.	Explanation text using time adverbials: Life cycle of a hen	Recipe/instructions: How to make a 'delicious' sandwich for Mr Grinling's lunch	Plan and write a recount about the storm. To read aloud their writing clearly enough to be heard by their peers and the teacher.	Newspaper report about the man on the moon.	Burglar Bill chose some unusual things to steal... socks, a hat, a shoe, a tin of beans. Use persuasive language to explain why that particular things was a prize item!
Poetry	The Toys' Playtime by Tony Mitton Learning to appreciate rhymes and poems, and to recite some by heart.	Poppy-themed poetry Learning to appreciate rhymes and poems.	The Picnic To recite some poems by heart.	Easter / Spring Poetry	Aliens Love Underpants. Learning to appreciate rhymes and poems.	Write riddles about what could be in Bill's box.

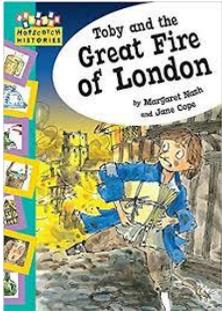
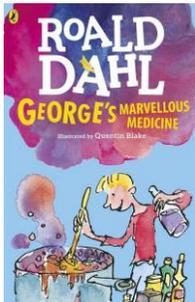
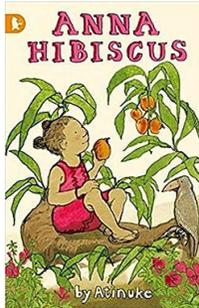
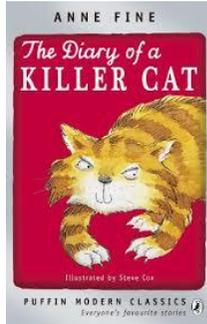
Also through RWI

Common exception words & Vowel digraphs & trigraphs ai, oi ay, oy a-e e-e i-e o-e u-e ar ee ea (/i:/) ea (/ɛ/) er (/ɜ:/) er (/ə/) ir ur

Spelling lists – Stage 1

1. The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.
2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.
3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
4. Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.
5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
7. Adding -er, -est and un- to words.
8. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
9. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
10. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
11. The long vowel sound /a/ spelled with the split digraph a-e
12. The long vowel sound /e/ spelled with the split digraph e-e.
13. The long vowel sound /i/ spelled with a split digraph i-e.
14. The long vowel sound /o/ spelled with the split digraph o-e.
15. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
16. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
17. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
18. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.
19. The short vowel sound /e/ spelled ea.
20. The vowel digraph er. In these words the sound is stressed
21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.
22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.
23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/
24. The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.
25. The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
26. The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.
27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'
28. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.
29. The digraph 'ie' making the /ai/ sound as in pie.
30. The digraph 'ie' making the /ee/ sound.
31. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.
32. The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'
33. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au
34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.
35. The /er/ sound spelled with 'ear' or 'are'
36. Words with 'ph' or 'wh' spellings.

Year 2 Literacy Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book						
Grammar focus	<p>To use capital letters, full stops, exclamation and punctuation mark to demarcate sentences.</p> <p>Write compound sentences using and.</p> <p>Use expanded noun phrases in descriptions.</p>	<p>Use commas in a list.</p> <p>Use the subordinating conjunction because</p> <p>Write consistently in one tense.</p>	<p>Use the coordinating conjunctions but and or.</p> <p>Use the subordinating conjunctions when, if, where that,</p> <p>Use adverbs to modify verbs.</p>	<p>Understand and use sentences of different forms e.g. command, statement, exclamation and questions.</p> <p>Use apostrophes for contraction.</p>	<p>Conjunctions for subordination and coordination.</p> <p>Apostrophes for possession.</p>	<p>Use the progressive form of verbs in the past and present tense.</p>
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past and present), apostrophe, comma					

Spelling	See spelling overview Common exception words door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told,	See spelling overview Common exception words every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, Christmas	See spelling overview Common exception words eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents,	See spelling overview Common exception words recap	See spelling overview Common exception words recap	See spelling overview Common exception words recap
Fiction focus 3 weeks	Diary entry from Toby's POV (non-fiction narrative structure). <u>Text structure</u> <ul style="list-style-type: none"> • Date • Chronological order • Use of 1st person • Personal and emotive <u>Grammar focus</u> <ul style="list-style-type: none"> • Use of capital letters, full stops and exclamation 	1 st person narrative: Writing in role as a passenger on the ship, including descriptions of the ship and iceberg. <u>Text structure</u> <ul style="list-style-type: none"> • 1st person • Past tense throughout • Ideas organised into paragraphs <u>Grammar focus</u> <ul style="list-style-type: none"> • Coordinating conjunctions 	Character profiles/descriptions of Grandma and George. <u>Text structure</u> <ul style="list-style-type: none"> • Introduction to the character • Paragraphs outlining personality traits and habits <u>Grammar focus</u> <ul style="list-style-type: none"> • Co-ordinating and subordinating conjunctions • Expanded noun phrases 	Setting descriptions. <u>Grammar focus</u> <ul style="list-style-type: none"> • Use statement and exclamation sentences • Noun phrases • Encourage use of adventurous verbs 	Diary Entry-Text structure <ul style="list-style-type: none"> • Salutation • Date • Chronological order • Informal -1st person • Opinions • Rhetorical questions <u>Grammar focus</u> <ul style="list-style-type: none"> • Coordinating and subordinating conjunctions • Adverbs of time 	Explore how characters are presented in the text. The use of unusual names and characteristics and use to write character descriptions of their own character. <u>Text structure</u> <ul style="list-style-type: none"> • Third person • Present tense throughout

	<p>marks to demarcate sentences</p> <ul style="list-style-type: none"> • Noun phrases • Past tense <p>Retell the story of the Great Fire of London</p> <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Use of capital letters, full stops and exclamation marks to demarcate sentences • Past tense throughout • Use of noun phrases • Compound sentences 	<ul style="list-style-type: none"> • Compound sentences • Noun phrases • Commas in a list 	<ul style="list-style-type: none"> • Question and exclamation sentences <p>Grandma has grown really tall and asks for more medicine. Children write their own short chapter explaining what happens when he gives her more.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Follow a simple story structure (beginning, middle and end) • Past tense • Third person <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Coordinating and some subordinating conjunctions • Adverbs to modify verbs • Apostrophes for contractions and singular possession • Noun phrases 		<ul style="list-style-type: none"> • Expanded noun phrases • Exclamations • Commas in a list <p>Outcome Diary Entry</p> <p>Narrative-Retell a familiar story</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Explore characterisation • Explore plot structure • Beginning, middle and end <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Coordinating and subordinating conjunctions • Adverbials of place and time • Expanded noun phrases • Third person <p>Outcome Retelling of the Killer cat</p>	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Question sentences • Question marks and exclamation marks to demarcate sentences • Subordinating conjunctions • Adverbials of place <p><u>Outcome</u> Setting description.</p> <p>New chapter: When Max is on the hunt for safe ways to get across the road, he sees ‘small people’ wearing bright jackets so that the traffic can see them. He decided this would be a good idea to help hedgehogs get across the road.</p>
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						<p><u>Text structure</u></p> <ul style="list-style-type: none"> • Beginning, middle and end • Explore characterisation <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Subordinating and co-ordinating conjunctions • Use of progressive form of verbs • Adverbs to modify verbs • Commas in a list <p><u>Outcome</u> Write a chapter where Max is trying out his idea.</p>
<p>Non-fiction focus 2 weeks</p>	<p>Write a non-chronological report about the Great fire of London.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Headings and subheadings 	<p>Write a newspaper report about the sinking of the Titanic.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Headline 	<p>Explore the features of a biography and their purpose. Use paragraphs and subheadings to write a biography about Roald Dahl.</p>	<p>Analyse information texts and then write their own information text about Africa, focussing on Kenya (link to Topic).</p>	<p>Explanation text</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Title • Equipment list • Sequenced logical steps • Diagrams • Present tense 	<p>Write a persuasive formal letter to the council about how to improve the park.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Formal address • Salutation

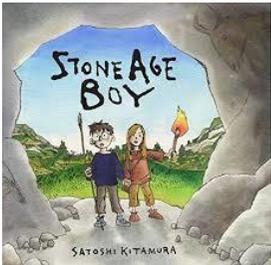
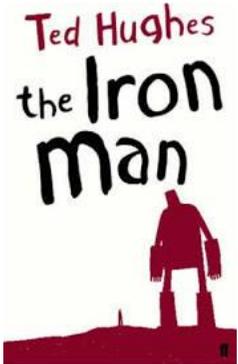
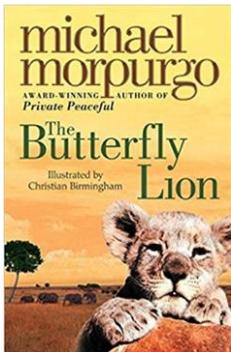
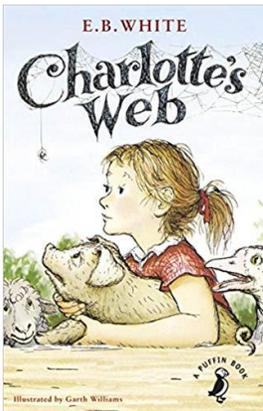
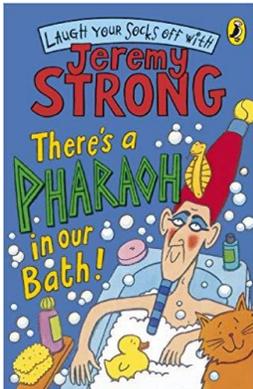
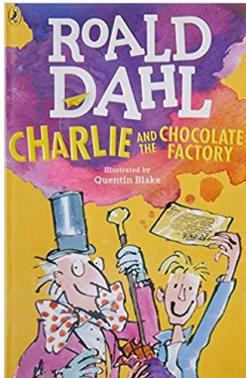
	<ul style="list-style-type: none"> Brief introduction Third person-formal Technical language Introduce idea of organising information into sections <p>Grammar focus</p> <ul style="list-style-type: none"> Expanded noun phrases Different forms of sentences-statements and questions Use of commas to separate items in a list Capital letters for proper nouns 	<ul style="list-style-type: none"> Orientation paragraph (summary) Body of the article Facts and statements Quotations Third person Past tense <p>Grammar focus</p> <ul style="list-style-type: none"> Subordinating and coordinating conjunctions Adverbials of place and time Expanded noun phrases Questions Commas in a list Apostrophes for possession 	<p>Text structure</p> <ul style="list-style-type: none"> Introduction Paragraphs in chronological order Subheadings <p>Grammar focus</p> <ul style="list-style-type: none"> Apostrophes for possession Different forms of sentences-statement, exclamation Commas in lists 	<p>Text structure</p> <ul style="list-style-type: none"> Heading Brief introduction Subheadings Technical vocabulary Third person-formal Facts <p>Grammar focus</p> <ul style="list-style-type: none"> Coordinating and subordinating conjunctions Expanded noun phrases Present progressive verbs Statements-giving simple facts Questions-addressing the reader 	<ul style="list-style-type: none"> Commands <p>Grammar</p> <ul style="list-style-type: none"> Coordinating and subordinating conjunctions Expanded noun phrases Direct address to the reader 'you' 2nd person Questions Exclamations <p>Spellings- ful suffix</p> <p>Outcome</p> <p>How to look after a kitten leaflet</p>	<ul style="list-style-type: none"> Introductory paragraph (purpose of writing) Main body of letter Conclusive paragraph (summarising your idea) <p>Grammar focus</p> <ul style="list-style-type: none"> Personal pronouns Coordinating conjunctions Subordinating conjunctions Noun phrases Question marks, exclamation marks to demarcate sentences
Poetry 1 week	Concrete poems Rhyme, rhythm, repetition and alliteration.	The Owl and the Pussy Cat Classic poetry	Shape poem inside a medicine bottle. Use rhyming couplets	SATS reading	The Works Kennings for different animals	The Sound Collector Roger McGough Onomatopoeia

Stage 2- Year 2 Overview

Week	Spelling Rule	List Number
1	The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds	1
2	The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels.	2
3	The /j/ sound spelled with a g	3
4	The /s/ sound spelt c before e, i and y	4
5	The /n/ sound spelt kn and gn at the beginning of words.	5
6	The /r/ sound spelled 'wr' at the beginning of words	7
7	The /l/ or /ul/ sound spelled '-le' at the end of words	8
8	The /l/ or /ul/ sound spelt '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s	9
9	The /l/ or /ul/ sound spelled '-al' at the end of words	10
10	Words ending in '-il'	11
11	The long vowel 'i' spelled with a y at the end of words	13
12	Adding '-es' to nouns and verbs ending in 'y'	14
13	Adding '-ed' to words ending in y. The y is changed to an i.	15
14	Adding '-er' to words ending in y. The y is changed to an i.	16
15	Adding 'ing' to words ending in 'e' with a consonant before it.	17
16	Adding 'er' to words ending in 'e' with a consonant before it.	19
17	Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.	20
18	Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.	21
19	The /or/ sound spelled 'a' before ll and l.	22
20	The short vowel sound 'o'.	23
21	The /ee/ sound spelled '-ey'.	25
22	Words with the spelling 'a', pronounced /o/, after w and qu.	26
23	The /er/ and /or/ sound spelled with 'or' or 'ar'.	27
24	The /zh/ sound spelled with a 's'.	28
25	The suffixes '-ment' and '-ness'.	29

26	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.	30
27	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	31
28	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	32
29	Words ending in '-tion'.	33
30	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.	34
31	Possessive apostrophes (singular)	35
32	Challenge words	6
33	Challenge words	12
34	Challenge words	18
35	Challenge words	24
36	Challenge words	36

Year 3 Literacy Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book						
Grammar focus	<p>To use and recognise expanded noun phrases.</p> <p>To use paragraphs to group related materials.</p> <p>To use synonyms for verbs and adjectives.</p> <p>To use the subordinating and coordinating conjunctions from Y2</p>	<p>To use the subordinating conjunctions when and while.</p> <p>To use the coordinating conjunctions so, but, or.</p> <p>To use inverted commas for dialogue</p> <p>To express time and cause using conjunctions (e.g.</p>	<p>To use determiners the a and an.</p> <p>To use adverbs of time, place and cause</p> <p>To use the subordinating conjunctions if, although and where</p> <p>To use apostrophes for contraction</p>	<p>To use inverted commas for dialogue</p> <p>To express time and cause using adverbs (e.g. then, next, soon, so) and prepositions (e.g. before, during, in, because of)</p> <p>To use apostrophes for possession</p>	<p>To use the present perfect form of verbs instead of the simple past to mark relationships.</p> <p>To use adverbs of time, place and cause</p>	<p>To use and identify prepositions.</p> <p>To organise ideas around a central theme into paragraphs.</p>

	To use headings and subheadings to aid presentation.	when before, after, while, because)				
Terminology for pupils	conjunction , adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause , word family					
Spelling	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview
Fiction focus 3 weeks	<p>Explore the structure of a portal narrative and how the story starts and ends in the same place, with the boy going back in time. Use freeze frames to map the story.</p> <p>Grammar Focus</p> <ul style="list-style-type: none"> Subordinating and coordination conjunctions Expanded noun phrases Synonyms Apostrophes for contraction <p>Outcome</p>	<p>1st person narrative: Rewrite the first chapter from the Iron Man’s point of view.</p> <p>Use speech marks to write the conversation between Hogarth and his Dad when Hogarth explains he has seen an iron man.</p> <p>Grammar focus</p> <ul style="list-style-type: none"> Use a range of subordinating and 	<p>2 weeks</p> <p>Explore descriptions of two contrasting settings. The watering hole of the Savannah and the English countryside where the boarding school is. Look at features of a setting description and use to write own. Link the Lion King Pride Rock for visual literacy.</p> <p>Grammar Focus</p> <ul style="list-style-type: none"> Adverbials of time, place and manner Expanded noun phrases Figurative language (similes) 	<p>Explore the interactions between characters in the story with a particular focus on how dialogue is used to advance action and convey emotion. Children to write the conversation between two characters in the story.</p> <p>Grammar focus</p> <ul style="list-style-type: none"> Inverted commas to punctuate direct speech 	<p>Setting description of a museum. (1 week)</p> <p>Text Structure</p> <ul style="list-style-type: none"> Use of senses Figurative language <p>Grammar Focus</p> <ul style="list-style-type: none"> Expanded noun phrases Paragraphs Possessive apostrophes Adverbials of time, place and manner <p>Adventure story</p> <p>Text Structure</p> <ul style="list-style-type: none"> Exciting events 	<p>Explore how characters are presented in the text. The use of unusual names and characteristics and use to write character descriptions of their own character.</p> <p>Grammar focus</p> <ul style="list-style-type: none"> Expanded noun phrases Paragraphs to group related material Use of conjunctions

	Own portal story based on topic.	coordinating conjunctions <ul style="list-style-type: none"> • Inverted commas to punctuate direct speech • Paragraphs • Adverbials of time, place manner for cohesion 	<u>Outcome</u> Setting Description		<ul style="list-style-type: none"> • Hero • Villain • 5-part structure <u>Grammar focus</u> <ul style="list-style-type: none"> • Paragraphs • Direct speech • Expanded noun phrases Outcome- Adventure story based on novel read	Explore how all chapters follow a set 5-part structure. Opening Build up Climax Events Resolution Follow this structure to write an alternative paragraph <u>Grammar focus</u> <ul style="list-style-type: none"> • Paragraphs to group related material • Use of adverbials of time and place for cohesion • Inverted commas to punctuate speech • Recognise use of prepositions within sentences <u>Outcome</u> Alternative chapter.
Non-fiction focus 2 weeks	Investigate different types of explanation texts. Look at how	Identify the features of a Non-chronological	Identify the features of a news reports both written and oral.	Identify the difference between fact and opinion	Instructions outcome -How to mummify a body.	Identify the features of persuasive adverts (written and TV

	<p>texts are structures and use these features to aid planning.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Title Introductory paragraph Paragraphs detailing a process in chronological order Facts Present tense Formal language Technical vocabulary <p><u>Grammar and punctuation</u></p> <ul style="list-style-type: none"> Coordinating conjunctions to link ideas and, but so Subordinating conjunctions to expand independent clauses when, 	<p>report. Including how paragraphs are used to structure writing.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person Formal Statements of fact <p><u>Grammar and punctuation</u></p> <ul style="list-style-type: none"> Coordinating conjunctions to link ideas and, but, so, yet Subordinating conjunctions to expand independent 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Headline By-line Orientation paragraph Body of the article Facts and statements Pictures and captions Quotations Reorientation Third person Past tense <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Coordinating conjunctions to link ideas and, but, so, yet Subordinating conjunctions to expand independent clauses even if, if so that when, because Adverbials of place and time 	<p>and look at the features of persuasion and letters.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Direct address to the reader Exaggerated language Introductory paragraph Ideas organised into paragraphs Conclusive paragraph summarising purpose of letter <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> Adverbials of time Use of repetition for effect Subordinating conjunctions Use of personal pronouns Expanded noun phrases to elicit emotion 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> A title statement explains what is to be achieved Equipment list Sequenced chronological steps Diagrams and illustrations Present tense Imperative verbs Detailed information-prepositions, quantifiers and precise vocabulary. <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Coordinating conjunctions to link ideas and, but, so, yet Subordinating conjunctions to 	<p>based) and use these to aid planning.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Deals and bargains Direct address to the reader-flattery Alliteration and assonance Facts and statistics Opinions Repetition Rhetorical questions Emotive exaggerated language <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Adverbs to show degrees of possibility Personal pronouns
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	<p>as, before since etc.</p> <ul style="list-style-type: none"> Expanded noun phrases Adverbials of time and manner Apostrophes for possession Commas in a list <p>Outcome Write an explanation based on current topic. Model Text:</p>	<p>clauses even if, if so that when, because</p> <ul style="list-style-type: none"> Expanded noun phrases Present perfect tense Collective nouns <p>Outcome Non-chronological report on topic</p>	<ul style="list-style-type: none"> Expanded noun phrases- add detail using from and on Apostrophes for possession <p>Outcome News report oral (speaking and listening) and written about the lion being found.</p>	<p>Outcome Persuasive letter to dad about Wilbur</p>	<p>expand independent clauses even if, if so that when, because</p> <ul style="list-style-type: none"> Expanded noun phrases using prepositions such as: of, under, around, next to Commands using imperatives Statements using the pronoun you Adverbs of manner and time Commas in list Apostrophes for possession and omission <p>Outcome Children write an Instruction text related to your topic eg. Mummification</p>	<ul style="list-style-type: none"> Expanded noun phrases Coordinating conjunctions to link ideas and, but, so, yet Subordinating conjunctions to expand independent clauses even if, if so that when, because Commands using the imperative <p>Outcome Persuasive advert for a new chocolate bar.</p>
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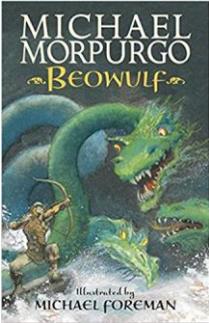
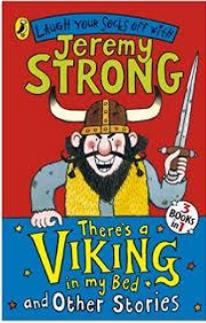
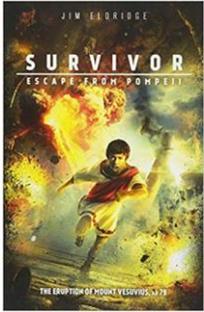
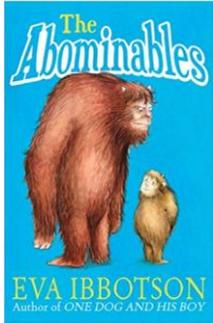
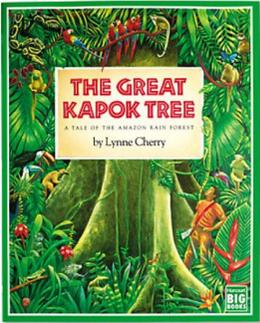
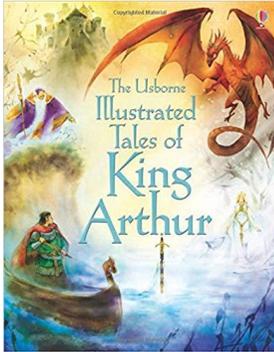
Poetry 1 week	On the Ning, Nang Nong <i>Spike Milligan</i> prepositional phrases, noun phrases, rhyme write stone age version	The coming of the Iron man <i>Brenda Williams</i> Rhyming couplets	No poetry unit Fables (2 weeks) Read a range of fables and analyse their features including the fact that they are short stories that are usually about animals with human characteristics and include a moral or lesson about how to live. <u>Text Features</u> <ul style="list-style-type: none"> • Short stories with limited characters • Animals with human characteristics • Dialogue used to advance the action • Characterisation is limited but specific. 	The law of the jungle <i>Rudyard Kipling</i> Analysis of language and use as a basis to write a set of rules.	None	Thank you Body Talk <i>Benjamin Zephaniah</i>

Stage 3- Year 3 Overview

Week	Spelling Rule	List Number
1	The /ow/ sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	1
2	The /u/ sound spelled 'ou'. This digraph is only found in the middle of words.	2
3	Spelling Rule: The /i/ sound spelled with a 'y.'	3
4	Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.	4
5	Words with endings that sound like /ch/ is often spelt '-ture' unless the root word ends in (t)ch.	5
6	Words with the prefix 're-' 're-' means 'again' or 'back.'	7
7	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	8
8	The prefix 'mis-' This is another prefix with negative meanings.	9
9	Adding suffixes beginning with vowels to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	10
10	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	11
11	The long vowel /a/ sound spelled 'ai'	13
12	The long /a/ vowel sound spelled 'ei.'	14
13	The long /a/ vowel sound spelled 'ey.'	15
14	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	16
15	Homophones – words which have the same pronunciation but different meanings and/or spellings.	17
16	The /l/ sound spelled '-al' at the end of words.	19
17	The /l/ sound spelled '-le' at the end of words.	20
18	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	21
19	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'.	22
20	Adding the suffix -ly. Words which do not follow the rules.	23
21	Words ending in '-er' when the root word ends in (t)ch.	25

22	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	26
23	Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que'. These words are French in origin.	27
24	Words with the /s/ sound spelled 'sc' which is Latin in its origin.	28
25	Homophones: Words which have the same pronunciation but different meanings and/or spellings.	29
26	The suffix '-sion' pronounced /ʒən/	31
27	Challenge words	6
28	Challenge words	12
29	Challenge words	18
30	Challenge words	24
31	Challenge words	30
32	Challenge words	32

Year 4 Literacy Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book						
Grammar focus	<p>Use inverted commas to punctuate direct speech.</p> <p>Expand noun phrases by modifying adjective, nouns and prepositional phrases.</p> <p>Use pronouns to replace nouns in writing where appropriate</p> <p>Use a variety of coordinating conjunctions for,</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Understand the difference between conjunctions and prepositions.</p> <p>Use Standard English form for verb inflections instead of local spoken forms (e.g. we were instead of we was, I did instead of I done).</p>	<p>Use adverbials for time, place and manner.</p> <p>Write sentences with fronted adverbials and punctuate accurately using commas.</p>	<p>Understand the grammatical difference between plural and possessive -s.</p> <p>Use apostrophes for singular and plural possession.</p> <p>Write sentences with fronted adverbials and punctuate accurately using commas.</p>	<p>Identify the use of Standard English and apply to their own writing</p>	<p>Use pronouns to replace nouns in writing.</p> <p>Classify words as conjunctions, preposition or adverbs.</p> <p>Identify determiners and select appropriate determiners for writing.</p>

	and, nor, yet, but, or, yet, so					
Terminology for pupils	pronoun, possessive pronoun, adverbial, determiners					
Spelling	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview
Fiction focus 3 weeks	<p>Explore how the story of Beowulf is a myth. Identify the use of an interesting setting, a fantastical beast, and a problem to overcome and a hero. Write own myth based upon the text.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Introduce the interesting setting and hero 	<p>Consider how characters are presented in the text though the use of language, dialogue and action. Write character descriptions and descriptions of settings</p> <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Commas in lists 	<p>Explore how authors create suspense and tension in their writing. Look at how expanded noun phrases are used to create vivid descriptions. Map the story using a five-part structure</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • 5 part structure opening, build up, climax, events, resolution 	<p>Explore the journey the central character goes on through the use of diary entries. Look at the stories that Agatha tells the yetis and write own stories.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Chronological order • Past tense • First person • Facts and opinions 	<p>Dilemma narrative</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Strong, simple story which lead the character to a dilemma • Strong characterisation <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Direct speech • Synonyms for said • Fronted adverbials • Expanded noun phrases 	<p>Identify the key features of a legend including the main characters being a human, the triumph of good over evil, the use of magic and the fact that they often have a moral. Plan and write their own legend.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • 5 part structure opening, build up, climax, events, resolution • Include some facts

	<ul style="list-style-type: none"> • Problem for the hero to solve • Describe fantastical beast • Obstacles for the hero to overcome/ the battle • Resolution/how the problem is solved <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Co-ordinating conjunctions • Fronted adverbials • Commas to mark clauses • Dialogue 	<ul style="list-style-type: none"> • Apostrophes for possession 	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Short sentences for impact. • Empty words and phrases- something, someone • Dialogue • Fronted adverbials • Expanded noun phrases <p><u>Outcome</u> Disaster Story</p>	<ul style="list-style-type: none"> • Rhetorical questions <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Co-ordinating and subordinating conjunctions • Adverbials • Expanded noun phrases • Emotive language to convey feelings 	<ul style="list-style-type: none"> • Organise paragraphs • Proof read for errors 	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Imagery • Apostrophes • Fronted adverbials • Commas for clauses
<p>Non-fiction focus 2 weeks</p>	<p>Identify the features of a newspaper report and look at the fact that it is a special type of recount. Children write newspaper reports including eye</p>	<p>Identify the key features of a recount text. Write a recount based upon events in the story, possibly an incident report</p> <p><u>Text structure</u></p>	<p>Identify the key features of explanation text and the write explanations about the formation of volcanoes , eruptions and earthquakes</p>	<p>Identify the features of persuasion and the fact that it gives a one-sided view of something. Write persuasive letters maybe to convince people of the existence of Yetis.</p>	<p>Non-chronological Report</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Heading • Introductory paragraph • Subheadings • Technical vocabulary 	<p>Identify the key features of a leaflet. It is designed to give information and encourage you to do something. Children produce their own leaflets designed for tourists visiting London.</p> <p><u>Text structure</u></p>

	<p>witness reports, catchy headlines and the 5ws.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Headline • Summary paragraph outlining the main points • Facts and statements • Quotations • Third person <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Coordinating conjunctions • Adverbials of time and place • Punctuation for quotations 	<ul style="list-style-type: none"> • Introductory paragraph 	<p>Text Structure</p> <ul style="list-style-type: none"> • Clear title • Introductory paragraph • Paragraphs detailing a process, often in chronological order • Facts • Present tense • Formal language and technical vocabulary <p>Grammar focus</p> <ul style="list-style-type: none"> • Coordinating conjunctions • Subordinating conjunctions • Expanded noun phrases • Adverbials of time • Adverbials of manner 	<p><u>Text structure</u></p> <ul style="list-style-type: none"> • Introductory paragraph • Direct address to the reader • Main paragraphs providing persuasive reasons and evidence to support • Conclusion <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Repetition for emphasis • Personal pronouns • Co-ordinating conjunctions to link ideas • Commands using the imperative 	<ul style="list-style-type: none"> • Pictures/captions • Third person • Formal • Factual <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Coordinating and subordinating conjunctions • Expanded noun phrases • Present perfect tense • Possessive apostrophe • Fronted adverbials <p>Spelling- ious suffix.</p> <p><u>Outcome</u></p> <p>Non- chronological report related to current topic.</p>	<ul style="list-style-type: none"> • Heading • Sub heading • Images (optional) • Direct address <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Coordinating conjunctions • Adverbs of time • Facts/opinions • Apostrophes for possession
<p>Poetry 1 week</p>	<p>Beowulf Analysis of language and narrative poem</p>	<p>The Listeners Walter de La Mar</p>	<p>The Pied Piper of Hamelin Robert Browning</p> <p>Poetic Features</p> <ul style="list-style-type: none"> • Repetition 	<p>The Jabberwocky <i>Lewis Carroll</i> Nonsense poem. Identify the nouns, verbs and adjectives</p>	<p>Haiku and Tanka Haiku Three lines Syllable patter 5,7,5 Often about nature</p>	<p>Guninevere Alfred Tennyson</p>

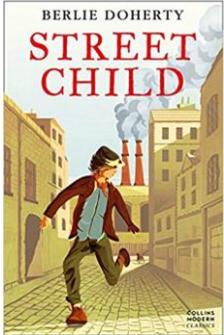
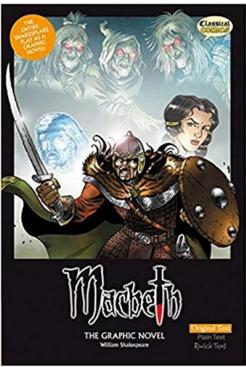
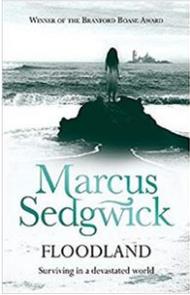
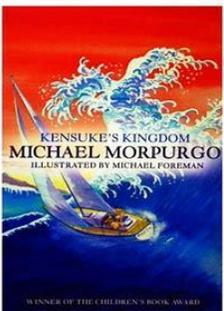
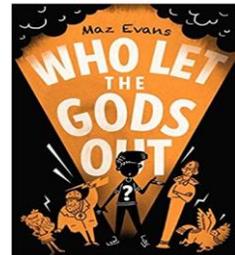
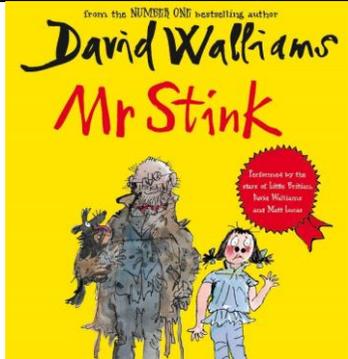
			<ul style="list-style-type: none"> • Alliteration • Personification • Assonance • Similes • Metaphor <p>Explore the narrative of the poem and use of old English and write own narrative based on the poem.</p>	and modify to make sense.	<p>Tanka Five lines Syllable patter 5,7,5,7,7 Capture a moment in thought</p>	
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Stage 4- Year 4 Overview

Week	Spelling Rule	List Number
1	Homophones: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	1
2	The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'	2
3	Opposite Words - Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-	3
4	The prefix 'sub-' which means under or below.	4
5	The prefix 'inter-' means between, amongst or during.	5
6	The suffix '-ation' is added to verbs to form nouns.	7
7	The suffix '-ation' is added to verbs to form nouns.	8
8	Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'	9
9	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'	10
10	Word with the 'sh' sound spelled ch. These words are French in origin.	11
11	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	13
12	Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	14
13	The suffix '-ous'. The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	15
14	The 'ee' sound spelt with an 'i'	16
15	The suffix '-ous'. If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	17
16	The 'au' digraph.	19
17	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'	20
18	The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit'	21
19	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	22
20	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	23
21	Homophones – words which have the same pronunciation but different meanings and/or spellings.	25

22	The /s/ sound spelt c before 'i' and 'e'.	26
23	Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words.	27
24	Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.	28
25	The prefixes 'super-' 'anti-' and 'auto-'	29
26	The prefix bi- meaning two	30
27	Possessive apostrophes with plural words	32
28	Challenge words	6
29	Challenge words	12
30	Challenge words	18
31	Challenge words	24
32	Challenge words	31

Year 5 Literacy Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book						
Grammar focus	<p>Use expanded noun phrases to enhance description and convey complicated information.</p> <p>Write complex sentences using a wide range of subordinating conjunctions and use commas to mark clauses when necessary.</p> <p>Use modal verbs and adverbs to</p>	<p>Use brackets, dashes and commas for parenthesis.</p> <p>Punctuate dialogue accurately.</p> <p>Link ideas across paragraphs using adverbials of time, place and number.</p> <p>Use fronted adverbials and punctuate accurately.</p>	<p>Use devices to build cohesion between paragraphs and within paragraphs.</p> <p>Write relative clauses beginning with who, which, where, when, whose and that.</p>	<p>Write relative clauses beginning with who, which, where, when, whose and that.</p> <p>Use commas to avoid ambiguity.</p> <p>Use modal verbs and adverbs to indicate possibility.</p>	<p>Punctuate dialogue accurately.</p> <p>Use devices to build cohesion between paragraphs and within paragraphs.</p>	<p>Write relative clauses beginning with who, which, where, when, whose and that.</p> <p>Use commas to avoid ambiguity.</p>

	indicate possibility. Use devices to build cohesion within a paragraph.					
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity					
Spelling	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview
Fiction focus 3 weeks	Explore Stories with a historical setting. Exploration of the workhouse settings using information from the book and other sources of evidence e.g. Oliver Twist. Write own story with a historical setting. <u>Text structure</u> <ul style="list-style-type: none"> • Story structure- opening, build up, climax, 	Explore how characters are presented in text and the interactions between them. Including the relationship between Macbeth and Lady Macbeth. Write and perform play scripts <u>Text structure</u> <ul style="list-style-type: none"> • Character names • Scene setting • Stage directions 	Dystopian Story Exploration of setting and characterisation in the story. Explain that it is a dystopian story, discuss what this means. Map the story structure <u>Text structure</u> <ul style="list-style-type: none"> • 5-part structure opening, build up, climax, events, resolution <u>Grammar focus</u> <ul style="list-style-type: none"> • Short sentences for impact. • Cohesion between paragraphs 	Plot the development of the story. Look at the writer's use of description both in terms of the jungle setting and description of Kensuke. Write description of settings. <u>Grammar focus</u> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Figurative language • Commas in lists 	<u>Myths</u> <u>Text structure</u> <ul style="list-style-type: none"> • Plot includes a journey/ quest • Hero • Miraculous events <u>Grammar</u> <ul style="list-style-type: none"> • Imagery • Descriptive vocabulary • Parenthesis • Expanded noun phrases • Subordinating and coordinating conjunctions • Hyphenated spellings 	Identify the use of humour in the story through the writer use of language. Explore characterisation and write character descriptions. <u>Text structure</u> <ul style="list-style-type: none"> • Headings/subheadings • Written in third person • Present tense <u>Grammar focus</u> <ul style="list-style-type: none"> • Relative clauses • Apostrophes for possession • Adverbials • Parenthesis

	<p>events, resolution</p> <ul style="list-style-type: none"> • Past tense <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Subordinating and co-ordinating conjunctions • Commas to mark clauses • Dialogue 	<ul style="list-style-type: none"> • Speech <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Brackets for parenthesis • Colon 	<ul style="list-style-type: none"> • Empty words and phrases- something, someone • Dialogue • Fronted adverbials • Expanded noun phrases <p><u>Outcome</u> Write own dystopian story.</p>	<ul style="list-style-type: none"> • Precise use of verbs <p>Explore how the two characters feel about being on the island through the use of diary entries.</p> <p><u>Text features</u></p> <ul style="list-style-type: none"> • Informal style • First person pronouns • Chronological order <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Emotive language • Expanded noun phrases • Apostrophes for possession • Punctuation for parenthesis 	<ul style="list-style-type: none"> • Fronted adverbials. • Past tense • Speech <p><u>Outcome</u> Write a myth</p>	
<p>Non-fiction focus 2 weeks</p>	<p>Analyse a range of discussion texts and identify the key features. Write a debate. Should circuses provide entertainment?</p>	<p>Analyse a range of biographical texts and identify the key features. Take notes and organise ideas to produce a biography of a</p>	<p>Analyse a range of explanation texts and identify the key features explanation texts.</p> <p><u>Text Features</u></p> <ul style="list-style-type: none"> • Clear title 	<p>Analyse a range of persuasive adverts for modern products and look at the use of language and other persuasive devices. Produce own adverts for products.</p>	<p>Non chronological Report</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Heading • Introduction • Subheadings • Technical vocabulary • Third person 	<p>Analyse a range of news reports both oral and written and identify the key features. Produce Newspaper reports by the journalist who interview Mr Stink in the Crumb's Kitchen.</p>

	<p><u>Text features</u></p> <ul style="list-style-type: none"> • Opening statement introducing the issue/question • Arguments for and against with evidence • Conclusion <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Present tense • Third person • Subordinating conjunctions • Conjunction adverb • Modal verbs • Commas for clarity 	<p>famous historical figure.</p> <p><u>Text features</u></p> <ul style="list-style-type: none"> • Written in past tense • Uses third person <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Relative clauses • Brackets, dashes and commas for parenthesis • Adverbials of time and place 	<ul style="list-style-type: none"> • Introductory paragraph • Paragraphs detailing a process, often in chronological order • Facts • Present tense • Formal language and technical vocabulary <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Subordinating conjunctions • Expanded noun phrases • Relative clauses • Punctuation for parenthesis • Adverbials of time • Adverbials of manner <p><u>Outcome</u> Explanations of how global warming is having an impact on the world.</p>	<p><u>Text features</u></p> <ul style="list-style-type: none"> • Direct address to the reader • Facts and statistics • Repetition for effect • Rhetorical questions <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Modal verbs • Commas in list • Hyphenated spelling • Commands using the imperative <p>Write a persuasive letter to Kensuke giving reasons as to why he should leave the island.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Opening paragraph to explain why you are writing • Paragraphs giving reasons and evidence to support 	<ul style="list-style-type: none"> • Factual <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Subordinating and coordinating conjunctions • Relative clauses • Conjunctive adverbs • Commas in a list • Apostrophes • Relative clauses. <p><u>Outcome</u> Non-chronological report related to topic.</p>	
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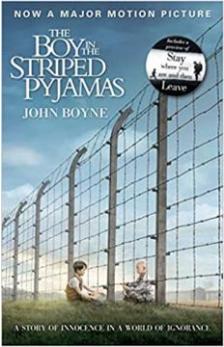
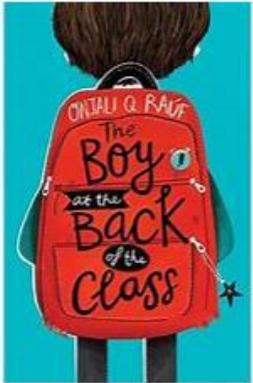
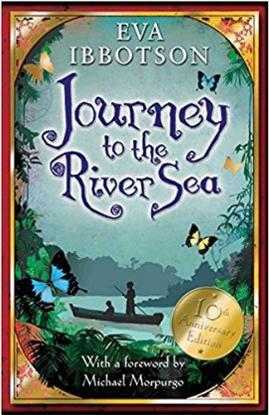
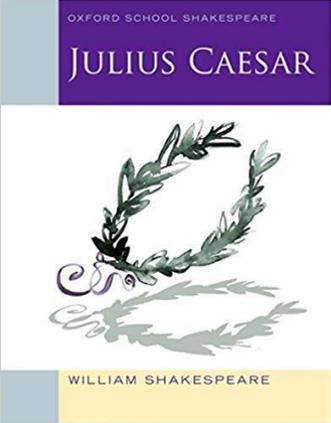
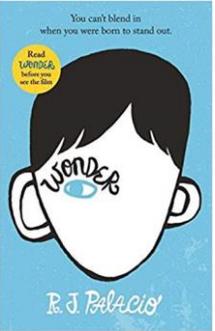
				<ul style="list-style-type: none"> • Conclusion <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Modal verbs • Conjunctive adverbs • Subordinating conjunctions 		
Poetry 1 week	The Lady of Shallot Alfred Lord Tennyson. Narrative poem. Turn into modern day English.	Song of the Witches: William Shakespeare Write and perform in the style of the original	I asked the River- Valerie Bloom. Explore the use of question in the poem and experiment with their own. Poetic Devices <ul style="list-style-type: none"> • Metaphor • Personification • Repetition • Rhyme 	Tyger William Blake Analysis of poetic devices and language. Write animal poem in the style of Blake	Pegasus – Eleanor Farjeon (the works) <ul style="list-style-type: none"> • Rhyming couplets • Use of vocabulary • Figurative language 	Performance poetry Rap

Stage 5- Year 5 Overview

Week	Spelling Rule	List Number
1	Words ending in '-ious'	1
2	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelt '-cious.'	2
3	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant	3
4	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant.	4
5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant.	5
6	Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.	7
7	Words ending in '-ance' '-ance' is used if there is an 'a' or 'ay' sound in the right place.	8
8	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.	9
9	Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation'.	10
10	Words ending in -ably and -ibly.	11
11	Words ending in '-able'. If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.	13
12	Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.	15
13	Words with 'silent' letters at the start.	16
14	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).	17
15	Words spelled with 'ie' after c.	19
16	Words with the 'ee' sound spelt ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ however there are exceptions.	20
17	Words containing the letter string 'ough' where the sound is /aw/.	21
18	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	22
19	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	25

20	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	26
21	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	27
22	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	28
23	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	29
24	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	31
25	Challenge words	6
26	Challenge words	12
27	Challenge words	18
28	Challenge words	24
29	Challenge words	30

Year 6 Literacy Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book						
Grammar focus	<p>Revise using subordinating conjunctions for complex sentence with the use of commas where appropriate.</p> <p>Revise how to use brackets, dashes and commas for parenthesis.</p> <p>To use semi colons, colons and dashes to mark</p>	<p>To identify the subject and object in a sentence.</p> <p>Use active and passive to affect how information is presented in a sentence.</p> <p>To link ideas across as a range of paragraphs using a wide range of cohesive devices.</p>	<p>To identify the difference between informal and formal speech and writing.</p> <p>To identify and use the subjunctive from.</p> <p>To link ideas across as a range of paragraphs using a wide range of cohesive devices.</p> <p>To correctly punctuate bullet</p>	<p>To use hyphens to avoid ambiguity.</p> <p>To link ideas across as a range of paragraphs using a wide range of cohesive devices.</p>	<p>Recap of year 5 and 6 curriculum.</p>	<p>Recap of year 5 and 6 curriculum.</p>

	boundaries between clauses. To use synonyms and antonyms.	Revise modal verbs for indicate possibility. To use formal and informal vocabulary.	points to list information.			
Terminology for pupils	Active, passive, subject, object, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point					
Spelling	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview	See spelling overview
Fiction focus 3 weeks	Diary entry in the role of Pavel at the point that he helps Bruno following the accident. <u>Text Structure</u> <ul style="list-style-type: none"> • First person recount • Emotive language <u>Grammar focus</u> <ul style="list-style-type: none"> • Subordinating and co-ordinating conjunctions • Relative clauses • Rhetorical questions 	Non-fiction focus	2 weeks Using the book consider the idea of the Amazon being ‘a heaven or a hell’, consider why opinions differ. Focus on setting description and use of figurative language. <u>Grammar focus</u> <ul style="list-style-type: none"> • Expanded noun phrases • Adverbials of time and place 	Visual literacy- Write the story of Alma using the video as inspiration. Encourage use of shifts (asides to the reader) <u>Text structure</u> <ul style="list-style-type: none"> • Past tense • Figurative language • Retelling of story <u>Grammar focus</u> <ul style="list-style-type: none"> • Expanded noun phrases • Brackets and dashes to 	The text of Julius Caesar can be read alongside this unit, which uses the Animated tale. Shakespeare and more unit. Read the play and analyse the characters. Look in detail at the language used by Shakespeare. Children to perform the scenes from the play. Look at the original soliloquy written by Shakespeare, Brutus delivers where he knows that Caesar must die. Analyse the language used and then write up into modern day English	Short pieces of writing to encourage children to empathise with a range of characters. <ul style="list-style-type: none"> • Diary entry- Auggie’s first day at school • Dialogue between Mum and Dad • Internal monologue- Mum’s POV • Character descriptions <u>Grammar focus</u>

	<ul style="list-style-type: none"> • Apostrophes for contraction • Punctuation for parenthesis (brackets, dashes and commas) <p>Narrative from Shmuel's POV- Life in the camp and arriving at Bruno's house to clean the glasses.</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Written in first person • Written in past tense • Figurative language <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Adverbials of place, time and manner • Expanded noun phrases • Punctuation for parenthesis • Dialogue • Colons and semi colons to 			<p>address reader directly</p> <ul style="list-style-type: none"> • Hyphenated spellings 	<p><u>Text structure</u></p> <ul style="list-style-type: none"> • First person • Emotive language <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Expanded noun phrases • Apostrophes for possession and contraction • Difference between formal and informal language. 	<ul style="list-style-type: none"> • Expanded noun phrases • Apostrophes • Punctuation for parenthesis • Punctuation for speech
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	mark boundaries					
Non-fiction focus 2 weeks	<p>Write a newspaper report about the outbreak of war</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Headline • Paragraph summarising main points of article • Chronological order • Facts organised into paragraphs • Third person • Formal language • Past tense <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Passive voice • Subordinating conjunctions • Relative clauses • Conjunctive adverbs • Adverbials of time and place • Rules of speech for quotations 	<p>Formal letter to Mrs Grimsby in support of refugees, challenging her views about refugees.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Formal address • Introductory paragraph explaining the purpose of the letter • Paragraphs outlining misconceptions about refugees, followed by facts/evidence • Conclusive paragraph summarising own opinion <p>Outcome Persuasive letter to Mrs Grimsby</p> <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Active voice • Modal verbs 	<p>2 weeks</p> <p>Write a balanced discussion text</p> <p><u>Text Features</u></p> <ul style="list-style-type: none"> • Statement of the issue and preview of arguments • Arguments for • Arguments against • Present tense <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Modal verbs • Conjunctive Adverbials for cohesion e.g. cause and effect, clarification, emphasis • Use of the subjunctive form <p>Outcome Discussion about deforestation.</p>	No Non-Fiction/Poetry Unit	<p>Create a playscript of Act 3. This can be split into 3 different scenes.</p> <p><u>Text structure</u></p> <ul style="list-style-type: none"> • Scene number and title • Setting description • Speaker's name followed by colon • Stage directions in brackets • Speech without inverted commas <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Use of dialogue to move the narrative on • Colons to separate clauses • Use of brackets for parenthesis 	No Non-fiction

		<ul style="list-style-type: none"> • Semi colons and colons to mark boundaries • Use of adverbials to link ideas across paragraphs <p>Biography about Queen Elizabeth.</p> <p><u>Text Features</u></p> <ul style="list-style-type: none"> • Written in the past tense • Chronological order • Sub-headings • Anecdotal style <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Brackets and dashes for shifts in levels of formality • Commas in lists • Apostrophes for possession 	<p>2 weeks Non-chronological report</p> <p><u>Text features</u></p> <ul style="list-style-type: none"> • Heading • Brief introduction • Subheadings • Technical vocabulary • Third person • Factual <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Passive voice • Subordinating conjunctions • Relative clauses • Subjunctive form • Conjunctive adverbs for addition, opposition • Colons • Semicolons 			
Poetry 1 week	Song lyrics <u>Bob Dylan</u> Masters of War	If Rudyard Kipling	Amulet Ted Hughes		The Highway Man: Narrative poem.	

	<p>Tambourine Man Blowin' in the Wind Hard Rain a Gonna Fall The Times They are a Changin' <u><i>The Beatles</i></u> Let it Be Eleanor Rigby Strawberry Fields Give Peace a Chance Hey Jude A Day in The Life Of A Little Help From My Friends.</p> <p>Analyse use of language and common themes</p>		<p>Poetic Features</p> <ul style="list-style-type: none"> • Imagery • Repetition • Anaphora <p>Analysis of the poem and performance. Explore the use of noun phrases and use a stimuli for writing poetry.</p>		<p>Oak National has a great unit on this.</p>	
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Stage 6- Year 6 Overview

Week	Spelling Rule	List Number
1	Words with the short vowel sound /i/ spelt y	11
2	Words with the long vowel sound /i/ spelt with a y	12
3	Adding the prefix over- to verbs	13
4	Convert nouns or verbs into adjectives using suffix '-ful.'	14
5	Words with an /o/ sound spelt 'ou' or 'ow'	16
6	Words with a 'soft c' spelt /ce/	17
7	Prefix dis-, un-, over-, im-	18
8	Words with the /f/ sound spelt ph	19
9	Words with endings /shuhl/ after a vowel letter	22
10	Words with endings /shuhl/ after a consonant letter	23
11	Words with the common letter string 'acc' at the beginning of words	24
12	Words ending in '-ably'	25
13	Words ending in '-ible'	26
14	Adding the suffix '-ibly' to create an adverb	27
15	Changing '-ent' to '-ence'	28
16	Words ending -er, -or, ar	29
17	Challenge words	1
18	Challenge words	2
19	Challenge words	3
20	Challenge words	4
21	Challenge words	5
22	Challenge words	6
23	Challenge words	7
24	Challenge words	8
25	Challenge words	9

26	Challenge words	10
27	Words which can be nouns and verbs	15
28	Words with origins in other countries	20
29	Words with unstressed vowel sounds	21