



# English Curriculum Map

John Clifford School

## Reading Skills Progression

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Through individual, small group and whole class guided reading sessions, children will be taught how to:</p> <p>Develop pleasure in reading.</p> <p>Draw on knowledge of vocabulary to understand texts.</p> <p>Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p> <p>Identify and explain the sequence of events in texts.</p> <p>Make inferences from texts.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Give and explain the meaning of words in context.</p>		<p>Through individual, small group and whole class guided reading sessions, children will be taught how to:</p> <p>Develop and maintain a pleasure in reading.</p> <p>Give and explain the meaning of words in context.</p> <p>Retrieve and record information and identify key details from fiction and non-fiction texts.</p> <p>Summarise the main ideas from more than one more paragraph.</p> <p>Make inferences from the text and explain and justify inferences with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify and explain how information or narrative content is related and contributes to meaning as a whole.</p> <p>Identify and explain how meaning is enhanced through choice of words and phrases.</p>			

	Retrieve and record information and identify key details from fiction and non-fiction texts.	Make comparisons within and across texts.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
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<b>Grammar Skills Progression</b>						
<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Leave spaces between words.</p> <p>Join words and clauses.</p> <p>Use capital letters, full stops, question marks and exclamation marks.</p> <p>Use a capital letters for proper nouns.</p> <p>Learn grammatical terminology for Year 1 (see English National Curriculum Appendix 2).</p>	<p>Use 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).</p> <p>Learn how to use sentences with different forms, i.e: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because, although).</p> <p>Use the present perfect form of verbs to mark relationships of time and cause.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech.</p> <p>Use and understand the grammatical terminology in English National Curriculum Appendix 2 accurately and</p>		<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p>	

		<p>specify, e.g. the blue butterfly.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Create complex sentences by using subordination (e.g. when, if, that, or because).</p> <p>Create complex sentences by using co-ordination (using or, and, or but).</p> <p>Use some features of written Standard English.</p> <p>Learn and use grammatical terminology for Year 1 (see English National Curriculum Appendix 2) when discussing their writing.</p>	<p>appropriately when discussing their writing and reading.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p> <p>Use and understand the grammatical terminology in English National Curriculum Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
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Talk for writing is used in all units. Children complete 2 x 3-week cycles in each unit. One with a non-fiction focus and one with a fictional focus.

## Writing Genre Coverage: Autumn 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describing ourselves  Captions  Labels  Lists  NF writing  Recount  Speech bubbles  Story writing using Talk For Writing	<b>Fiction:</b> Narrative  <b>Non- Fiction:</b> Non-chronological	<b>Fiction:</b> Narrative: retell  <b>Non-Fiction:</b> Persuasive letter	<b>Fiction:</b> Narrative (Defeating the Monster Tale)  <b>Non-fiction:</b> Explanation text	<b>Fiction:</b>  Narrative: Journey Story  <b>Non-Fiction:</b>  Non-Chronological Report	<b>Fiction:</b> Setting description  <b>Non-fiction:</b> Formal letters – persuasive letters

## Writing Genre Coverage: Autumn 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing initial and end sounds	<b>Fiction:</b> Poetry  Narrative  <b>Non- Fiction:</b> Non-chronological report	<b>Fiction:</b> Narrative <b>Non-fiction:</b> Information Texts  Recount	<b>Fiction:</b> Narrative - setting description  Poetry  <b>Non-fiction:</b> Explanation text	<b>Fiction:</b> Narrative (Rags to Riches Tale)  <b>Non-fiction:</b> Persuasive letter	<b>Fiction:</b> Narrative - Warning Story  <b>Non-Fiction:</b> Biography  <b>Poetry</b>	<b>Fiction:</b> short stories (character flaw)  <b>Non-fiction:</b> Biography  <b>Poetry</b>

## Writing Genre Coverage: Spring 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to write sentences	<p><b>Fiction:</b> Describing foods</p> <p><b>Poetry</b></p> <p>Narrative</p> <p><b>Non-fiction:</b> Writing instructions – making a sandwich</p>	<p><b>Fiction:</b> Narrative</p> <p><b>Non-fiction:</b> Newspaper report</p>	<p><b>Fiction:</b> Narrative - Story Writing</p> <p><b>Non-fiction:</b> Instructions</p>	<p><b>Fiction:</b> Narrative (Journey with a focus on setting description)</p> <p><b>Non-fiction:</b> Diary</p>	<p><b>Fiction:</b></p> <p>Narrative: Defeating the Monster Story</p> <p><b>Non-Fiction:</b></p> <p>Instructions</p>	<p><b>Fiction:</b> Narrative - Journey</p> <p><b>Non-fiction:</b> Non-chronological report</p>

## Writing Genre Coverage: Spring 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing sentences with CVC words accurately	<p><b>Fiction:</b> Descriptive writing</p> <p>Recording information</p> <p>Narrative writing</p> <p><b>Non-fiction:</b> Non-Chronological reports</p> <p>Fact-files</p>	<p><b>Fiction:</b> Narrative</p> <p>Character description</p> <p><b>Non-fiction:</b> Non-chronological report</p>	<p><b>Fiction:</b> Narrative with dialogue</p> <p><b>Non-fiction:</b> Newspaper report</p> <p>Scripts</p>	<p><b>Fiction:</b> Narrative (Defeating the Monster Tale)</p> <p><b>Non-Fiction:</b> Instructions</p>	<p><b>Fiction:</b> Narrative - Suspense Story</p> <p><b>Non-Fiction:</b> Persuasive Writing</p>	<p><b>Fiction:</b> Setting description</p> <p><b>Non-fiction</b> Explanation text</p>

## Writing Genre Coverage: Summer 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing sentences with CVCC CCVC words	<b>Fiction:</b> Poetry  Narrative  <b>Non-fiction:</b> Postcards	<b>Fiction:</b> Narrative  <b>Non-fiction:</b> Letter	<b>Fiction:</b> Narrative – suspense stories  <b>Non-fiction:</b> Persuasive Letters	<b>Fiction:</b> Narrative (Wishing narrative) - wishing for change  <b>Non-fiction:</b> Balanced argument	<b>Fiction:</b>  Narrative: Meeting Story  <b>Non-Fiction:</b>  Recount	<b>Fiction:</b> Diary entry

## Writing Genre Coverage: Summer 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing consecutive sentences	<b>Fiction:</b> Narrative writing  <b>Non-fiction:</b> Recount  Report	<b>Fiction:</b> Narrative  <b>Non-fiction:</b> Instructions  Poetry	<b>Fiction:</b> Narrative – Adventure story endings  <b>Non-fiction:</b> Non-chronological report.	<b>Fiction:</b> Poetry  <b>Non-fiction:</b> Vlog scripts and reports	<b>Fiction:</b>  Playscripts  Poetry  <b>Non-Fiction:</b>  Explanation	<b>Fiction:</b> Play scripts  <b>Non-fiction:</b> Non-chronological reports