



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>Retrieve and record information and identify key details from fiction and non-fiction texts.</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> <p>Make comparisons within and across texts.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>			

Grammar Skills Progression

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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 specify, e.g. the blue butterfly.</p> <p>Use the present and past tenses</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 appropriately when discussing their writing and reading.</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>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p>	

		<p>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>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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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	Blurb and book review Retelling and innovating well-known stories Non-fiction and information writing	Non-Chronological Reports Narratives from other cultures Performance Poetry	Setting and character descriptions NF	Non-Chronological Reports Narrative – setting and character descriptions	Formal letters Setting descriptions Plot summaries Short stories

Writing Genre Coverage: Autumn 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing initial and end sounds	Invitations Shopping lists Poetry Story writing using Talk For Writing	Recount Fact writing Information Texts Information Leaflet Poetry	Narrative - story with a historical setting & character description Recounts Poetry	Myths Explanation texts	Narrative – science fiction Biographies Poetry	Biographies Ghost stories

Writing Genre Coverage: Spring 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to write sentences	Describing foods Poetry Writing instructions – making a sandwich Story writing using Talk For Writing	Retelling and innovating stories Diary Writing Lists Letters Persuasive Writing Instructions	Diary Entry Narrative - Story Writing Instructions	Diary entries Letters Poetry	Explanation texts Narrative – myths / story writing Biography Poetry	Adventure stories Explanation Texts / Non-Chronological Reports Biographies

Writing Genre Coverage: Spring 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing sentences with CVC words accurately	Non-Chronological reports Fact-files Descriptive writing Recording information Story writing using Talk For Writing	Diary writing Recount Non – Chronological Report	Play Scripts Fantasy Stories	Instructions Biography Fiction	Diary entries Narrative – description and atmosphere	Setting descriptions Suspense stories Non-fiction reports

Writing Genre Coverage: Summer 1

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing sentences with CVCC CCVC words	Story writing using Talk for Writing	Retelling and innovating Story Language Instructions Newspaper "wanted" report	Newspaper Reports Letters	Setting description Play scripts NF	Newspaper Reports Speech	Character descriptions Stories written from a differing viewpoint Newspaper articles

Writing Genre Coverage: Summer 2

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing consecutive sentences	Poetry Story Writing using Talk For Writing Postcards	Instructions Recount Innovating a stories – description and dialogue Poetry	Information Leaflet Persuasive Writing Adverts Persuasive Posters Poetry Adventure Stories	NF and Fiction genres??	Play Scripts Poetry – Sonnets	Witness statements Diary entries Persuasive letters Balanced argument