

Curriculum map

Reading – comprehension	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read books that are structured in different ways and read for a range of purposes.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use dictionaries to check the meaning of words that they have read.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	✓		✓		✓	✓	✓						✓	✓	
Identify themes and conventions in a wide range of books.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		✓	✓									✓			
Discuss words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognise some different forms of poetry.		✓	✓									✓			
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to improve their understanding of a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Reading – comprehension [continued]	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predict what might happen from details stated and implied.	✓														
Identify main ideas drawn from more than one paragraph and summarising these.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify how language, structure and presentation contribute to meaning.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retrieve and record information from non-fiction.				✓				✓	✓	✓	✓	✓	✓	✓	✓
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Writing – transcription Spelling	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
	✓			✓	✓		✓				✓	✓	✓	✓	✓
Use further prefixes and suffixes and understand how to add them (English Appendix 1).															
Spell further homophones.															
Spell words that are often misspelt (English Appendix 1).	✓														
Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.															
Use the first two or three letters of a word to check its spelling in a dictionary.															
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.															

Curriculum map

Writing – composition	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss and record ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Organise paragraphs around a theme.	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
In narratives, create settings, characters and plot.	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
In non-narrative material, use simple organisational devices.		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assess the effectiveness of their own and others' writing and suggesting improvements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

<p>Writing – vocabulary, grammar and punctuation</p>	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the present perfect form of verbs in contrast to the past tense.	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use conjunctions, adverbs and prepositions to express time and cause.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use fronted adverbials.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn the grammar for years 3 and 4 in English Appendix 2.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use commas after fronted adverbials.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indicate possession by using the possessive apostrophe with plural nouns.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use and punctuate direct speech.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

English Appendix 1
Spelling

<p>English Appendix 1 Spelling</p>	Sequence 1 Fiction: Story structures	✓																				
	Sequence 2 Poetry: Close descriptions		✓						✓													
	Sequence 3 Poetry: Storytelling through rhyme			✓																		
	Sequence 4 Non-fiction: Reporting the news				✓																	
	Sequence 5 Fiction: Telling folktales							✓	✓													
	Sequence 6 Fiction: Introducing fables									✓	✓											
	Sequence 7 Fiction: Mythical creatures					✓														✓		
	Sequence 8 Non-fiction: Informal letters																					
	Sequence 9 Non-fiction: Exploring information texts																✓					
	Sequence 10 Non-fiction: Writing instructions																				✓	
	Sequence 11 Non-fiction: Adverts and leaflets						✓															
	Sequence 12 Poetry: Rhyming couplets							✓														
	Sequence 13 Fiction: Story settings																					✓
	Sequence 14 Fiction: Continuing a story						✓															
	Sequence 15 Non-fiction: Writing an information text																					



English Appendix 1 Spelling [continued]	Sequence 1 Fiction: Story structures	Sequence 2 Poetry: Close descriptions	Sequence 3 Poetry: Storytelling through rhyme	Sequence 4 Non-fiction: Reporting the news	Sequence 5 Fiction: Telling folktales	Sequence 6 Fiction: Introducing fables	Sequence 7 Fiction: Mythical creatures	Sequence 8 Non-fiction: Informal letters	Sequence 9 Non-fiction: Exploring information texts	Sequence 10 Non-fiction: Writing instructions	Sequence 11 Non-fiction: Adverts and leaflets	Sequence 12 Poetry: Rhyming couplets	Sequence 13 Fiction: Story settings	Sequence 14 Fiction: Continuing a story	Sequence 15 Non-fiction: Writing an information text
Use words with the /k/ sound spelt ch (Greek in origin).			✓												✓
Use words with the // sound spelt ch (mostly French in origin).				✓				✓							
Use words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin).								✓							
Use words with the /s/ sound spelt sc (Latin in origin).															✓
Use words with the /e/ sound spelt ei, eigh, or ey.															✓
Use the possessive apostrophe with plural words.															✓
Use homophones and near-homophones.															✓

<p>English Appendix 2 Vocabulary, grammar and punctuation</p>	<p>Sequence 1 Fiction: Story structures</p>	<p>Sequence 2 Poetry: Close descriptions</p>	<p>Sequence 3 Poetry: Storytelling through rhyme</p>	<p>Sequence 4 Non-fiction: Reporting the news</p>	<p>Sequence 5 Fiction: Telling folktales</p>	<p>Sequence 6 Fiction: Introducing fables</p>	<p>Sequence 7 Fiction: Mythical creatures</p>	<p>Sequence 8 Non-fiction: Informal letters</p>	<p>Sequence 9 Non-fiction: Exploring information texts</p>	<p>Sequence 10 Non-fiction: Writing instructions</p>	<p>Sequence 11 Non-fiction: Adverts and leaflets</p>	<p>Sequence 12 Poetry: Rhyming couplets</p>	<p>Sequence 13 Fiction: Story settings</p>	<p>Sequence 14 Fiction: Continuing a story</p>	<p>Sequence 15 Non-fiction: Writing an information text</p>	
<p>Form nouns using a range of prefixes.</p>		✓					✓				✓					
<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel.</p>			✓					✓								
<p>Use word families based on common words, showing how words are related in form and meaning.</p>		✓	✓													
<p>Express time, place and cause using conjunctions, adverbs, or prepositions.</p>		✓	✓													
<p>Be introduced to paragraphs as a way to group related material.</p>																
<p>Use headings and sub-headings to aid presentation.</p>																
<p>Use the present perfect form of verbs instead of the simple past.</p>																
<p>Be introduced to inverted commas to punctuate direct speech.</p>																