

Curriculum map

Reading – comprehension	Sequence 1 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms
Listen to and discuss 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 retell 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 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms
	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.				✓		✓	✓	✓	✓					✓	✓
Predict what might happen from details stated and implied.						✓	✓	✓	✓	✓				✓	✓
Identify main ideas drawn from more than one paragraph and summarise these.	✓			✓		✓	✓	✓	✓	✓	✓			✓	✓
Identify how language, structure and presentation contribute to meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Retrieve and record information from non-fiction.	✓			✓	✓	✓	✓	✓						✓	✓
Participate in discussion both about books that are read to them and about those they can read for themselves, taking turns and listening to what others say.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Writing – transcription Spelling		Sequence 1 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms		
<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelled (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Writing – composition	Sequence 1 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms
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 suggest improvements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proofread 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

Writing – vocabulary, grammar and punctuation	Sequence 1: Website adverts	Sequence 2: Descriptive poetry	Sequence 3: Poetry: Animal poetry	Sequence 4: Non-fiction: Newspaper articles	Sequence 5: Non-fiction: Diary entries	Sequence 6: Fiction: Fables	Sequence 7: Fiction: Traditional tales	Sequence 8: Fiction: A classic story	Sequence 9: Fiction: Tales of adventure	Sequence 10: Fiction: Exploring playscripts	Sequence 11: Non-fiction: Writing autobiography	Sequence 12: Poetry: Personal reactions	Sequence 13: Fiction/poetry: Metaphors and similes	Sequence 14: Non-fiction: Fact files	Sequence 15: Non-fiction/poetry: Comparing forms
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

Add suffixes beginning with vowel letters to words of more than one syllable.	Sequence 1 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms
Use the /j/ sound spelled y in places other than at the end of words.															
Use words with the /n/ sound spelled ou.															
Use more prefixes.															
Use words with the suffix -ation.															
Use words with the suffix -ly.															
Use words with endings that sound like /ʒə/ or /tʃə/.															
Use words with endings that sound like /ʒən/.															
Use words with the suffix -ous.															
Use words with endings that sound like /ʃən/, spelled -tion, -sion, -ssion, -cian.															
Use words with the /k/ sound spelled ch (Greek in origin).															
Use words with the // sound spelled ch (mostly French in origin).															
Use words ending with the /g/ sound spelled -gue and the /k/ sound spelled -que (French in origin).															

Curriculum map

English Appendix 1 Spelling [continued]					
Sequence 1	Non-fiction: Website adverts				
Sequence 2	Poetry: Descriptive poetry				✓
Sequence 3	Poetry: Animal poetry				✓
Sequence 4	Non-fiction: Newspaper articles	✓		✓	
Sequence 5	Non-fiction: Diary entries				
Sequence 6	Fiction: Fables			✓	
Sequence 7	Fiction: Traditional tales				
Sequence 8	Fiction: A classic story				
Sequence 9	Fiction: Tales of adventure				
Sequence 10	Fiction: Exploring playscripts				
Sequence 11	Non-fiction: Writing autobiography				
Sequence 12	Poetry: Personal reactions		✓		✓
Sequence 13	Fiction/poetry: Metaphors and similes			✓	
Sequence 14	Non-fiction: Fact files				
Sequence 15	Non-fiction/poetry: Comparing forms				
		Use words with the /s/ sound spelled sc (Latin in origin).			
		Use words with the /ei/ sound spelled ei, eigh, or ey.			
		Use the possessive apostrophe with plural words.			
		Use homophones and near-homophones.			

English Appendix 2 Vocabulary, grammar and punctuation		Sequence 1 Non-fiction: Website adverts	Sequence 2 Poetry: Descriptive poetry	Sequence 3 Poetry: Animal poetry	Sequence 4 Non-fiction: Newspaper articles	Sequence 5 Non-fiction: Diary entries	Sequence 6 Fiction: Fables	Sequence 7 Fiction: Traditional tales	Sequence 8 Fiction: A classic story	Sequence 9 Fiction: Tales of adventure	Sequence 10 Fiction: Exploring playscripts	Sequence 11 Non-fiction: Writing autobiography	Sequence 12 Poetry: Personal reactions	Sequence 13 Fiction/poetry: Metaphors and similes	Sequence 14 Non-fiction: Fact files	Sequence 15 Non-fiction/poetry: Comparing forms
Understand the grammatical difference between plural and possessive -s.					✓		✓		✓		✓		✓		✓	✓
Use Standard English forms for verb inflections instead of local spoken forms.								✓		✓			✓		✓	✓
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.			✓				✓					✓	✓			✓
Use fronted adverbials.			✓									✓				✓
Use paragraphs to organise ideas around a theme.												✓				✓
Use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		✓		✓						✓			✓			✓
Use inverted commas and other punctuation to indicate direct speech.								✓	✓	✓						
Use apostrophes to mark plural possession.									✓		✓					
Use commas after fronted adverbials.																