

Curriculum map

Reading – comprehension	Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
Continue to read and discuss an increasingly 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.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	✓	✓				✓	✓				✓	✓	✓	✓	✓
Recommend books that they have read to their peers, giving reasons for their choices.															
Identify and discuss themes and conventions in and across a wide range of writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make comparisons within and across books.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn a wider range of poetry by heart.					✓	✓	✓			✓					
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.				✓	✓	✓			✓				✓		
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to improve their understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Reading – comprehension [continued]	Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify how language, structure and presentation contribute to meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish between statements of fact and opinion.			✓	✓				✓	✓					✓	✓
Retrieve, record and present information from non-fiction.			✓	✓				✓	✓					✓	✓
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Provide reasoned justifications for their views.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Curriculum map

Writing – transcription	Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
	✓	✓	✓	✓	✓					✓				✓	✓
Use further prefixes and suffixes and understand the guidance for adding them.				✓						✓				✓	
Spell some words with 'silent' letters.					✓		✓								
Continue to distinguish between homophones and other words which are often confused.					✓		✓				✓			✓	
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use dictionaries to check the spelling and meaning of words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a thesaurus.	✓														

Writing – composition	Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Note and develop initial ideas, drawing on reading and research where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Précis longer passages.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a wide range of devices to build cohesion within and across paragraphs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use further organisational and presentational devices to structure text and to guide the reader.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assess the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure the consistent and correct use of tense throughout a piece of writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Writing – vocabulary, grammar and punctuation	Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	✓	✓	✓	✓	✓			✓	✓		✓		✓		
Use passive verbs to affect the presentation of information in a sentence.											✓		✓		✓
Use the perfect form of verbs to mark relationships of time and cause.						✓						✓			
Use expanded noun phrases to convey complicated information concisely.										✓					
Use modal verbs or adverbs to indicate degrees of possibility.		✓		✓	✓								✓		
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	✓	✓					✓					✓			
Learn the grammar for years 5 and 6 in English Appendix 2.	✓	✓		✓	✓						✓	✓	✓	✓	✓
Use commas to clarify meaning or avoid ambiguity in writing.															
Use hyphens to avoid ambiguity.						✓			✓						
Use brackets, dashes or commas to indicate parenthesis.								✓				✓			
Use semi-colons, colons or dashes to mark boundaries between independent clauses.	✓		✓								✓	✓			
Use a colon to introduce a list.										✓					✓
Punctuate bullet points consistently.															
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



English Appendix 1: Spelling		Sequence 1 Fiction: Creating tensions	Sequence 2 Fiction: Traditional stories	Sequence 3 Non-fiction: Persuasive writing	Sequence 4 Non-fiction: Email conventions	Sequence 5 Poetry: Free verse	Sequence 6 Poetry: Descriptive techniques	Sequence 7 Poetry: Narrative techniques	Sequence 8 Non-fiction: Journalism	Sequence 9 Non-fiction: Reports	Sequence 10 Poetry: Contrasting perspectives	Sequence 11 Fiction: Creating atmosphere	Sequence 12 Fiction: Plotting problems	Sequence 13 Fiction: Alternative perspectives	Sequence 14 Fiction: Comparing forms	Sequence 15 Non-fiction: Biographies
Use words with endings which sound like /ʃəs/ spelt -cious or -tious.																
Use words with endings which sound like /ʃəl/.																
Use words ending in -ant, -ance / -ancy, -ent, -ence / -ency.																
Use words ending in -able and -ible.																
Use words ending in -ably and -ibly.																
Add suffixes beginning with vowel letters to words ending in -fer.																
Use the hyphen [to join a prefix to a root word].																
Use words with the /i:/ sound spelt ei after c.																
Use words containing the letter-string ough.																
Use words with 'silent' letters.																
Use homophones and other words that are often confused.																

<p>English Appendix 2: Vocabulary, grammar and punctuation</p>	<p>Sequence 1 Fiction: Creating tensions</p>	<p>Sequence 2 Fiction: Traditional stories</p>	<p>Sequence 3 Non-fiction: Persuasive writing</p>	<p>Sequence 4 Non-fiction: Email conventions</p>	<p>Sequence 5 Poetry: Free verse</p>	<p>Sequence 6 Poetry: Descriptive techniques</p>	<p>Sequence 7 Poetry: Narrative techniques</p>	<p>Sequence 8 Non-fiction: Journalism</p>	<p>Sequence 9 Non-fiction: Reports</p>	<p>Sequence 10 Poetry: Contrasting perspectives</p>	<p>Sequence 11 Fiction: Creating atmosphere</p>	<p>Sequence 12 Fiction: Plotting problems</p>	<p>Sequence 13 Fiction: Alternative perspectives</p>	<p>Sequence 14 Fiction: Comparing forms</p>	<p>Sequence 15 Non-fiction: Biographies</p>
<p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p>		✓	✓	✓	✓			✓	✓						
<p>Understand how words are related by meaning as synonyms and antonyms.</p>		✓	✓		✓			✓	✓				✓		✓
<p>Use the passive to affect the presentation of information in a sentence.</p>		✓		✓											
<p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>		✓		✓											
<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</p>									✓						
<p>Use layout devices.</p>								✓							
<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses.</p>	✓										✓	✓			
<p>Use the colon to introduce a list and use semi-colons within lists.</p>										✓					
<p>Punctuate bullet points to list information.</p>															
<p>Understand how hyphens can be used to avoid ambiguity.</p>															