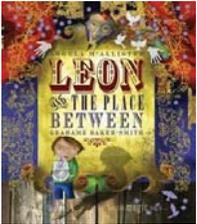
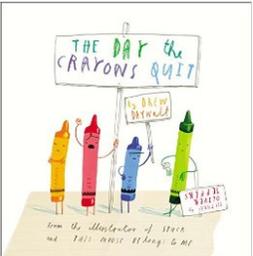
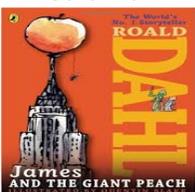
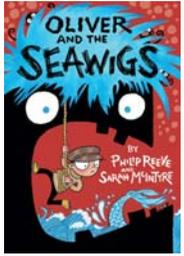




# ENGLISH MAP



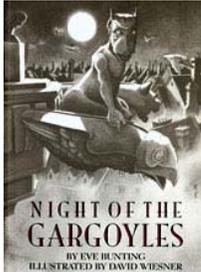
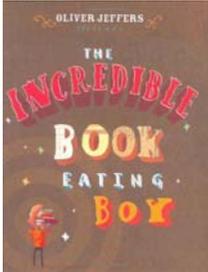
## KS2 Grammar Mapped Out Year 3

Word	Sentence	Text	Punctuation	Terminology	
National Curriculum					
Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>	Introduction to inverted commas to punctuate direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	
Termly Coverage					
<p>Term 1</p> <p>Leon and the Place Between</p> <p>Graeme Baker-Smith</p> 	<p>Term 2</p> <p>Tuesday</p> 	<p>Term 3</p> <p>The Day the Crayons Quit</p> 	<p>Term 4</p> <p>James and the Giant Peach</p> <p>Roald Dahl</p> 	<p>Term 5</p> <p>The Island of Adventure</p> <p>Enid Blyton</p> 	<p>Term 6</p> <p>Oliver and the Seawigs</p> <p>Philip Reeve</p> 



# ENGLISH MAP



	<p>The Night of the Gargoyles David Wiesner</p> 	<p>The Incredible Book Eating Boy Oliver Jeffers</p> 			
Fantasy: magical devices	Fantasy: magical devices and the supernatural	Narrative: persuasion, points of view.	Narrative: Good overcoming bad	Narrative: adventure mystery	Narrative: adventure
<p>Word level: Word classes. Capitalisation of proper nouns. Alphabetical order.</p> <p>Writing Outcome: List poem Narrative</p>	<p>Word level: Plurals. Adjectives.</p> <p>Writing Outcome: Setting Narrative</p>	<p>Word level: Nouns and pronouns. Collective nouns. Word families based on common nouns.</p> <p>Writing Outcome: Persuasive letter</p>	<p>Word level: Word families based on common nouns. Homophones. Adverbs and prepositions</p> <p>Writing Outcome: Narrative Play-script Diary entry</p>	<p>Word level: Superlative and comparative adjectives</p> <p>Writing Outcome: Narrative Diary entry over time</p>	<p>Word level: Homophones. Synonyms.</p> <p>Writing Outcome: Narrative</p>
<p>Sentence level: Simple and compound sentences using conjunctions. Identify object, verb and subject in a sentence. Developing action verbs. Tenses using –ed. Nouns expanded by simple adjectives.</p>	<p>Sentence level: Use of conjunctions to create compound sentences. Experiment with adjectives to add impact. Using correct verbs to show relationship of time and cause. Adverbial phrases – time,</p>	<p>Sentence level: Adverbial phrases – time, place and manner. Use conjunctions <i>when, so, before, after, while, during, because of</i>. Commas in a list. Using nouns and avoiding repetition through use of pronouns.</p>	<p>Sentence level: Irregular past tense Sentences begin to include more than one clause using conjunctions <i>if, when, because and although</i> Adverbs and prepositions – <i>in, of, at, with, by, between etc</i> Punctuate direct speech</p>	<p>Sentence level: Use of commas after the fronted adverbial phrase. Determiners. Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person. Use perfect form of verb to mark relationship of time and cause.</p>	<p>Sentence level: Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person. Use perfect form of verb to mark relationship of time and cause. Use the perfect form of the verb in contrast to the past tense. Use of commas to separate</p>



# ENGLISH MAP



Use adverbs <i>then, next, soon.</i>	place and manner. Plurals.	Use of determiner <i>a</i> and <i>an</i> . Introduction into punctuating direct speech.	Use nouns and pronouns for clarity and cohesion		subordinate clauses and embedded clauses.
<p><b>Text level:</b> Plan their writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar.</p> <p>Encapsulating what they want to say, sentence by sentence. Re-reading to check that their writing makes sense.</p> <p>Verbs are used correctly and consistently in <b>present and past tense</b>.</p> <p>Assess the effectiveness of their own and others' writing.</p>	<p><b>Text level:</b> Plan their writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Verbs are used correctly and consistently in <b>present and past tense</b>.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use <b>subordination</b> in relation to time and reason.</p> <p>Assess the effectiveness of their own and others' writing.</p>	<p><b>Text level:</b> Plan their writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by composing and rehearsing sentences orally, including dialogue.</p> <p>Verbs to indicate time are used correctly and consistently, including continuous form of <b>verbs in present and past tense</b>. E.g. she is drumming, he was shouting.</p> <p>Use <b>subordination</b> in relation to time and reason.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Exploring different presentation of text.</p>	<p><b>Text level:</b> Identify themes in a wide range of books.</p> <p>Ask questions to improve their understanding of a text</p> <p>Create settings, characters and plot.</p> <p>Draft and write by composing and rehearsing sentences orally, including dialogue, progressively building a rich and varied vocabulary and an increasing range of sentence structures.</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements to grammar and vocabulary to improve consistency.</p> <p>Group ideas into paragraphs around a theme.</p>	<p><b>Text level:</b> Identify themes in a wide range of books.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Create settings, characters and plot.</p> <p>Draft and write by composing and rehearsing sentences orally, including dialogue, progressively building a rich and varied vocabulary and an increasing range of sentence structures.</p> <p>Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use <b>paragraphs</b> to organise writing. Leave a line between <b>paragraphs</b>.</p>	<p><b>Text level:</b> Identify themes in a wide range of books.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Create settings, characters and plot.</p> <p>Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Use <b>paragraphs</b> to organise writing. Leave a line between <b>paragraphs</b>.</p>



# ENGLISH MAP



		Write under headings and sub-headings.			
<p><b>Punctuation:</b> Accurately use full stops, capital letters question and exclamation marks.</p>	<p><b>Punctuation:</b> Accurately use full stops, capital letters question and exclamation marks. Use of apostrophe to indicate omission.</p>	<p><b>Punctuation:</b> Use of commas to separate items in a list Use of inverted commas to punctuate direct speech Use of apostrophe to indicate omission or possession in singular nouns.</p>	<p><b>Punctuation:</b> Use of inverted commas to punctuate direct speech. Use of apostrophe to indicate possession in plural nouns.</p>	<p><b>Punctuation:</b> Use of comma after fronted adverbial phrase. End punctuation within inverted commas: e.g. <i>The conductor shouted, "Sit down!"</i></p>	<p><b>Punctuation:</b> Use of commas to separate sub-ordinate and embedded clauses in a sentence.</p>
<p><b>Terminology:</b> Verb, tense, proper noun, conjunction, adverb, compound sentence, full stop, capital letter, question mark, exclamation mark, consonant, vowel, adjective, noun phrase.</p>	<p><b>Terminology:</b> Verb, tense, proper noun, conjunction, adverb, compound sentence, full stop, capital letter, question mark, exclamation mark, consonant, vowel, adjective, noun phrase, adverbial phrase, apostrophe, contraction.</p>	<p><b>Terminology:</b> Verb, tense, proper noun, conjunction, adverb, compound sentence, full stop, capital letter, question mark, exclamation mark, consonant, vowel, adjective, noun phrase, adverbial phrase, apostrophe, contraction, omission, possessive apostrophe, inverted comma, speech marks, direct speech, determiner.</p>	<p><b>Terminology:</b> Verb, tense, comma, proper noun, collective noun, conjunction, adverb, preposition, compound sentence, full stop, capital letter, question mark, exclamation mark, comma, inverted comma, speech marks, direct speech, determiner, word family, prefix, suffix, homophone, synonym, consonant, vowel, clause, sub-ordinate clause, paragraph</p>	<p><b>Terminology:</b> Verb, tense, comma, proper noun, collective noun, conjunction, adverb, preposition, compound sentence, full stop, capital letter, question mark, exclamation mark, comma, inverted comma, speech marks, direct speech, determiner, word family, prefix, suffix, homophone, synonym, consonant, vowel, clause, sub-ordinate clause, paragraph</p>	<p><b>Terminology:</b> Verb, tense, comma, comma, word family, prefix, suffix, homophone, synonym, clause, sub-ordinate clause, embedded clause, paragraph</p>
<p><b>Handwriting:</b> Consolidation of all joining patterns from year 2. Clear ascenders and descenders. Write in pen.</p>	<p><b>Handwriting:</b> Use diagonal and horizontal joins to join letters. Understand which letters when adjacent are best left unjoined – capital, initial letters.</p>	<p><b>Handwriting:</b> Legible joined handwriting. Understand which letters when adjacent are best left unjoined.</p>	<p><b>Handwriting:</b> Increase consistency, legibility and quality of handwriting.</p>	<p><b>Handwriting:</b> Increase consistency, legibility and quality of handwriting – downstrokes are parallel and equidistant.</p>	<p><b>Handwriting:</b> Increase consistency, legibility and quality of handwriting – spacing between lines is such that ascenders and descenders don't touch.</p>



# ENGLISH MAP



Spelling:	Spelling:	Spelling:	Spelling:	Spelling:	Spelling:
<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them	<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them	<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them	<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them	<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them	<b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them
Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	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.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## KS2 Grammar Mapped Out Year 4

Word	Sentence	Text	Punctuation	Terminology
National Curriculum				
The grammatical difference between	Noun phrases expanded by the addition of modifying adjectives,	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate direct speech	determiner

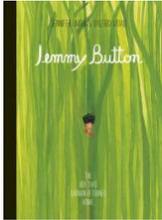
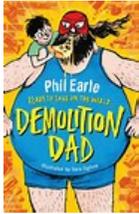
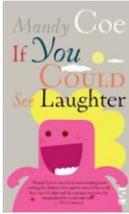
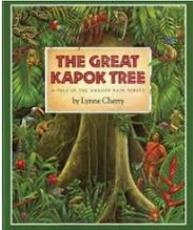
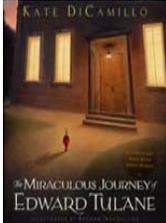
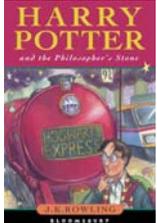


# ENGLISH MAP



<p><b>plural and possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>[for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b></p>	<p>pronoun, possessive pronoun adverbial</p>
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## Termly Coverage

<p>Text: Jeremy Button Jennifer Uman</p> 	<p>Text: Demolition Dad Phil Earle</p> 	<p>Text: If You Could See Laughter Mandy Coe</p> 	<p>Text: The Great Kapok Tree Lynne Cherry</p> 	<p>Text: The Miraculous Journey of Edward Tulane Kate Di Camillo</p> 	<p>Text: Harry Potter &amp; The Philosopher's Stone J.K Rowling</p> 
<p>Adventure: moving to a new place/settling in/transition.</p>	<p>Contemporary Fiction: families</p>	<p>Collection of Poetry – Sensory &amp; themes of family</p>	<p>Non-Fiction: habitats/rainforests/themes of preservation and environmental care</p>	<p>Contemporary Fiction: hero's journey</p>	<p>Fantasy – Contemporary Fiction</p>
<p>Writing Outcome: Diary Entry Short Story</p>	<p>Writing Outcome: Character Description Recount (1<sup>st</sup> person) Newspaper Article</p>	<p>Writing Outcome Short Story (See Poem: Sensing Mother) Descriptive Writing</p>	<p>Writing Outcome: Explanation Argument - persuasion</p>	<p>Writing Outcome: Biography of Edward Tulane</p>	<p>Writing Outcome: Report – Hogwarts School (prospectus)</p>
<p>Sentence level: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.  Expanded noun phrases created for precision and</p>	<p>Sentence level: Use of inverted commas and other punctuation to indicate direct speech.  Expanded noun phrases created for precision and effect: humour.</p>	<p>Sentence level: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Sentence level: Wider range of subordinating conjunctions used at the beginning and within sentences.  Grammatical difference between plural and possessive</p>	<p>Sentence level: Wider range of subordinating conjunctions used at the beginning and within sentences.  Fronted adverbials</p>	<p>Sentence level: Standard English forms for verb inflections  Beginning to use present perfect form</p>



# ENGLISH MAP



effect: atmosphere or suspense.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		s Apostrophes to mark singular and plural possession		
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<p><b>Text level:</b> Identify themes in a wide range of books.</p> <p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>In narratives, create settings and plot.</p> <p>Compose and rehearse sentences orally.</p>	<p><b>Text level:</b> Identify themes in a wide range of books</p> <p>Draw inferences, justifying inferences with evidence.</p> <p>Participate in discussion about books</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>In narratives, create characters and plot.</p>	<p><b>Text level:</b> Preparing poems to read aloud and to perform</p> <p>Recognising some different forms of poetry</p> <p>Discuss words or phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Compose and rehearse sentences orally.</p>	<p><b>Text level:</b> Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction</p> <p>Plan their writing by discussing and recording ideas &amp; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Organise paragraphs around a theme</p>	<p><b>Text level:</b> Discuss words or phrases that capture the reader's interest and imagination</p> <p>Identify themes in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Compose and rehearse sentences orally.</p>	<p><b>Text level:</b> Discuss words or phrases that capture the reader's interest and imagination</p> <p>Identify themes in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Compose and rehearse sentences orally.</p>
<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p> <p>Inverted commas punctuated</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p> <p>Commas placed after fronted</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately.</p>



# ENGLISH MAP



	with increasing accuracy. In-dialogue punctuation correct.		Possessive apostrophes used with both regular and irregular plurals.	adverbials.  Wider range of complex sentences with varied sentence structures, including use of adverbial phrases, conjunctions and fronted adverbials.	
Terminology: determiner pronoun, adverbial	Terminology: determiner pronoun, adverbial	Terminology: determiner pronoun, adverbial	Terminology: determiner pronoun, adverbial Possessive pronoun Apostrophe	Terminology: determiner pronoun, adverbial	Terminology: determiner pronoun, adverbial
<b>Handwriting:</b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to on another, are best left unjoined: <b>Nelson Handwriting Scheme</b>	<b>Handwriting:</b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to on another, are best left unjoined: <b>Nelson Handwriting Scheme</b>	<b>Handwriting:</b> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to on another, are best left unjoined: <b>Nelson Handwriting Scheme</b>	<b>Handwriting:</b> Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letter are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch: <b>Nelson Handwriting Scheme</b>	<b>Handwriting:</b> Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letter are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch: <b>Nelson Handwriting Scheme</b>	<b>Handwriting:</b> Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letter are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch: <b>Nelson Handwriting Scheme</b>
<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them  Use the first two or three letters of a word to check	<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Spell further homophones  Use the first two or three letters of a word to check its spelling in a dictionary	<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them  Use the first two or three letters of a word to check	<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Spell further homophones  Use the first two or three letters of a word to check its spelling in a dictionary	<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand how to add them  Use the first two or three	<b>Spelling:</b> <b>Nelson Spelling Scheme</b> Spell words that are often misspelt  Use the first two or three letters of a word to check its spelling in a dictionary



# ENGLISH MAP



<p>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>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>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>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>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>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Review</p>
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## KS2 Grammar Mapped Out Year 5

Word	Sentence	Text	Punctuation	Terminology
National Curriculum				
Converting nouns or adjectives into	Relative clauses beginning with who,	Devices to build cohesion within a	Brackets, dashes, or commas to	Modal verb, relative pronoun,

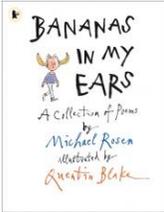
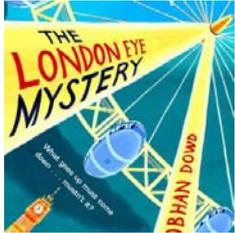


# ENGLISH MAP



verbs using suffixes (for example – ate, -ise, -ify). Verb prefixes (for example dis-, de-, mis-, over- and re-)	which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must).	paragraph (for example, then, after that, this firstly). Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before).	indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
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## Termly Coverage

Text: The Iron Man Ted Hughes	Text: How To Train A Dragon Cressida Cowell	Text: Bananas In My Ears Michael Rosen	Text: Coraline Neil Gaiman	Text: Shackleton's Journey William Grill	Text: The London Eye Mystery Siobhan O'Dowd
					
Fiction Writing by a significant author: fiction	Contemporary Fiction – link to topic work	Poetry	Contemporary Fiction – Fantasy/Another world/Families/Hero's journey	Non-Fiction – Geography/History	Contemporary Fiction – stories about issues
Writing Outcome: Newspaper Article Recount	Writing Outcome: Narrative – short story Report (encyclopedia entry – dragon)	Writing Outcome Nonsense poetry Poet biography – Michael Rosen	Writing Outcome: Descriptive writing Persuasive writing Diary entry	Writing Outcome: Recount Explanation	Writing Outcome: Letter Character Description Short Story
Sentence level: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun  Direct/reported speech	Sentence level: Indicating degrees of possibility using modal verbs	Sentence level: Linking ideas across a paragraphs using: -adverbials of time -place - number	Sentence level: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun  Expanded noun phrases convey precise and detailed information precisely.	Sentence level: Linking ideas across a paragraphs using: verb tenses.  Using the perfect form of verbs to affect the presentation of information in a sentence;	Sentence level: Indicating degrees of possibility using adverbs or modal verbs  Range of sentence types, lengths and structures – review.



# ENGLISH MAP



				Common group nouns taking singular verb from.	
<p>Text level: Identify themes in and across a range of writing</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences and justify inferences</p> <p>Predict what might happen from details stated and implied.</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>	<p>Text level: Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Draw inferences and justify inferences</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between fact and opinion</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>	<p>Text level: Learn a wide range of poetry by heart. Prepare poems to read aloud and to perform, showing understanding and exploring the meaning of words in context</p> <p>Draw inferences and justify inferences</p> <p>Identify themes in and across a range of writing</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>	<p>Text level: Identify themes in and across a range of writing</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inferences and justify inferences</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>	<p>Text level: Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Summarise the main idea drawn from more than one paragraph, identifying key details that support the main idea</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>	<p>Text level: Identify themes in and across a range of writing</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inferences and justify inferences</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Assess the effectiveness of their own and others' writing, proposing changes to enhance effects and clarify meaning</p>



# ENGLISH MAP



<p><b>Punctuation:</b> Review: Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation:</b> Full stops, capital letters, questions marks and exclamation marks used accurately. Possessive apostrophes &amp; inverted commas</p> <p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>
<p><b>Terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><b>Terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><b>Terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><b>Terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><b>Terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><b>Terminology:</b> . Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>
<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>



# ENGLISH MAP

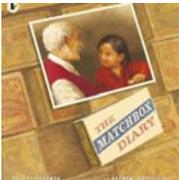
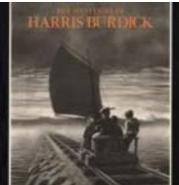
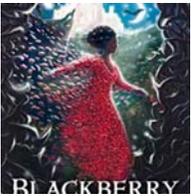
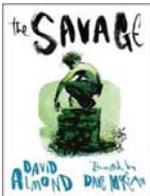


<p>Spelling: <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Spell some words with silent letters</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Continue to distinguish between homophones and other words which are often confused</p> <p>Converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify). Verb prefixes (for example dis-, de-, mis-, over- and re-)</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Spell some words with silent letters</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Continue to distinguish between homophones and other words which are often confused</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>
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# ENGLISH MAP



Word	Sentence	Text	Punctuation	Terminology	
<b>National Curriculum</b>					
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter).</p> <p>How words are related by meaning as synonyms and antonyms (eg big, large, little)</p>	<p>Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse, versus The window was broken in the greenhouse [by me]</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i>, or <i>Were they to come</i>, in some very formal writing and speech).</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.</p> <p>Layout devices, for example, headings, subheadings, columns, bullets, or tables, to structure text.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining: I'm fed up</i>).</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (for example, man eating shark, versus man-eating shark, or recover, versus re-cover).</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	
<b>Termly Coverage</b>					
<p>Text: Matchbox Diary Harris Burdick</p>  	<p>Text: Holes Louis Sacher</p> 	<p>Text: Blackberry Blue Jamila Gavin</p> 	<p>Text: The Dreamfighter Ted Hughes</p> 	<p>Text: The Savage David Almond</p> 	<p>Shakespeare Performance Project – Merchant of Venice</p> 



# ENGLISH MAP



Picture Books/Historical Fiction: Diary Entry Narrative – Short Story	Contemporary Fiction:	Short Stories: retelling of traditional tales	Short Stories: Creation Tales From Around The World	Contemporary Fiction – story about issues	Classic text – Shakespeare
Writing Outcome: Diary Entry Narrative – Short Story	Writing Outcome: Newspaper Article Letters	Writing Outcome: Descriptive Writing Report	Writing Outcome: Recount Descriptive Writing	Writing Outcome: Diary Entry Argument	Writing Outcome: Debate Newspaper Article
<p>Sentence level: Review of learning so far: word classes/sentence types/punctuation (See year 5)</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>Sentence level: Use of the passive to affect the presentation of information in a sentence.</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>Ensure correct subject-verb agreement/tense. Choose the correct register.</p>	<p>Sentence level: Layout devices, for example, headings, subheadings, columns, bullets, or tables, to structure text.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing..</p> <p>Ensure correct subject-verb agreement/tense. Choose the correct register.</p>	<p>Sentence level: Revision - SATS</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms.</p> <p>Passive and modal verbs used mostly appropriately</p> <p>Wider range of clause structures used, sometimes varying position within the sentence</p>	<p>Sentence level: Revision - SATS</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Adverbs, preposition phrases &amp; expanded noun phrases add detail, qualification and precision</p> <p>Ensure correct subject-verb agreement/tense. Choose the correct register.</p>	<p>Sentence level: Use expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing, for example, the use of question tags or the use of subjunctive forms in some very formal writing and speech</p> <p>Ensure correct subject-verb agreement/tense. Choose the correct register.</p>
<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and discuss themes and conventions in and across a range of writing</p>	<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and discuss themes and conventions in and across a range of writing</p>	<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and discuss themes and conventions in and across a range of writing</p>	<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and discuss themes and conventions in and across a range of writing</p>	<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify and discuss themes and conventions in and across a range of writing</p>	<p>Text level: Draw inferences and provide reasoned justification for their views</p> <p>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</p>



# ENGLISH MAP



<p>Make comparisons within and across books</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>Consider how authors have developed characters and settings in what they have read</p>	<p>Make comparisons within and across books</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>Consider how authors have developed characters and settings in what they have read</p>	<p>Make comparisons within and across books</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>Precis longer passages</p>	<p>Make comparisons within and across books</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p>	<p>Make comparisons within and across books</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>Consider how authors have developed characters and settings in what they have read</p>	<p>Prepare plays and poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form</p>
<p><b>Punctuation:</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining: I'm fed up</i>). Use of the colon to introduce a list and use of semi-colons within lists.</p>	<p><b>Punctuation:</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining: I'm fed up</i>). Use of the colon to introduce a list and use of semi-colons within lists.</p>	<p><b>Punctuation:</b> Punctuation of bullet points to list information consistently</p> <p>How hyphens can be used to avoid ambiguity (for example, man eating shark, versus man-eating shark, or recover, versus re-cover).</p>	<p><b>Punctuation:</b> Revision – SATS</p> <p>Correct use of full stops, capital letters, question marks, exclamation marks, inverted commas, commas for clarity, punctuation for parenthesis.</p> <p>Some correct use of semi-colons, dashes, colons, hyphens and ellipsis (in writing).</p>	<p><b>Punctuation:</b> Revision – SATS</p> <p>Correct use of full stops, capital letters, question marks, exclamation marks, inverted commas, commas for clarity, punctuation for parenthesis.</p> <p>Some correct use of semi-colons, dashes, colons, hyphens and ellipsis</p>	<p><b>Punctuation:</b> Full range of punctuation to be evident in children's writing.</p>
<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p><b>Terminology:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>
<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their</p>	<p><b>Handwriting:</b> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their</p>



# ENGLISH MAP



<p>part of their personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p>personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p>personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p>personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p>personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>	<p>personal style, whether or not to join specific letters; choosing the writing implement that is best suited for a task.</p>
<p>Spelling: <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Spell some words with silent letters</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Continue to distinguish between homophones and other words which are often confused</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Spell some words with silent letters</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>	<p>Spelling: <b>Nelson Spelling Scheme</b> Continue to distinguish between homophones and other words which are often confused</p> <p>Know that the spelling of some words needs to be learned specifically (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use a thesaurus</p>