



Long-Term Curriculum Map

The national curriculum for English aims to ensure that all pupils:

1. read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Year 3

English

Autumn

Texts

- Poetry – **Performance Poetry** (Roger McGough)
- Non -Fiction - Biography
- Fiction – **Storm** (Kevin Crossley-Holland)

Grammar skills Focus

- Inverted commas for dialogue
- Set my writing out using organisational devices
- Adjectives to describe nouns
- Adjectival phrases to describe nouns
- Powerful terms
- **Ensure the purpose of the text is clear and consistent**
- **Sequence my ideas in a logical order**
- **Read my work and ensure it makes sense**
- **Capital letters**
- **Full stops**
- **Use simple sentences**
- **Use past tense**
- **Use present tense**
- **Use present perfect tense**

Spring

Texts

- Poetry - **Playing with words** (Roger McGough and Christina Rossetti)
- Non - Fiction Instructions
- Fiction – **Saint George and the Dragon** (Janice Pimm)

Grammar skills Focus

- Describe characters in narrative writing
- Describe setting in narrative writing
- Use compound sentences
- Use coordinating conjunctions
- Use subordinating conjunctions
- Use key topic words
- Adverbs to modify verbs
- **Ensure the purpose of the text is clear and consistent**
- **Sequence my ideas in a logical order**
- **Read my work and ensure it makes sense**
- **Capital letters**
- **Full stops**
- **Use simple sentences**
- **Use past tense**
- **Use present tense**

Summer

Texts

- Poetry – **Shape Poems** (Roger McGough and James Carter)
- Non – Fiction - Letters
- Fiction – **Otteline and the Yellow Cat** (Chris Riddell)

Grammar skills Focus

- Question marks
- Exclamation marks
- Commas in a list
- Apostrophes for contractions
- Preposition of place and time
- **Ensure the purpose of the text is clear and consistent**
- **Sequence my ideas in a logical order**
- **Read my work and ensure it makes sense**
- **Capital letters**
- **Full stops**
- **Use simple sentences**
- **Use past tense**
- **Use present tense**
- **Use present perfect tense**



- **Organise my ideas in to paragraphs of related ideas**
- **Form letters to a consistent size and placed on the line with ascenders and descenders placed appropriately**

Writing Opportunities

- *Write own version of a famous poem*
- *Write a story prediction*
- *Write in character*
- *Formal Letter*
- *Descriptive paragraph of a setting*
- *Descriptive writing of a character's journey*

Spelling focus

- Homophones
- 'y' in the middles of words
- -ture and -sure words
- -ation words
- -gue words
- Onomatopoeia
- Words to watch out for!

- **Use present perfect tense**
- **Organise my ideas in to paragraphs of related ideas**
- **Form letters to a consistent size and placed on the line with ascenders and descenders placed appropriately**

Writing Opportunities

- *Write a riddle poem*
- *Write a poem that asks questions*
- *Write instructions*
- *Creating mind maps*
- *Descriptive writing based on a character*
- *Write dialogue between two characters to explore their feelings.*
- *Write setting description*
- *Write own legend*

Spelling focus

- -ly words
- -tion, -sion and -ssion words
- -sure and -ture words
- Homophones
- 'ch' words from French
- Words with an 'ou' that sounds like 'u'
- -ous words
- -cian words
- 'ch' words
- auto- words
- Words to watch out for!

- **Organise my ideas in to paragraphs of related ideas**
- **Form letters to a consistent size and placed on the line with ascenders and descenders placed appropriately**

Writing Opportunities

- *Description of a place in a book*
- *Shape poems*
- *Informal letter writing*
- *Write a formal letter of complaint*
- *Emotions in character*
- *A plan to solve a crime*
- *Short action passage e.g. describing a break-in*
- *Own mystery story*

Spelling focus

- -tion endings
- Words with an 'sc' that sounds like 's'
- 'que' words
- -ous words
- Words with an 'ei' that rhymes with 'day'
- Words to watch out for!

*Grammar focuses in bold are ongoing throughout the year



Year 4

English

Autumn	Spring	Summer
<p><u>Tests</u></p> <ul style="list-style-type: none"> Non-Fiction - Information texts Fiction – Christophe’s story (Nicki Cornwell) Poetry – Spooky Sounds: Creating Images <p><u>Grammar skills Focus</u></p> <ul style="list-style-type: none"> Commas to separate clauses Commas after a fronted adverbial Use fronted adverbial Use pronouns to avoid repetition Draft a text and assess its effectiveness Use prepositional phrases to add emphasis to adverbs Use subordinating clauses to create complex sentences Ensure that the purpose of my text is clear and consistent Edit my writing to improve Use consistent cursive handwriting 	<p><u>Tests</u></p> <ul style="list-style-type: none"> Fiction – Iron Man (Ted Hughes) Non-Fiction - Recount Poetry – Exploring Poetic Language <p><u>Grammar skills Focus</u></p> <ul style="list-style-type: none"> Suggest improvements in my own and others people’s writing Apostrophes to show possession A full range of punctuation to denote dialogue Use adverbs to modify verbs Ensure that the purpose of my text is clear and consistent Edit my writing to improve Use consistent cursive handwriting 	<p><u>Tests</u></p> <ul style="list-style-type: none"> Non-Fiction - Newspaper Fiction – The Spiderwick Chronicles (Holly Black and Tony DiTerlizzi) Poetry – Exploring Poetic Form <p><u>Grammar skills Focus</u></p> <ul style="list-style-type: none"> Choose to write in first or third person for effect and use it consistently Use conjunctions to create complex sentences Link paragraphs Use conjunctions to express time or cause Ensure that the purpose of my text is clear and consistent Edit my writing to improve Use consistent cursive handwriting



Writing Opportunities

Character description

- *Diary entry – My memorable day*
- *Newspaper report – Christophe's story*
- *Diary entry - A day in the life of Christophe*
- *Fact files in an informal style*
- *To write a paragraph to infer and predict*
- *Scientific fact files*
- *Plan and write a short story*
- *Write different types of poems*

Spelling focus

- -ly words
- -ed, -ing and -en words
- `sc` words
- -tion, -sion and -cian words
- Words with an `ou` that sounds like `u`
- -ous words
- Words to watch out for!

Writing Opportunities

Write using journalistic language

- *Describe how ecosystems are affected by changes in the environment*
- *Use facts and opinions to create a piece of writing*
- *Newspaper report*
- *Describe a character's personality*
- *Create a storyboard*
- *To create a dialogue*
- *Use prepositional phrases in a piece of writing to add emphasis*
- *Diary entry – WW2*
- *Write a story based on a traditional tale*
- *Informal double page narrative writing*
- *Formal double page spread – linked to science*
- *Persuasive letter*
- *To create questions to ask a character*
- *Informative leaflet*

Spelling focus

- -action words
- -sion and -ssion words
- Words with prefixes
- `eigh` and `ey` words
- -tion and -cian words
- -ous words
- -action words
- inter- words
- im- and in- words
- `ey` words that rhyme with `day`

Writing Opportunities

Change a text from singular to plural

- *Create a piece of writing using year 4 grammar skills*
- *Plan to write*
- *Write informally using year 4 grammar skills*
- *Write a description of a familiar location*
- *Create an information page about your school*
- *Describe your year 4 journey*

Spelling focus

- -ture words
- im- words
- super- words
- Words with a `y` that sounds like the `i` in `it`
- -tion and -sion words
- Words with a `ch` that sounds like `k`
- Homophones
- Words to watch out for!



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| | <ul style="list-style-type: none">• ir- words• Words with an 'sc' that sounds like 's'• Words to watch out for! | |
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*Grammar focuses in bold are ongoing throughout the year



Year 4

English

Autumn

Tests

- Poetry – Creating Images
- Non-Fiction - Information texts
- Fiction – **Christophe’s story** (Nicki Cornwell)

Grammar skills Focus

- Commas to separate clauses
- Commas after a fronted adverbial
- Use fronted adverbial
- Use pronouns to avoid repetition
- Draft a text and assess its effectiveness
- Use prepositional phrases to add emphasis to adverbs
- Use subordinating clauses to create complex sentences
- **Ensure that the purpose of my text is clear and consistent**
- **Edit my writing to improve**
- **Use consistent cursive handwriting**

Spring

Tests

- Poetry – **Exploring Poetic Language**
- Non-Fiction – Recount
- Fiction – **Iron Man** (Ted Hughes)

Grammar skills Focus

- Suggest improvements in my own and others people’s writing
- Apostrophes to show possession
- A full range of punctuation to denote dialogue
- Use adverbs to modify verbs
- **Ensure that the purpose of my text is clear and consistent**
- **Edit my writing to improve**
- **Use consistent cursive handwriting**

Summer

Tests

- Non-Fiction - Newspaper
- Fiction – **The Spiderwick Chronicles** (Holly Black and Tony DiTerlizzi)
- Poetry – **Exploring Poetic Form – using animals and the outdoors as a stimulus.**

Grammar skills Focus

- Choose to write in first or third person for effect and use it consistently
- Use conjunctions to create complex sentences
- Link paragraphs
- Use conjunctions to express time or cause
- **Ensure that the purpose of my text is clear and consistent**
- **Edit my writing to improve**
- **Use consistent cursive handwriting**



Writing Opportunities

- *Plan and write a short story using a poem as a stimulus.*
- *Write different types of poems using figurative language and the correct grammatical features in order to create an image in poetry.*
- *Write an introductory paragraph for a non-chronological report.*
- *I can change notes into full sentences and paragraphs.*
- *I can write a non-chronological report.*
- *To write a paragraph to infer and predict how Christoph's Story unfolds*
- *Character description of Christoph.*
- *Write a letter to Christoph's Grandad about his move to England.*
- *Write a narrative about My memorable day*

Spelling focus

- -ly words
- -ed, -ing and -en words
- `sc' words
- -tion, -sion and -cian words
- Words with an `ou' that sounds like `u'
- -ous words
- Words to watch out for!

Writing Opportunities

- *To write a Kenning poem*
- *To write a class rap based on a fairy tale*
- *To write a rhyming poem based on a fairy tale.*
- *To write a descriptive setting from a diary stimulus.*
- *To write an introductory paragraph setting the tone for my diary entry.*
- *I can write the main body of my diary.*
- *To write a short dialogue with accurately punctuated speech.*
- *To write a character description of a Boggart.*
- *To write Jared's excuse.*
- *To write an extra chapter for The Spiderwick Chronicles.*

Spelling focus

- -action words
- -sion and -ssion words
- Words with prefixes
- `eigh' and `ey' words
- -tion and -cian words
- -ous words
- -action words
- inter- words
- im- and in- words
- `ey' words that rhyme with `day'
- ir- words
- Words with an `sc' that sounds like `s'
- Words to watch out for!

Writing Opportunities

- *To write a poem based on a season.*
- *To write a non-rhyming Cinquin poem*
- *I can an orientation paragraph using the 5 w's.*
- *I can write the main body of a newspaper article.*
- *To write answers to open questions.*
- *To complete a newspaper article.*
- *To plan and write through building tension.*
- *To write a diary entry through the eyes of Hogarth.*
- *To write a newspaper article based on the events from The Iron Man.*

Spelling focus

- -ture words
- im- words
- super- words
- Words with a `y' that sounds like the `i' in `it'
- -tion and -sion words
- Words with a `ch' that sounds like `k'
- Homophones
- Words to watch out for!

*Grammar focuses in bold are ongoing throughout the year



Year 5

English

Autumn

Texts

- Poetry – **Poet’s Voice** – Poems by Charles Causley
- Fiction – **Greek Myths** by Geraldine McCaughrean
- Non-Fiction - **Autobiography**

Grammar Skills Focus

- Apostrophes for both contraction and possession
- Commas to clarify meaning and consistency
- Brackets, dashes or commas to indicate parenthesis
- Use relative clauses beginning with: who, what, which, where or whose
- Use subordinating clauses in different places in sentences
- Purposefully chosen vocabulary to create setting, character and specific topics
- Expanded noun phrases
- Model verbs to indicate degrees of possibility
- **Adapt my writing for a specific audience**
- **Create links within my writing for effect and purpose**

Spring

Texts

- Poetry – **Tell me a story** – Poems by Michael Rosen
- Fiction – **Oranges of No man’s Land** by Elizabeth Laird
- Non-Fiction – **Informal Letters**

Grammar Skills Focus

- Colon to introduce a list
- Bullet points
- Vary the length of sentences for effect
- Use correct layout of dialogue consistently
- Write an effective introduction and conclusion
- Write dialogue to advance narrative
- **Adapt my writing for a specific audience**
- **Create links within my writing for effect and purpose**
- **Proof read a text correct spelling, tense and person errors**
- **Improve a text through targeted editing**
- **Use correct subject verb agreement when using singular and plurals consistently through a whole text**

Summer

Texts

- Poetry – **Compare and Perform** Poems by Charles Causley and Michael Rosen
- Fiction – **Friend or Foe** by Michael Morpurgo
- Non-Fiction – **Persuasion**

Grammar Skills Focus

- Adverbials of time, place and number to link ideas across paragraphs
- **Adapt my writing for a specific audience**
- **Create links within my writing for effect and purpose**
- **Proof read a text correct spelling, tense and person errors**
- **Improve a text through targeted editing**
- **Use correct subject verb agreement when using singular and plurals consistently through a whole text**
- **Use consistent cursive handwriting**



- **Proof read a text correct spelling, tense and person errors**
- **Improve a text through targeted editing**
- **Use correct subject verb agreement when using singular and plurals consistently through a whole text**
- **Use consistent cursive handwriting**

Writing Opportunities

- *Use rhyming words to write a nonsense poem.*
- *Draft and write an informal letter linked to a poem.*
- *Write a character description about Excitable Edgar.*
- *Write a letter to princess Ariadne from Theseus.*
- *To create a formal double-page spread using punctuation for parenthesis.*
- *To use a range of literacy devices to write an effective setting and character. description of Prometheus on his mountain.*
- *Write an autobiography of their life.*

Spelling focus

- `cei` words
- Words with `silent` letters
- -able and -ible words
- Homophones
- Confusing words
- Words to watch out for!

- **Use consistent cursive handwriting**

Writing Opportunities

- *To write a recount of a personal event.*
- *To create a poem based upon a recount of a personal event.*
- *Use descriptive devices to create a scene setting of Beirut.*
- *To add dialogue to a narrative.*
- *Write a diary entry from the point of view of a given character.*
- *To write an internal monologue for a given character*
- *Create a newspaper article reporting on the bombing of Beirut*

Spelling focus

- `ough` words
- -tious and -cious words
- -able and -ible words
- -ant / -ance / -ent / -ence words
- -ibly and -ably words
- -tial and -cial words

Writing Opportunities

- *Write a poem based upon a picture.*
- *Write a narrative based on a poem.*
- *Write a character description of David using adjectives and adverbs.*
- *Write a diary entry to recount from the perspective of David or Tucky.*
- *To write an effective blurb for an adventure story.*
- *Write an effective adventure story introduction.*

Spelling focus

- -tious and -cious words
- `ough` words
- `ie` and `ei` words
- Words with `silent` letters
- Words to watch out for!



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| | <ul style="list-style-type: none">• Words with hyphens• Words with 'silent' letters• Homophones• Words to watch out for! | |
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*Grammar focuses in bold are ongoing throughout the year



Year 6

English

Autumn

Spring

Summer

Texts

- Poetry: **Powerful language – A collection of Poems** (Ted Hughes)
- Fiction: ***Eye of the Wolf*** (Daniel Pennac)
- Non-Fiction: Explanation Texts

Grammar skills Focus

- Inverted commas
- Commas for clarity
- Semi-colons
- Dashes
- Colons to introduce bullet points
- Hyphens
- Adverbials including those of time and place
- Integrate dialogue in narratives to develop character and advance the action
- Adverbs
- Prepositional phrases
- **Write effectively for a clear purpose and audience**
- **Develop character, setting and atmosphere through purposefully chosen vocabulary**

Texts

- Poetry: **Poetic Voice – A collection of Poems** (John Agard)
- Fiction: **Fantastic, Funny, Frightening –** A selection of short stories
- Non-Fiction: Recounts – **Recounts (Diaries & Blogs)**

Grammar skills Focus

- Punctuation for parenthesis
- Carefully chosen conjunctions
- Create links between the beginning and end of my text for effect and purpose
- Use verb tenses consistently and correctly throughout their writing selecting when to change
- Select language that shows good awareness of the reader
- Contracted forms in dialogues in narratives
- Passive verbs
- Model verbs
- Prepositional phrases
- **Write effectively for a clear purpose and audience**

Texts

- Poetry: **Selection of Poems** (Ted Hughes and John Agard)
- Fiction: **Midsummer Night’s Dream** (William Shakespeare)
- Non-Fiction: Journalistic writing

Grammar skills Focus

- **Write effectively for a clear purpose and audience**
- **Develop character, setting and atmosphere through purposefully chosen vocabulary**
- **Write with an appropriate levels of formality in both fiction and non-fiction**
- **Synonyms to avoid repetition**
- **Use a consistent handwriting style**
- **Expanded noun phrases**



- **Write with an appropriate levels of formality in both fiction and non-fiction**
- **Synonyms to avoid repetition**
- **Use a consistent handwriting style**
- **Expanded noun phrases**

Writing Opportunities

- *Write a poem based on *The Seven Sorrow* by Ted Hughes linked to the seasons.*
- *Write a poem as a narrative based on 'The Warm and the Cold' by Ted Hughes.*
- *Integrate dialogue and narrative to develop a character.*
- *Explore a character's thoughts and feelings through an internal monologue.*
- *Choose language to write a descriptive paragraph.*
- *Develop a setting description through purposefully chosen vocabulary.*
- *Plan, write and edit a formal explanation page on a specific topic.*

Spelling focus

- Suffixes (-ant/ -ance and -ent/ -ence)
- Suffixes (-able and -ible)
- Suffix (-ious)
- Words with hyphens
- Suffixes (-cial and -tial)
- Homophones and near homophones

- **Develop character, setting and atmosphere through purposefully chosen vocabulary**
- **Write with an appropriate levels of formality in both fiction and non-fiction**
- **Synonyms to avoid repetition**
- **Use a consistent handwriting style**
- **Expanded noun phrases**

Writing Opportunities

- *Write a narrative with an integrated dialogue.*
- *Plan write & edit a blog entry in the first person about Charles Darwin.*
- *Write a diary entry based on 'The Balaclava story.'*
- *Write a formal witness statement.*
- *Write a letter based on 'The Windrush Child'.*
- *Choose language to create atmosphere for an effective setting.*

Spelling focus

- -ough words
- Suffix -able and -ible
- -fer words with suffixes
- Homophones and near homophones
- Words to watch out for!

Writing Opportunities

- *Character description using a range of thoughts and feelings.*
- *Setting description using key Year 6 writing skills.*
- *Create a blurb for *Midsummer Night's Dream*.*
- *Write an internal dialogue for a character.*
- *Plan to write a dream sequence.*
- *Plan and write a news report.*
- *Write an introduction to a news script.*
- *Plan, write and edit a news script.*

Spelling focus

- Statutory Year 5/6 spelling words

*Grammar focuses in bold are ongoing throughout the year