



English Curriculum Mapping – Year 1 Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|--|---|---|---|
| Term 1 - In the Deep Dark Woods | | | | |
| Fiction The Owl Babies Where's My Teddy? Where the Wild Things Are The Gruffalo The Teddy Bear Robber Little Red Riding Hood | Word Reading apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | -Book review -Narrative -Character study -Letter | Word Level Regular plural noun suffixes – s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) -er and est How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>) Sentence level How words can combine to make sentences Joining words and joining sentences using <i>and</i> Text Level Sequencing sentences to form short narratives Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I | Finger spaces Letter Word Singular Plural Punctuation Sentence Full stops Question Mark Exclamation Mark Capital Letter Introduce: Speech Bubble Bullet Points Capital letters for names. Noun Verb Determiners Adjectives Similes- Like and as Alliteration Conjunction apostrophes for contractions rhyming words verses title sub-title /sub-heading introduction labelled diagrams time connectives |
| Poetry Remembrance | | -Personal response -Recitation | | |
| Recount Trip - Kirkleatham Owl Sanctuary | | -Recount | | |
| Non-Fiction Owls other animals | | -Non chronological report – animals (page of book) | | |
| Instructions Recipes/Instruction manual | | -Instructions – Pedestrian Training/Planting Bulbs | | |
| Term 2 - Journeys | | | | |
| Fiction Oi! Get Off Our Train Rama and The Demon King Gingerbread Man The Hungry Caterpillar We're Going on a Bear Hunt Elmer Rosie's Walk Mr Gumpy's Outing Hairy Maclary | read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and | -Book review -Narrative -Character study -Letter | | |
| Poetry The Train Ride | | -Personal response - Recitation/performance of poem | | |



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| Recount Trip – Beamish | traditional tales, retelling them and considering their particular characteristics | -Recount | | |
| Non-Fiction Transport through the ages Wheels, Wings and Other Things- Big Book | recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart | -Class non-fiction book | | |
| Term 3 – Knights and Castles | discussing word meanings, linking new meanings to those already known | | | |
| Fiction Jack and The Beanstalk Cinderella Snow White A Dark, Dark Tale. The Last Dragon Egg Princess Smartypants | understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading | -Book review -Narrative -Character study -Letter/diary | | |
| Poetry Poems by well known poet or types of poems- Mr Magnolia- Quentin Blake | discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far | -Personal response -Recitation | | |
| Non-Fiction Knights and castles | participate in discussion about what is read to them, | -Own non-fiction books -Newspaper Report | | |
| Recount Linked to school event | taking turns and listening to what others say explain clearly their understanding of what is read to them. | -Recount | | |



English Curriculum Mapping – Year 1 Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|---|---|---|--|---|
| Term 1 – Toys and Games | | | | |
| Fiction Harry and His Bucketful of Dinosaurs Where's My Teddy? Little Reding Hood | Word Reading apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and | -Book review -Narrative -Character study -Letter/Diary | Word Level Regular plural noun suffixes – s or –es(e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) -er and est How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>) Sentence level How words can combine to make sentences Joining words and joining sentences using <i>and</i> Text Level Sequencing sentences to form short narratives Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I | Finger spaces Letter Word Sentence Full stops Capital Letter Introduce:- Finger spaces Letter Word Singular Plural Punctuation Sentence Full stops Question Mark Exclamation Mark Capital Letter Introduce:- Speech Bubble Bullet Points Capital letters for names. Noun Verb Determiners Adjectives Similes- Like and as Alliteration Conjunction apostrophes for contractions |
| Poetry Remembrance | | -Personal response -Recitation | | |
| Recount Trip – Bowes Museum | | -Recount | | |
| Non-Fiction Linked to trip | | -Non chronological Report | | |
| Instructions Recipes/Manuals | | -Instructions – Pedestrian Safety/Bulb Planting | | |
| Term 2 - Rainforests | | | | |
| Fiction Monkey See, Monkey Do Elmer Handa's Surprise | | -Book review -Narrative -Character study -Letters | | |
| Poetry Animal theme | | -Personal response -Recitation | | |
| Recount Visit – animals | | -Recount | | |
| Non- Fiction Linked to visit – Rainforest Animals | | -Non chronological report | | |
| Term 3 – Landlubbers and Seadogs | | | | |
| Fiction Katie-Morag stories | | -Book review -Narrative -Character study | | |



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| Aboriginal stories | traditional tales, retelling them and considering their particular characteristics | -Letters/diaries | | rhyiming words |
| Poetry Sea themed | recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart | -Personal response -Recitation | | verses |
| Non-Fiction Captain Cook | discussing word meanings, linking new meanings to those already known | -Chronological Report | | title |
| Recount Linked to visit to Hartlepool Marina | understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. | -Recount | | sub-title /sub-heading introduction labelled diagrams time connectives |



English Curriculum Mapping – Year 2 Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|---|--|---|---|--|
| Term 1 – In the Deep Dark Woods | | | | |
| <p>Fiction The Owl Who Was Afraid Of The Dark. Where the Wild Things Are Can't You Sleep, Little Bear? Little Bear books</p> <p>Poetry Poems by well known poet or types of poems Michael Rosen Roger McGough Benjamin Zephaniah Roald Dahl's Revolting Rhymes</p> <p>Non-Fiction Owls other animals</p> <p>Recounts Trip - Kirkleatham Owl Sanctuary</p> | <p>Word Reading continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> | <p>-Book review -Narrative -Character study -Letters</p> <p>-Personal response -Recitation</p> <p>-Non chronological report</p> <p>-Recount</p> | <p>Revision/consolidation of Y1 Objectives And: Word level Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Sentence Level</p> <p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Text Level</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> | <p>Key terminology ongoing :- Finger spaces Letter Word Sentence Full stops Capital Letter Question Mark Exclamation Mark Speech Bubble Bullet Points Capital letters for names. singular/plural Noun Verb Determiners Adjectives Similes- Like and as Alliteration Conjunction apostrophe to mark contractions</p> <p>Introduce Noun Noun phrase Statement Question Exclamation Command</p> |
| Term 2 - Journeys | | | | |
| <p>Fiction The Cat Who Wanted To Go Home On The Way Home Tiddler The Jolly Postman</p> <p>Poetry Poems on theme of journeys eg the owl and the pussy cat</p> <p>Non – Fiction Transport through the ages Wheels, Wings and Other Things- Big Book</p> | <p>Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories</p> | <p>-Book review -Narrative -Character study -Letter</p> <p>-Personal response -Recitation</p> <p>-Non chronological report</p> | <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Text Level</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> | <p>Introduce Noun Noun phrase Statement Question Exclamation Command</p> |



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| <p>Recount Beamish Museum</p> | <p>and poetry discussing and clarifying the meanings of words, linking</p> | <p>-Recount</p> | <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> | <p>Compound speech marks suffix verb/adverb bossy verbs tense – past, present, future.</p> |
| <p>Term 3 – Knights and Castles</p> | <p>new meanings to known vocabulary discussing their favourite words and phrases</p> | <p></p> | <p></p> | <p></p> |
| <p>Fiction Sir Charlie Stinkysocks series Paperbag Princess Princess Smartypants King Arthur and The Knights of the Round Table</p> | <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> | <p>-Book review -Narrative -Character study -Letters/diaries</p> | <p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <p>noun phrases generalisers e.g. most dogs, some cats, few people</p> |
| <p>Poetry</p> | <p>checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far</p> | <p>- Recitation/performance of poem -Hand-written version of poem for class anthology</p> | <p>Commas to separate items in a list Apostrophes to mark contracted forms in spelling <i>I</i></p> | <p>comma rhythm rhyme</p> |
| <p>Non-Fiction Knights and Castles</p> | <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> | <p>-Non chronological report</p> | <p></p> | <p></p> |
| <p>Recount School event</p> | <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>-Recount</p> | <p></p> | <p></p> |



English Curriculum Mapping – Year 2- Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|---|--|---|---|
| Term 1 – Toys and Games | Word Reading | | | |
| Fiction That Rabbit Belongs To Emily Brown Dogger | continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | -Book review - Narrative -Character study -Letters | Revision/consolidation of Y1 Objectives And: Word level Formation of nouns using suffixes such as <i>-ness, -er</i> | Key terminology ongoing :- Finger spaces Letter Word Sentence |
| Poetry Poems by well known poet or types of poems Michael Rosen Roger McGough Benjamin Zephaniah Roald Dahl's Revolting Rhymes | read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered | -Personal response/review - Recitation/performance of poem | Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs | Full stops Capital Letter Question Mark Exclamation Mark Speech Bubble Bullet Points Capital letters for names. |
| Toys and Games Toys and Games | read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation | -Non chronological report -Recount | Sentence Level | singular/plural Noun Verb |
| Recount Bowes Museum | re-read these books to build up their fluency and confidence in word reading. | | Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) | Determiners Adjectives Similes- Like and as |
| Term 2 - Rainforests | Comprehension | | Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) | Alliteration Conjunction apostrophe to mark contractions |
| Fiction Two Can Toucan The Selfish Crocodile The Enormous Crocodile Aesop's Fables | develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | -Book review -Narrative -Character study -Letters | Sentences with different forms: statement, question, exclamation, command | Introduce Noun Noun phrase |
| Poetry Animal Poems | discussing the sequence of events in books and how items of information are related | -Personal response -Recitation -Non chronological report Own book | | |
| Non-Fiction Animals | becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | -Recount | | |
| Recount Jay's Animals | being introduced to non-fiction books that are structured in different ways | | Text Level | |
| Term 3 – Landlubbers and Seadogs | | | | |



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| <p>Fiction Katie Morag stories The Lighthouse Keeper stories Aboriginal stories</p> | <p>recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> | <p>-Book review -Narrative -Character study -Letters/diaries</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> | <p>Statement Question Exclamation Command Compound speech marks suffix</p> |
| <p>Poetry Children's own choice of poem</p> | <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> | <p>- Recitation/performance of poem -Hand-written version of poem for class anthology</p> | <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> | <p>verb/adverb bossy verbs tense – past, present, future. generalisers e.g. most dogs, some cats, few people</p> |
| <p>Non-Fiction Captain Cook</p> | <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> | <p>-Own page/s of a non-fiction text (1 x A4 page)</p> | <p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> | <p>noun phrases comma rhythm rhyme</p> |
| <p>Recount Hartlepool Marina Captain Cook's Birthplace</p> | <p>making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>-Recount</p> | <p>Commas to separate items in a list Apostrophes to mark contracted forms in spelling <i>I</i></p> | |



English Curriculum Mapping – Year 3- Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|--|--|---|--|
| Term 1 - Romans | | | | |
| Fiction Roman Myths and Legends The Roman Mysteries King Arthur Robin Hood to compare | Word Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | -Personal response -Character study -Extended narrative | Revision of Year Two objectives and: Word Level Formation of nouns using a range of prefixes such as <i>super-</i> , <i>anti-</i> , <i>auto-</i> Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Key terminology ongoing :- noun verb adjective adverb conjunction time connective paragraph speech marks Introduce word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions pronoun apostrophe |
| Poetry Poems by well-known poet Remembrance | | -Personal response -Recitation/performance of poem - Road Safety poems | Sentence Level Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of) Text Level Using paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the perfect form of verbs to mark relationships of time and | |
| Non Fiction Roman Forts Roman Soldiers Newspapers | | -Non chronological report – fort/army -Newspaper Report – Gladiator Fight/Pompeii -ICT text such as webpage | | |
| Persuasion Model text | | -Persuasive letter/leaflet to visit fort | | |
| Recount Visit to Roman Fort | | -Recount -Diary of Roman Soldier | | |
| Term 2 – Vikings | | | | |
| Fiction Viking Myths Play script | -Personal response -Character study -Extended narrative (quest) -Range of writing in character (letters, diaries, etc.) -Personal response -Poem using style/theme -Recitation/performance -Viking booklet -Persuasive letter/text – Join the Viking Warship -Recount | -Personal response -Character study -Extended narrative (quest) -Range of writing in character (letters, diaries, etc.) -Personal response -Poem using style/theme -Recitation/performance -Viking booklet -Persuasive letter/text – Join the Viking Warship -Recount | | |
| Poetry Dragon Poems | | | | |
| Non Fiction Vikings | | | | |
| Persuasion Model Texts | | | | |
| Recount Bede's World | | | | |



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| Term 3 – Creepy Crawlies | asking questions to improve their understanding of a text | | cause | |
| Fiction Charlotte's Web | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) -Play script | Punctuation Inverted commas to punctuate direct speech | |
| Poetry Animal Poems | retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | | |
| Non Fiction Animals | | -Non chronological report – America Animals -Formal letters of complaint -Discussion – Is Templeton good? | | |
| Persuasion Model Texts | | -Persuasive letter written for 'real' purpose – local environment, wind turbines | | |
| Recount | | Recount | | |



English Curriculum Mapping – Year 3- Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
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| Term 1 – World War II | | | | |
| Fiction Friend or Foe – Michael Morpurgo | <p>Word Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read</p> | -Personal response -Character study -Extended narrative | Revision of Year Two objectives and: Word Level Formation of nouns using a range of prefixes such as <i>super-</i> , <i>anti-</i> , <i>auto-</i> | <p>Key terminology ongoing :- noun verb adjective adverb conjunction time connective paragraph speech marks</p> <p>Introduce word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions</p> |
| Poetry World War II poems Remembrance | | -Personal response -Recitation/performance of poem | Use of the forms a or an according to whether the next word begins with a consonant or a vowel | |
| Non Fiction World War II books | | -Chronological Report of Blitz -Biography of Anne Franke -Instructions to make gas mask | | |
| Persuasion Model texts | | -Persuasive letter – from evacuees – linked to Great Escape | Word families based on common words showing how words are related in form and meaning | |
| Recount Eden Camp | | -Recount of visit/Diary of Blitz | | |
| Term 2 – The Egyptians | increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of) | |
| Fiction There's a Pharaoh In My Bath Egyptian Myths and Legends | identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) | | |
| Poetry Mythical Beast Poems | discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] | -Personal response -Poem using style/theme -Recitation/performance of poem | | Sentence Level Text Level Using paragraphs as a way to group related material |
| Non Fiction The Egyptians The Pyramids The Gods | understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | -Newspaper report Tutankamun -Non chronological report – treasures -Explanation – Farming in Egypt | | |
| Persuasion | asking questions to improve their understanding of a | -Persuasive letter – tourist | | Headings and subheadings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause |



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| Linked to foundation subjects | text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | information | Punctuation Inverted commas to punctuate direct speech |
| Recount Trip or visitor based | | Recount | |
| Term 3 – Rivers and Forests | | | |
| Fiction The Minipins | | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) | |
| Poetry Shape Nature poems | | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | |
| Non Fiction Rivers Forests Mini Beasts | | -Explanation – Journey of River -News report – flooding/forest fires -Non chronological report about minibeasts | |
| Persuasion Linked to foundation subjects | | -Persuasive letter about local issues | |
| Recount Saltholme The Tees Forest School | -Recount | | |



English Curriculum Mapping – Year 4- Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|---|--|--|--|
| Term 1 – Romans | | | | |
| Fiction Roman Myths and Legends The Roman Mysteries King Arthur Robin Hood to compare Poems by well-known poet Poetry Remembrance | Word Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | -Personal response -Character study -Extended narrative -Personal response -Recitation/performance of poem - Poems of same style -Non chronological report – fort/army -Newspaper Report – Gladiator Fight/Pompeii -ICT text such as webpage -Persuasive letter/leaflet to visit fort | Revision of Year Three Objectives and: Word Level Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) The grammatical difference between plural and possessive -s Sentence Level Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) | Key terminology ongoing :- noun verb adjective adverb conjunction time connective paragraph speech marks suffix/prefix word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions Introduce:- Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe-possessive Determiner |
| Persuasion Model text Recount Visit to Roman Fort | reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read | -Recount -Diary of Roman Soldier | Text Level Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Punctuation Use of inverted commas to punctuate direct speech eg a comma after the reporting clause and end punctuation within inverted comma Apostrophes to mark singular and plural possession | |
| Term 2 - Vikings | | | | |
| Fiction Viking Myths Play script Poetry Dragon Poems | increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] | -Personal response -Character study -Extended narrative (quest) -Range of writing in character (letters, diaries, etc.) -Personal response -Poem using style/theme -Recitation/performance -Viking booklet -Persuasive letter/text – Join the Viking Warship -Recount | | |
| Non Fiction Vikings Persuasion Model Texts Recount Bede's World | understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a | | | |
| Term 3 – Creepy Crawlies | | | | |



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|-----------------------------------|--|--|---|
| | text | | (e.g. <i>the girl's name, the boys' boots</i>) |
| Fiction Charlotte's Web | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) -Play script | Use of commas after fronted adverbials |
| Poetry Animal Poems | identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | |
| Non Fiction Animals | | -Non chronological report – America Animals -Formal letters of complaint -Discussion – Is Templeton good? | |
| Persuasion Model Texts | | -Persuasive letter written for 'real' purpose – local environment, wind turbines | |
| Recount | | Recount | |



English Curriculum Mapping – Year 4- Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|--|---|---|---|
| Term 1 – Romans | | | | |
| Fiction Roman Myths and Legends The Roman Mysteries King Arthur Robin Hood to compare | Word Reading apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a | -Personal response -Character study -Extended narrative | Revision of Year Three Objectives and: Word Level Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) The grammatical difference between plural and possessive -s Sentence Level Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Text Level | Key terminology ongoing :- noun verb adjective adverb conjunction time connective paragraph speech marks suffix/prefix word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions <b style="background-color: green;">Introduce:- Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe-possessive |
| Poetry Poems by well-known poet Remembrance | | -Personal response -Recitation/performance of poem - Poems of same style | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Punctuation Use of inverted commas to punctuate direct speech eg a comma after the reporting clause and end punctuation within inverted comma Apostrophes to mark singular and plural | |
| Non Fiction Roman Forts Roman Soldiers Newspapers | | -Non chronological report – fort/army -Newspaper Report – Gladiator Fight/Pompeii -ICT text such as webpage | | |
| Persuasion Model text | | -Persuasive letter/leaflet to visit fort | | |
| Recount Visit to Roman Fort | | -Recount -Diary of Roman Soldier | | |
| Term 2 - Vikings | | | | |
| Fiction Viking Myths Play script | -Personal response -Character study -Extended narrative (quest) -Range of writing in character (letters, diaries, etc.) | | | |
| Poetry Dragon Poems | -Personal response -Poem using style/theme -Recitation/performance | | | |
| Non Fiction Vikings | -Viking booklet | | | |
| Persuasion Model Texts | -Persuasive letter/text – Join the Viking Warship | | | |
| Recount Bede's World | -Recount | | | |
| Term 3 – Creepy Crawlies | | | | |



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| Fiction Charlotte's Web | text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) -Play script | possession (e.g. <i>the girl's name, the boys' boots</i>) Use of commas after fronted adverbials | Determiner |
| Poetry Animal Poems | identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | | |
| Non Fiction Animals | | -Non chronological report – America Animals -Formal letters of complaint -Discussion – Is Templeton good? | | |
| Persuasion Model Texts | | -Persuasive letter written for 'real' purpose – local environment, wind turbines | | |
| Recount | | Recount | | |



English Curriculum Mapping – Year 5 - Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology | |
|--|---|--|---|--|---|
| Term 1 – Ancient Greeks | | | | | |
| Fiction Greek Myths The Odyssey The Labours of Heracles | Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Comprehension maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' | -Extended narrative - a playscript | Revision of Year Four objectives and: Word Level Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Sentence Level Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun | Key terminology ongoing :- Noun Adjective Verb Adverb Conjunction Preposition Determiner Tense Conjunction Pronoun-relative Clause Subordinate/relative clause Adverbial Fronted Adverbial Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family Consonant/ vowel Synonym Homonym Introduce Active and Passive voice Subject and object Hyphen Colon/semi-colon | |
| Poetry Narrative Poetry such as The Highwayman Flannan Isle The Raven | | -Personal response -Recitation/performance of poem | -A short biography of Alexander the Great | | Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) Text Level Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) |
| Biography Published biographies (books or online) | | -A short biography of Alexander the Great | -Recount | | Punctuation Brackets, dashes or commas to |
| Recount Linked to educational visits and visitors to school/workshops | | | | | |
| Non Ficiton Range of high quality non-fiction | | | -Report on Greek Theatres/Greek Armies/Greek Schools -Discussion – Athens or Sparta? -Diary of soldier at Battle of Marathon | | |
| Term 2 – Shakespeare, Music and Musicians | | | | | |
| Fiction Macbeth Henry V The Tempest Midsummer Night's Dream (Leon Garfield <i>Shakespeare Stories</i> or <i>ShakespeareandMore.com</i> unit) | | -Personal response - Character study - Prediction -Range of writing in character (letters, diaries, etc.) | | | |
| Biography Published biographies | | -A short biography of a famous musician | | | |



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| Non Fiction Music and Musicians | <p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</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> <p>provide reasoned justifications for their views.</p> | - Contribution to class book 'Music through the ages' | <p>indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Bullet points</p> <p>Ellipsis</p> <p>Antonym</p> <p>Modal verb</p> <p>Relative pronoun</p> <p>Relative Clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p> |
| Recount Linked to educational visits | | -Recount | | |
| Term 3 – South America | | | | |
| Fiction Pig Heart Boy South American Tales | | -Personal response - Character study - Prediction -Range of writing in character (letters, diaries, etc.) | | |
| Recount Linked to educational visits and visitors to school/workshops | | -Recount | | |
| Poetry Children's own choice of poem – Charles Causley /Ted Hughes | | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | | |
| Non Fiction South America | | Science report on animals from South America Geography report on South American country | | |
| Persuasion Model Texts | | -Persuasive letter written for 'real' purpose Environmental issues – amazon rainforest, global warming (glacier) | | |



English Curriculum Mapping – Year 5 - Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|---|--|---|---|---|
| Term 1 – Victorian Darlington | | | | |
| Fiction Street Child Classic Narratives Charles Dickens (Marcia Williams abridged versions) | Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | - Character study - Prediction - Range of writing in character (letters, diaries, etc.) - writing in role (Victorian Schoolday | Revision of Year Four objectives and: Word Level Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>) Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>) | Key terminology ongoing :- Noun Adjective Verb Adverb Conjunction Preposition Determiner Tense Conjunction Pronoun-relative Clause Subordinate/relative clause Adverbial Fronted Adverbial Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family Consonant/ vowel Synonym Homonym |
| Poetry Remembrance | Comprehension maintain positive attitudes to reading and understanding of what they read by: | -Personal response -Poem using style/theme -Recitation/performance | Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>) | |
| Biography Published biographies | continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways | -A short biography of Queen Victoria or any famous Victorian (Charles Dickens, Florence Nightingale, Mary Seacole etc) | Sentence Level Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun | |
| Recount Town Trail Victorian Schoolday | and reading for a range of purposes increasing 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 | -Recount (Town Trail) | Indicating degrees of possibility using modal verbs (e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>) or adverbs (e.g. <i>perhaps</i> , <i>surely</i>) | |
| Non Fiction Range of high quality non-fiction | recommending books that they have read to their peers, giving reasons for their choices | -History reports on rich/poor Victorian families, the workhouse, Victorian schools | Text Level Devices to build cohesion within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) | |
| Term 2 – Solar System, Inventors and Inventions | identifying and discussing themes and conventions in and across a wide range of writing | | | |
| Fiction Science Fiction | making comparisons within and across books learning a wider range of poetry by heart preparing 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 | -Personal response -Character study -Extended narrative or -Play script | | |
| Biography Published texts | understand what they read by: | -Biography of astronaut/inventors | | |
| Newspaper Report Model texts | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | -First tourist trip to space | | Introduce Active and Passive voice Subject and object Hyphen |
| Non Fiction Range of high quality non- | asking questions to improve their understanding | -Reports on planets -Newspaper report about space | Punctuation | |



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| fiction | <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</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> <p>provide reasoned justifications for their views.</p> | discovery | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Colon/semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Antonym</p> <p>Modal verb</p> <p>Relative pronoun</p> <p>Relative Clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p> |
| Poetry Space poems written in response to The Planets by Holst | | -Discussion text – investment in space travel | | |
| Recount Linked to educational visits and visitors to school/workshops | | -Personal response -Poem using style/theme -Recitation/performance of poem | | |
| Term 3 – South America, The Human Body | | -Recount | | |
| | | | | |
| | | -Personal response -Character study -Extended narrative -Range of writing in character (letters, diaries, etc.) -Play script | | |
| Non Fiction Range of high quality non-fiction | | Contributions to class book 'The Human Body' Geography report on South American country | | |
| Recount Saltholme | -Recount | | | |
| Persuasion Model Texts | -Persuasive letter written for 'real' purpose Ethical issues – transplants, animal testing, | | | |



English Curriculum Mapping – Year 6 - Cycle 1

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|--|---|--|---|---|
| Term 1 – Ancient Greeks | | | | |
| Fiction Greek Myths The Odyssey The Labours of Heracles | <p>Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes increasing 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</p> <p>recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters'</p> | -Extended narrative - a playscript | Revision of Year Five objectives and: Word Level | <p>Key terminology ongoing :- Noun Adjective Verb Adverb Conjunction Preposition Determiner Modal verb Tense Conjunction Pronoun Clause Subordinate/relative clause Adverbial Fronted Adverbial Rhetorical question Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family Consonant/ vowel Synonym Homonym</p> <p>Introduce Active and Passive voice Subject and object</p> |
| Poetry Narrative Poetry such as The Highwayman Flannan Isle The Raven | | -Personal response -Recitation/performance of poem | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) | |
| Biography Published biographies (books or online) | | -A short biography of Alexander the Great | How words are related by meaning as synonyms and antonyms | |
| Recount Linked to educational visits and visitors to school/workshops | | -Recount | Sentence Level | |
| Non Fiction Range of high quality non-fiction | | -Report on Greek Theatres/Greek Armies/Greek Schools -Discussion – Athens or Sparta? -Diary of soldier at Battle of Marathon | Use of the passive to affect the presentation of information in a sentence# | |
| Term 2 – Shakespeare, Music and Musicians | | | | |
| Fiction Macbeth Henry V The Tempest Midsummer Night's Dream (Leon Garfield <i>Shakespeare</i> Stories or ShakespeareandMore.com unit) | | -Personal response - Character study - Prediction -Range of writing in character (letters, diaries, etc.) | Learn some of the differences between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech) | |
| Biography Published biographies | | -A short biography of a famous musician | Use of expanded noun phrases to convey complicated information concisely eg If I | |



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|---|--|--|--|-----------------------------------|
| Non Fiction Music and Musicians | feelings, thoughts and motives from their actions, and justifying inferences with evidence | - Contribution to class book 'Music through the ages' | were, Were he to come | Hyphen Synonym |
| Recount Linked to educational visits | predicting what might happen from details stated and implied | -Recount | Text Level | Colon/semi-colon Bullet points |
| Term 3 – Seahouses | | | | |
| Fiction The Iron Man The Hobbit The Wind in the Willows The Wolves of Willoughby Chase Watership Down | summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | -Personal response -Character study -Extended narrative | Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>), and ellipsis | Ellipsis Antonym |
| Recount Linked to educational visit to Seahouses | distinguish between statements of fact and opinion retrieve, record and present information from non-fiction | -Recount | ellipsis | |
| Poetry Children's own choice of poem – Charles Causley /Ted Hughes Seabirds/Creatures | 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 | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | Layout devices such as headings, sub-headings, columns, bullets or tables to structure text | |
| Non Fiction Range of high quality non-fiction | 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. | -Science report on animals from Seahouses -Geography report on Seahouses -Explanation of coastal formation and erosion | Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) | |
| Discussion Texts Linked to foundation subjects | | -Environmental issues –building a funfair in Seahouses. | Use of the colon to introduce a list Hyphens used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man- eating shark</i> , or <i>recover</i> versus <i>re- cover</i>) | |
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English Curriculum Mapping – Year 6 - Cycle 2

| Reading Focus/Stimulus | Word Reading and Comprehension | Writing Focus | Word, Sentence, Text and Punctuation | Terminology |
|---|---|--|---|---|
| Term 1 – Victorian Darlington | | | | |
| Fiction Street Child Classic Narratives Charles Dickens (Marcia Williams abridged versions) | Word Reading apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | - Character study - Prediction - Range of writing in character (letters, diaries, etc.) - writing in role (Victorian Schoolday | Revision of Year Five objectives and: Word Level The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) | Key terminology ongoing :- Noun Adjective Verb Adverb Conjunction Preposition Determiner Modal verb Tense Conjunction Pronoun Clause Subordinate/relative clause Adverbial Fronted Adverbial Rhetorical question Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family Consonant/ vowel Synonym Homonym |
| Poetry Remembrance | Comprehension maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing 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 | -Personal response -Poem using style/theme -Recitation/performance -A short biography of Queen Victoria or any famous Victorian (Charles Dickens, Florence Nightingale, Mary Seacole etc) -Recount (Town Trail) | How words are related by meaning as synonyms and antonyms Sentence Level Use of the passive to affect the presentation of information in a sentence# | |
| Biography Published biographies | recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 | -History reports on rich/poor Victorian families, the workhouse, Victorian schools | Learn some of the differences between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech) | |
| Recount Town Trail Victorian Schoolday | | | | |
| Non Fiction Range of high quality non-fiction | | | | |
| Term 2 – Solar System, Inventors and Inventions | | | | |
| Fiction Science Fiction | | -Personal response -Character study -Extended narrative or -Play script | | |
| Biography Published texts | understand what they read by: | -Biography of astronaut/inventors | Use of expanded noun phrases to convey complicated information concisely eg If I | Introduce Active and Passive voice Subject and object |
| Newspaper Report Model texts | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | -First tourist trip to space | | |
| Non Fiction Range of high quality non-fiction | asking questions to improve their understanding drawing inferences such as inferring characters' | -Reports on planets -Newspaper report about space discovery | | |



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| | feelings, thoughts and motives from their actions, and justifying inferences with evidence | -Discussion text – investment in space travel | were, Were he to come | <p>Hyphen Synonym Colon/semi-colon Bullet points Ellipsis Antonym</p> |
| Poetry Space poems written in response to The Planets by Holst | predicting what might happen from details stated and implied | -Personal response -Poem using style/theme -Recitation/performance of poem | Text Level Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>), and ellipsis | |
| Recount Linked to educational visits and visitors to school/workshops | summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | -Recount | Layout devices such as headings, sub-headings, columns, bullets or tables to structure text | |
| Term 3 – Seahouses | identifying how language, structure and presentation contribute to meaning | | Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) | |
| Fiction The Iron Man The Hobbit The Wind in the Willows The Wolves of Willoughby Chase Waterhip Down | discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | -Personal response -Character study -Extended narrative | Use of the colon to introduce a list | |
| Recount Linked to educational visit to Seahouses | distinguish between statements of fact and opinion | -Recount | Hyphens used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>) | |
| Poetry Children's own choice of poem – Charles Causley /Ted Hughes Seabirds/Creatures | retrieve, record and present information from non-fiction | -Personal response -Recitation/performance of poem -hand-written version of poem for class anthology | | |
| Non Fiction Range of high quality 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 | -Science report on animals from Seahouses -Geography report on Seahouses -Explanation of coastal formation and erosion | | |
| Discussion Text Linked to foundation subjects | 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 | -Environmental issues –building a funfair in Seahouses. | | |
| | provide reasoned justifications for their views. | | | |