

English Curriculum Map: - Garswood Primary School

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Nursery 2s	Texts	Hug Jez Alborough What's that at home?	Brown Bear Bill Martin / Eric Carle That's Not My ... Christmas Tree Santa /Rudolph/ Fairy Colours	Each Peach Pear Plum Janet and Alan Ahlberg That's Not My ... train bus car What's that Big Machines?	The Train Ride June Crebbin Fox's Sox What's that favourite animals? Waddle!	The Enormous Turnip That's Not My ... Bee Butterfly Wriggly caterpillars Opposites	Jasper's Beanstalk That's Not My ... dinosaur Pop Up Peekaboo Dinosaurs Dinosaurs
	Nursery Rhyme Focus	Hickory dickory Round and Round the Garden	Twinkle Twinkle 2 Little Dickie Birds	Down at the Station Wheels on the Bus	Humpty Dumpty Grand Old Duke of York	Incy wincey Spider Wind the Bobbin up	Miss Molly had a Dolly
	Throughout day and story time	Reading or singing and revisiting daily a variety of different nursery rhymes and stories in addition to the planned rhymes and following children's interests.					
	Literacy Enabling Environment	We will: - Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props. - Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. - Include familiar environmental print in the role play area. - Create frequent opportunities for singing, rhymes and music sessions. - Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones. - Include children in digital screen activity, for example, to recognise screen icons. - Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts. - Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille. - Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children. - Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.					
	Vocab	Sounds, instruments, rhyme, books, mark make, stories, rhymes, speak, write, pages, Nursery rhymes, front cover, actions, beat, songs, cards					

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	Educational Programme from the EYF's Framework	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	
	Birth to 5 Matters	Unique Child: - Has some favourite stories, rhymes, songs, poems or jingles - Repeats and uses actions, words or phrases from familiar stories - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a - Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps - Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes - Distinguishes between the different marks they make - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Positive Relationships: - Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. - Tune into words from stories that individual children particularly enjoy, e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. - Read stories that children already know, pausing at intervals to encourage them to "read" the next word. - Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. - Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources. - Listen and support what children tell you about their drawings and early writing. - Write down (scribe) the words that children use and display these words, for example, with photos - Co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. - Encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other.
	Developmental Matters	- Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. - Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing.	Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups. You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments. Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking. You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, to support learning at home. Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. Avoid songs which include gender, cultural or racial stereotypes.
		- Enjoy sharing books with an adult. - Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props.	Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities. Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt' - going out to buy chillies for 'Lima's Red Hot Chilli' - small world play linked to favourite books
		- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name.	- Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers. - Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles - once large-muscle co-ordination is developing well, children can develop small-muscle co-ordination - playground chalk, smaller brushes, pencils and felt pens will support this

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Nursery 3-4	Texts	Red Riding Hood Dear Zoo by Rod Campbell Going to the Dentist	Gingerbread Man Supertato by Sue Hendra Christmas Cooking	Billy Goats Gruff The Gruffalo by Julia Donaldson Emergency Rescue	3 Little Pigs Mrs Honey's Hat by Pam Adams 199 Things on the Farm	Jack and the Beanstalk Don't put your finger in the jelly, Nelly by Nick Sharratt First Facts Bugs	Goldilocks We're Going on a Bear Hunt by Michael Rosen Children Around the World
Author Focus		Rod Campbell	Sue Hendra	Julia Donaldson	Kes Gray	Nick Sharratt	Jez Alborough
Nursery Rhyme Focus		Little Miss Muffet Mary Had a Little Lamb	Little Bo Peep Baa baa black sheep	Jack and Jill Hey Diddle Diddle	Old MacDonald Had a Farm	Dingle dangle scarecrow	Row, row, row, your boat
Throughout day and story time	Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales						
Literacy Summary Titles		Know sounds around us Know and identify the sounds Know the different environmental sounds Know there is print around us Know to take part in fine and gross motor activities to strengthen muscles for writing	Know there are instrumental sounds Know how to use some instruments Know the names of sounds Know how we can affect sounds Know and describe and compare sounds Know how to recreate sounds Know how to carefully explore books Know how to mark make in order to use different media to write	Know how to make body sounds Know to copy actions, pattern and sequences Know how to change body percussion sounds Know how to create own sequences Know to join in with and recreate sequences of body percussion Know there are different texts to explore - stories, rhymes, non-fiction Know how to mark make in order to explore writing through different purposes	Know familiar songs and rhymes and join in Know and recognise rhymes and words that rhyme Know how to play with rhyme Know how to make own rhymes Know how to copy and keep a beat Know how to copy syllables Know how to break words into syllables and make own beat Know how to handle books carefully and why Know how to develop writing opportunities orally	Know words begin with different sounds To know objects can be matched to initial sounds we hear. Know phrases can begin with the same sounds - alliteration Know our mouth can move to make sounds Know we can copy and recognise voice sounds and movements Know how to make voice sounds Know to aim to speak clearly Know and describe and compare voice sounds Know how to create own voice sounds Know how to turn pages carefully and why Know parts of own name and how to write it Know we can tell own stories	Know and identify the initial sounds of words Know how to break words into sounds Know we can blend and say a simple CVC and VC orally Know how to segment CVC and VC words orally Know we can blend longer words in our head orally Know the meaning of different texts Know how we read books in English print left to right Know to write name accurately Know we can use name cards to write some or all their name to ensure accuracy

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Reading	*Know there are sounds around them. *Know that different objects make different sounds. *Know that they can name different sounds. *Know different environmental sounds, and be able to describe and compare them.	*Know there are instrumental sounds and begin to explore them. *Know how to use instruments to make sounds. *Know and identify the sounds of familiar instruments, naming them. * Know how you act upon an instrument affects the sound it makes. * Know about instrumental sounds, describing and comparing them. *Know how to use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.	* Know sounds their bodies can make. * Know how to join in and copy actions of familiar songs. * Know how to join in and how to copy body percussion patterns and sequences. *Know how to change body percussion sounds. *Know how to create their own sequences of body percussions. *Know how to join in with longer sequences of body percussion. *Know how to describe body percussion. *Know how to follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.	*Know and join in with songs and rhymes. *Know familiar rhythms and rhymes. *Know that words rhyme. *Know how to copy and keep a simple beat. *Know how to join in and copy breaking words into syllables with a beat. *Know how to play with rhyme. *Know and make up their own rhyming words. *Know and complete sentences with their own rhymes orally. *Know how to break words down into syllables with a beat. *Know how to create their own beat.	*Know words begin with different sounds. *Know selected objects, with a given initial sound can be matched to sound we can hear (from a choice of two) *Know how to match to objects with the same initial sound. *Know we can make phrases, rhymes and sentences starting with the same sound. Alliteration. *Know our mouths can make different mouth movements and sounds. *Know how to copy different voice sounds and mouth movements. *Know different voice sounds. *Know a variety of different voice sounds, including animal sounds. *Know we should say speech sounds clearly. *Know about voice sounds. *Know how to describe and compare voice sounds. *Know how to create their own ideas for voices of characters/ imitate voices.	*Know and identify the initial sounds of words. (Use correct vocabulary from Little Wandle glossary e.g 'phoneme', 'blend') *Know that words can be broken up into sounds. *Know when a word when it is broken into sounds by correctly identifying an object. *Know how to blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. *Know how to segment CVC and VC words into their individual sounds. *Know how to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.
Comprehension	*Know print can have a wide range of different functions, for example, signs, menus and logos.	*Know different parts of a book, for example, the cover, the author and the page number.	Know a variety of stories, rhymes, poems and fiction text	Know how to look after books by handling them carefully.	Know how to turn the pages of a book, one by one	Know the meaning of what words in text mean and the purpose of certain features (capital letters, sentences, words, letters, full stops, spaces) Know we read books in English print (left to right).
Writing	Know how to take part in finger gym activities and exercises to strengthen finger muscles Know how to take part in Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot. Know how to take part in climbing, swinging, messy play and parachute games.	Know how we can write in a wide range of ways: - Transport and Travel - Road Safety Signs - Christmas cards - Invitations - Nativity Tickets - Lists for Father Christmas Know we can use a variety of materials to explore: - Pencils - Crayons - Chalks - Paint - Ink	Know how we can write in different role play areas within role play indoors and outdoors and small world: - Fire station – chalk out safe space - Police station – provide clipboards and stamps - Hospital – prescriptions and appointment cards - Home – shopping list, notes - Shop – receipt, lists, signs	Know how we can write in all parts of our classroom: -Write pretend lists - create gardening and growing instruction booklets Know how to use a photograph and video to tell a story.	Know how to use their name cards to help to write some or all their name. Know how to create homemade booklets using different coloured paper and paper decorated with fancy frames. Know how to use photographs from the farm trip to tell their own stories and to create their own booklets.	Know how they can make postcards to send and receive from around the world. Know how to write some letters from their name accurately. Know they can use name cards to write some or all their name accurately
Educational Programme from the EYF5 Framework	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

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	We will be learning to: • Listen to stories, songs and rhymes • Hold a pencil Through activities such as: • reading stories and singing • (PHASE 1 ACTIVITIES) • Fine motor/ recognising and writing own name (if appropriate) • Drawing/ pictures of self and family • Describe home • My World Book • Squiggle while you wiggle	We will be learning to: • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. • Listen to and join in with stories and poems, one-to-one and in small groups. • Listens to stories with increasing attention and recall. • Look at books independently and handle them carefully. Throughout the year the children will learn: • To listen to a range of stories during carpet time • To experiment with mark making using different resources • To recognise print in the environment • Enhanced pencil control • To begin to form letters, numerals and shapes • To re-tell stories through puppets and role play • To recognise and begin to write own names
	Word Reading and Comprehension EYFs	Writing EYFs
Birth to 5 Matters	• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Develop mental Matters	• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

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Reception	Main Texts	The Something By Rebecca Cobb (Ready Steady Write) Beegu Alexis Deacon (Drawing club)	Star in the Jar by Sam Hey (Ready Steady Write) Ruby's Worries By Tom Percival (Drawing Club)	Juniper Jupiter Lizzy Stuart (Ready Steady Write) There is No Dragon in this Story By Lou Carter (Drawing club)	Little Red Bethan Woollvin (Ready Steady Write) Mr Wolf's Pancakes By Jan Fearnley (Drawing Club)	The Extraordinary Gardner Sam Boughton (Ready Steady Write) The Hungry Caterpillar by Eric Carle	The Storm Whale Benji Davies (Ready Steady Write) Here We Are by Oliver Jeffers
	Other texts	My Cat Likes to Hide in Boxes Eve Sutton (enhance) Stick and Stone Beth Ferry (F5) (Drawing Club) Little Beaver and the Echo Amy McDonald (Enhance) Non-fiction texts Usborne Big Book of Dinosaurs	Little Glo By Katie Sahata Where the Poppies Now Grow by Hilary Robinson Changes and the Seasons	The Magic Paintbrush By Julia Donaldson (Drawing Club) C is for China by Sungwan So Polar Bears	The Hairy Toe By Daniel Postgate (Drawing Club) The Colour Monster By Anna Llenas (Drawing Club)	Mabel's Magic Garden by Paula Metcalf (Drawing Club) Creepy Crawley Calypso by Tony Langham Butterflies and Life Cycles by Mary R Dunn	Somebody Swallowed Stanley by Sarah Roberts (Drawing Club) Sleeping Beauty (Drawing Club)
	Nursery Rhyme	A sailor went to sea Old Mother Hubbard	One two three four five, once I caught a fish alive 3 Little Kittens	Old King Cole Sing a song of Sixpence	Ten in the Bed	One, Two buckle my shoe	There was an Old Lady Who Swallowed a Fly
Author Focus		Lynley Dodd Korky Paul	Emma Chichester Clark	Oliver Jeffers	Mick Inkpen	Petr Horacek	Eric Carle
Throughout day and story time		Reading or singing and revisiting daily nursery rhymes and stories including a range of traditional and fairy tales					
Writing Outcome &		Narrative: A Friendship & Animal Theme Purpose: To tell and	Narrative: A Star Theme Purpose: To tell and	Narrative: A Superhero Theme Purpose: To tell	Narrative: A Traditional Tale Theme Purpose: To	Narrative: A Plant Growing Theme Purpose: To tell and	Narrative: A Seaside Theme Purpose: To tell

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Writing Purpose	write sentences around the theme	write sentences around the theme	and write sentences around the theme	tell and write sentences around the theme	write sentences around the theme	and write sentences around the theme
	Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
	Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word	Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.					
	Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
Grammar Sentence	Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentences - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions,	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels,	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to

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	lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text	Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation	Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names

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Literacy Word Reading Writing Comprehension

Know how to decode VC, CVC words using the graphemes listed below. • Know how to read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be • Know how to read very simple sentences e.g. I am sad. • Know how to use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary. • Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu

Know how to and why we hold a book, turn the pages and indicate an understanding of pictures and print. Know how to tell a familiar story to friends.

Composition: Know how to tell an adult what I have drawn or painted. Know and ascribe meaning to the marks I make. Know how to orally rehearse what I want to write. Know how to create representations of people, events and objects.

Writing: Know how to hold a pencil using a tripod grip. Know how to form letters and digits 0-5 correctly, starting and finishing in the right place. Know how to write my name. Know and write initial sounds in words. Know how to write CVC words correctly, hearing initial, middle and final sounds

Know how to decode words containing graphemes below. • Know and read the tricky words: was, you, they, my, by, all, are, sure, pure. • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know, read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'. • Know phonemes: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er

Know and describe the main events in a story. Know how to retell my own story. Know how to read a simple book and answer questions about what I have read.

Composition: Know how to use the graphemes and words I've learned to write captions, labels and simple sentences. Know to read back my writing. Know to rehearse what I write orally before writing it down.

Writing: Know to form letters and digits 0-9 correctly, starting and finishing in the right place. Know and write the tricky words from phase 2. Know and write CVC, VCC, CVCC and CCVC words. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know to sound out the words I spell using my phonic knowledge. Know and write simple lists, labels and captions. Know and write a meaningful sentences (e.g. sentence matches the image).

Know and securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable. • Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know and understand a sentence I have written. • Graphemes: Know, read and spell words which have adjacent consonants, such as trap, milk. Know the main events in the stories I read. Know how to make a prediction based on events in a text. Know how to retell a story using my own words.

Composition: Know how to sequence sentences to form a short, simple narrative. Know to read back my sentence to check it makes sense. Know to discuss my writing with an adult / peer. Know to read aloud my writing clearly to an adult / peer.

Writing: Know to form letters in the correct direction and sitting on the line. Know and write the tricky words: from phase 3. Know and write words containing digraphs such as sh, th, ch. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know that the sentence that I write should be legible to myself and others. To know an adjective is a describing word and begin to use adjectives in writing. Know I must write more, to build up stamina, writing two or more sentences regularly.

Role play, retell and create stories orally and in play. Learning and singing nursery rhymes, songs and poems

Perform

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	Vocab: phoneme, grapheme, letter, word, sound, sentence, phoneme frame, lower case, capital letter, digraph, trigraph, word, caption, sentence, full stop, question mark, exclamation mark, author, illustrator, character, fiction, non-fiction, illustrations, retell, fairy tale, traditional tale, information book, next, stories, rhymes, poems, beginning, end, cover, title page, page number, contents, index, sign, label, poster.	CP	Reading and Writing opportunities available in all areas of continuous provision. Fiction and non-fiction books, writing frames, mark making implements, chalk boards, sticks, mud, sand, letter magnets and beads.
Phonics Little Wandle	Phase 2	Phase 3	Phase 4
Literacy Word Reading Writing Comprehension	Know how to decode VC, CVC words using the graphemes listed below. • Know how to read the tricky words: is, I, the, put, pull, full, as, and has, his, her, she, push, he, of, we, me, be • Know how to read very simple sentences e.g. I am sad. • Know how to use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary. • Know graphemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss j, v, w, x, y, z, zz, qu Know how to and why we hold a book, turn the pages and indicate an understanding of pictures and print. Know how to tell a familiar story to friends. Composition: Know how to tell an adult what I have drawn or painted. Know and ascribe meaning to the marks I make. Know how to orally rehearse what I want to write. Know how to create representations of people, events and objects. Writing: Know how to hold a pencil using a tripod grip. Know how to form letters and digits 0-5 correctly, starting and finishing in the right place. Know how to write my name. Know and write initial sounds in words. Know how to write CVC words correctly, hearing initial, middle and final sounds	Know how to decode words containing graphemes below. • Know and read the tricky words: was, you, they, my, by, all, are, sure, pure. • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know, read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'. • Know phonemes: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er Know and describe the main events in a story. Know how to retell my own story. Know how to read a simple book and answer questions about what I have read. Composition: Know how to use the graphemes and words I've learned to write captions, labels and simple sentences. Know to read back my writing. Know to rehearse what I write orally before writing it down. Writing: Know to form letters and digits 0-9 correctly, starting and finishing in the right place. Know and write the tricky words from phase 2. Know and write CVC, VCC, CVCC and CCVC words. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know to sound out the words I spell using my phonic knowledge. Know and write simple lists, labels and captions. Know and write a meaningful sentences (e.g. sentence matches the image).	Know and securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable. • Know and read the tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Know how to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Know and understand a sentence I have written. • Graphemes: Know, read and spell words which have adjacent consonants, such as trap, milk. Know the main events in the stories I read. Know how to make a prediction based on events in a text. Know how to retell a story using my own words. Composition: Know how to sequence sentences to form a short, simple narrative. Know to read back my sentence to check it makes sense. Know to discuss my writing with an adult / peer. Know to read aloud my writing clearly to an adult / peer. Writing: Know to form letters in the correct direction and sitting on the line. Know and write the tricky words: from phase 3. Know and write words containing digraphs such as sh, th, ch. Know to use capital letters and full stops to punctuate sentences. Know to use finger spaces between words. Know that the sentence that I write should be legible to myself and others. To know an adjective is a describing word and begin to use adjectives in writing. Know I must write more, to build up stamina, writing two or more sentences regularly.
Educational Programme from the EYFS Framework	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
Birth to 5 Matters	Word Reading and Comprehension EYFS		Writing EYFS
	Comprehension Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves Word Reading Begins to recognise some written names of peers, siblings or "Mummy"/ "Daddy" for example Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent		Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

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	some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
Developmental Matters Reception	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Early Learning Goals	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Main Text	Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Other Text	Lost and Found – Oliver Jeffers	Meesha makes friends- Tom Percival	The Shoemaker and the Elves	Bear shaped- Dawn Coulter-Cruttenden	Meerkat Mail - Emily Gravett	The Jolly Postman – Allan Ahlberg
Other Text		Non-fiction text about the seasons	Puss in Boots		Non-fiction text about animals	
Poetry	Sampan – Tao Lang Pee			The Owl and the Pussy Cat – Edward Lear		Cats Sleep Anywhere – Eleanor Farieon
Word Reading	Reading					
	Throughout Year 1 Focus on: - To know how to read words containing taught GPCs through Little Wandle revised Letters and Sounds - To know how to read other words of more than one syllable that contain taught GPCs - To know how to apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency - To know and read all capital letters - To know all the days of the week - To know and respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes - To know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To know how to read aloud accurately decodable books that are consistent with their developing phonic knowledge - To know how to re-read books to build up fluency, prosody and confidence - To know and read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)					
	Build on knowledge from previous year & focus on:					
	To know how to read <i>some</i> common exception words, noting unusual correspondences between spelling and sound and where these occur in the word					
	•To know –s, –es endings	•To know –s, –es endings and – er endings	• To know –s, –es, – er ending To know –ing endings	• To know of –s, –es, – er, – ing endings To know –ed endings	• To know –s, –es, – er, – ing, -ed endings To know –est endings	• To know securely and fluently –s, –es, – er, – ing, -ed, and – est endings
Comprehension	Throughout Year 1 Focus on: - To know how to listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently - To know how to link what they read or hear and relate to their own experiences - To know, recognise and join in with predictable phrases with increased confidence - To know and recite by heart some poems - To know how to participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say - To know how to make inferences on the basis of what is being said and done					
	Build on knowledge from previous year & focus on:					

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	•To begin to know some familiar stories, retelling them with a developing knowledge of their particular characteristics •To know that it is important to check that a text makes sense as they read and correct inaccurate reading	• To know several key fairy stories, retelling them and know about their particular characteristics •To know to draw on prior knowledge or on background information and vocabulary provided by the teacher to read and understand the text. • To know the meaning of words and how to link new meanings to those already known	•To know familiar stories, retelling them with an understanding of their particular characteristics • To know, be able to identify and discuss significant events in stories • To know how to predict what might happen on the basis of what has been read so far	• To know several key traditional tales, retelling them and showing knowledge about their particular characteristics • To know how to make inferences on the basis of what is being said and done	• To know some stories, retelling them with knowledge of their particular characteristics • To know how to infer on the basis of what is being said and done. To know how to explain clearly their understanding of what is read to them.	• To know several key stories and poems, retelling them with knowledge of their particular characteristics • To know how to infer on the basis of what is being said and done in the story/poem.
Skills and Strategies	Apply the following reading strategies with increasing independence: • To know and use a phonics first approach for decoding unfamiliar words and practicing known graphemes • To know identified graphemes and blend them when reading words • To know how to segment identified graphemes when reading words • To know simple text features such as titles and pictures • To know vocabulary that will help them to talk <i>about</i> books (when not decoding) and make meaning from the text to help discussions (decoding) • To develop reading accuracy in decodable texts • To know how to self-correct including re-reading words • To know, identify and locate pre-taught vocabulary • To know to re read sentences for fluency					
	Build on Previous Year & Focus on:					
	• To know with growing awareness how to respond to full stops when reading • To know and identify simple text features such as titles and pictures and that these can indicate what the text is about	• To know and show an awareness of full stops when reading • To know and identify simple text features such as titles and pictures and that these can indicate what the text is about • To know with growing awareness the difference between a story, information and poem.	•To know how to read with attention full stops • To know how to use prior knowledge of context • To know and deepen understanding of story through 'Book Talk' • To know with growing awareness the difference between a story, information and poem. • To know and understand how captions can give information • To know how to make simple predictions	• To know how to read aloud with attention to capital letters to start sentences, full stops and question marks. • To know how to discuss prior knowledge of context • To know to deepen understanding of story through Book Talk •To know how to make simple predictions	• To know how to read aloud with attention to capital letters to start sentences, full stops and question marks • To know how to discuss prior knowledge of context • To know and deepen understanding of story through Book Talk • To know and understand how captions can give information • To know how to make simple predictions	• To know how to read aloud with attention to capital letters to start sentences, full stops and question marks. • To know how to discuss prior knowledge of context • To know and deepen understanding of story through Book Talk • To know how to make simple predictions
Assess	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information * Make inferences from the text * Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	*Predict what might happen on the basis of what has been read so far *Make inferences from the text * Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information			* Predict what might happen on the basis of what has been read so far * Identify and explain the sequence of events in texts * Make inferences from the text * Identify / explain key aspects of fiction and non-fiction texts,	Predictions made about characters, events, titles and information * Predict what might happen on the basis of what has been read so far * Identify and explain the sequence of events in texts * Make inferences from the text
Reading Terminology	Building on knowledge from previous year and throughout Year 1 focus on: grapheme, phoneme, digraph, spit vowel digraph, contraction, blend, predict, title, event					
Writing Outcome & Writing Purpose	Writing					
	Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate

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		Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
	Spellings	- To know words containing each of the 40+ phonemes already taught. - To know plural noun suffix -s - To know the name letters of the alphabet in order. - To know to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.	- To know and reinforce plural noun suffix -s -es - To know how to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.	- To know and reinforce plural noun suffix -s -es - To know how prefix un – changes the word - To know how to spell adjectives using the suffix – er –est - To know how to spell days of the week - To know how to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.	- To know and use Suffix added to verbs – ing –ed –er est - To know how to use letter names to distinguish between alternative spellings of the same sound. - To know how to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.	- To know plural noun suffix -s -es - To know how prefix un – changes the meaning of verbs and adjectives - To know to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.	- To know plural noun suffix -s -es - To know suffix added to verbs – ed -ing - To know to spell common exception words. - To apply simple spelling rules and guidance following Little Wandle Letters and Sounds Revised.
Grammar:	Word	Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and - er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix unchanges the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
	Sentence	To know how to combine words to make sentences, joining words and clauses To know how to write from memory simple sentence dictated by the teacher that include words using the GPC's and CEW.					
		Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
	Text	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
P u s		Build on previous year & focus on:					

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		Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Writing Terminology	Building on knowledge from previous year and throughout Year 1 focus on: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation						
Handwriting	To follow the sequence identified on the chosen school sequence. - Little Wandle						
	To reinforce letter formation learnt in Reception. To know how to sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place		To know how to form capital letters To know how to form digits 0-9			To know and understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	
Oracy	National Curriculum		Statement Expectations	What this looks like		Sentence Stems	How
	1.	Listen and respond appropriately to adults and their peers.	Sometimes demonstrates active listening when responding to others - Listens to and understands 2 to 3 part instructions in familiar contexts	Sits facing the speaker -Responds with simple comments or suggestions - Follows instructions with 2 parts or more e.g. 'First hang up your coat, then come and sit down'		I think...	-Can I listen to others when they are talking to me? -Can I follow instructions in the right order?
	2.	Ask relevant questions to extend their understanding and knowledge	Sometimes asks questions that are linked to the topic being discussed - Asks for help in understanding when a message is not clear	With support, asks questions that are relevant to the content of the topic - Makes comments about what they have heard and asks questions to clarify their understanding		How does...? Why did...?	Can I ask questions to help me find out more?
	3.	Use relevant strategies to build their vocabulary	Increases vocabulary using words provided by adults, discussions and within the environment -Thinks of synonyms for simple vocabulary choices	With support, uses newly introduced vocabulary when speaking that is appropriate to the context -Refers to scaffolds and prompts around the classroom -Generates simple synonyms and draws on this bank of new vocabulary during spoken activities		N/A	Can I listen to and use some of our new words correctly? -Can I think of other words that have the same meaning?
	4.	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions -Answers simple questions on a wider range of topics -Begins to express a view / opinion	Uses 'because' to justify answers, arguments and opinions -Draws on observations and ideas to suggest answers, when prompted -With support, expresses their ideas and feelings simply		I think... I think... because... I like... best... because...	Can I say what I like and dislike about a topic?
	5.	Give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings	Retells simple recounts aloud -Retells familiar stories in order, using story language -Uses language to explain how simple things work	Expresses feelings simply, e.g. happy / sad -Uses drawings or writing to support -Uses the language of sequencing, e.g. first, next -Uses story boards to organise sequence before retelling -Uses the language of retelling, e.g. Once upon a time -Talks whilst planning and taking part in a practical activity		Explanation: I...because... When I...because... After I... How/why/where/when...	Can I use my plan to retell stories or recounts? -Can I talk about how something works?

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	6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Usually keeps to a topic and can be easily prompted to move on when required -Listens to a partner	Starts to join in with conversations through offering ideas -Maintains attention in small groups when there is minimal distraction -Attention in larger group activities is sustained for most of the time	I think that... What do you think?	Can I listen when someone else speaks? -Can I add one point that is important?
	7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Offers ideas based on what has been heard	Class / groups work out a story together then retell it -Uses language to talk self through steps required in simple problem solving -When prompted, poses, 'What if...' questions	I think/don't think... because... and... ... will happen because... I think...because... I predict... will happen What if...? Could I...we...?	I can listen to others then say my idea
	8. Speak audibly and fluently with an increasing command of Standard English	Speaks clearly with occasional errors	Uses simple past and present tense and word order when speaking - Reading aloud is audible to the listener -Rehearses speaking in full sentences	N/A	I can speak clearly after practising my sentence
	9. Participate in discussions, presentations, performances, role play, improvisations and debates	Knows when it is their turn to speak in a simple presentations / discussions -Takes on the role of someone else -Takes part in a performance of a poem / story from literacy	Uses props etc from role play to take on simple roles -Uses puppets to retell a story -Joins in with a teacher-led discussion	Past and present tense -Say sentence with single adjective -Ask questions Use exclamations -Conjunctions: and, but, or, because	I can take part in roles and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Looks at the listener and includes details of interest	Thinks about / rehearses what they are going to say first, e.g. questions for a visitor or when speaking to a group -Maintains eye contact and chooses words to interest the listener -May demonstrate some interaction with the listener, e.g. asks a question / uses body language	N/A	I can look at the listener when I am talking -I can use some interesting words
	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Begins to understand that different people have different ideas / responses	-Listen to the views an opinions of others. Understand the differences in opinion, with support -Simple agreement or disagreement with points made	My partner thinks... I agree because... I disagree because It is right... It is wrong...	Can I listen to what others have to say?
	12. Select and use appropriate registers for effective communication -	With support, notices how different speakers talk and considers why this might be the case	-Uses different language in different situations, e.g. less formal in role play -Shows they can use language to reason and persuade, e.g. Can I go outside because it has stopped raining? -occasional changes to language according to speaking partner, e.g. family and friends, teachers, others	N/A -	Can I use the right types of words for this situation?

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Oracy Opportunities	- To know how to role play; developing speaking and listening skills. - To know how to listen to others in a range of situations and how to respond appropriately. - To know how to follow instructions with more than one point in different situations. - To listen to others in a range of situations and usually respond appropriately - To understand instructions with more than one point in many situations. - To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. - To use appropriate vocabulary to describe their immediate world and feelings. - To think of alternatives for simple vocabulary choices. - To organise their thoughts into sentences before expressing them. - To retell simple stories and recounts aloud. - To recognise when it is their turn to speak in a discussion. - To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	- To speak clearly in a way that is easy to understand. - To know how to rehearse sentences orally before writing. - To know and retell familiar stories focusing on the sequence of events. - To know how to read aloud, re-enact and improvise stories through drama. - To know and begin to ask questions that are linked to the topic being discussed. - To know how to answer questions on a wider range of topics (sometimes may only be one-word answers). - To know how to give instructions- Geography and DT - To know how to perform a short poem - To know and take part in the re-telling of the Christmas story. - To know how to perform during the Nativity play.	- To know how to rehearse sentences orally before writing. - To know how to respond to higher level questioning. - To think of alternatives for simple vocabulary choices - To know how to explain characters' feelings, actions & events using clues in the text. - To know how to speak clearly in a way that is easy to understand. - To know how to speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. - To know when it is their turn to speak in a small group presentation or play performance. - To know how to take part in a simple role play of a known story. - To retell simple stories and recounts aloud.	- To know how to rehearse sentences orally before writing. - To use appropriate vocabulary to describe their immediate world and feelings. - To think of alternatives for simple vocabulary choices - To know when it is their turn to speak in a small group presentation or play performance. - To know appropriate vocabulary to describe their immediate world and feelings. - To know and think of alternatives for simple vocabulary choices. - To know how to perform poetry linked to 'The Owl and the Pussy Cat' - To know how to engage in PATHS role play - To know to take part in PSHE discussions	- To know and learn to appreciate rhymes and poems, recite some by heart. - To know how to organise their thoughts into sentences before expressing them. - To know how to describe their immediate world and environment. - To use appropriate vocabulary to describe their immediate world and feelings. - To know how to retell simple stories and recounts aloud. - To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	- To know and further develop speaking and listening skills through discussion, debate, role play and hot seating. - To know how to explain and discuss books; answer and ask questions; predict what might happen on basis of what has been read; draw inference on the basis of what is being said and done. - To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. - To know when it is their turn to speak in a discussion. - To know that different people will have different responses and that that these are as valuable as their own opinions and ideas. - To know how to take part in PSHE discussions.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	The Night Gardner (RSW) Snail and the Whale – Julia Donaldson	A River (RSW) The Three Little Wolves and the Big Bad Pig – Eugene Trivizas	Grandad's Island (RSW) The Hodgeheg – Dick King-Smith	Bog Baby – Jeanne Willis (RSW) The Hodgeheg – Dick King-Smith	The King Who Banned the Dark (RSW) Fantastic Mr Fox- Roald Dahl	Rosie Revere (RSW) Fantastic Mr Fox- Roald Dahl
Other Text	Dear Greenpeace – Simon James	The Three Horrid Pigs and the big friendly wolf - Liz Pichon		The Lighthouse Keeper's lunch - Rhonda and David Armitage	Bring the Rain to the Kapiti Plain – Verna Aardema	The Toymaker – Martin Waddell
Other Text	It all Starts with a Seed Usborne	Nativity play script				

English Curriculum Map: - Garswood Primary School

Poetry	Now we are Six -A.A Milne		The Engine Driver by Clive Sansom			The Sound collector – Roger McGough
Word Reading	Reading					
	Throughout Year 2 Focus on: - To know how to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - To know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - To know how to read accurately words of two or more syllables that contain the same graphemes as above - To know how to read words containing common suffixes - To know how to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - To know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - To know how to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - To know how to reread these books to build up their fluency and confidence in word reading - To know how to read accurately most words of two or more syllables					
	To have the knowledge to build on Previous Year & Focus on:					
	- To know and apply and embedded phonic knowledge and skills as the route to decode - To know and read some common exception words - To know and read most words containing common suffixes - ly	- To know and decode automatically and build fluency - To know and read some common exception words - To know and read most words containing common suffixes -er -est	- To know and re-read books to build fluency and confidence - To know and read most common exception words - To know and read most words containing common suffixes - ful	- To know and sound out most unfamiliar words accurately, without undue hesitation - To know and read accurately most words of two or more syllables - To know and read most common exception words - To know and read most words accurately without overt sounding and blending	- To know and read most words containing common suffixes – ness - To know and read all common exception words with automaticity - To know and read sufficiently fluently to allow a focus on understanding - To know and read accurately most words of two or more syllables	- To know and read most words containing all common suffixes - To know and read all common exception words with automaticity - To know and read sufficiently fluently to allow a focus on understanding
Comprehension	Throughout Year 2 Focus on: - To know how to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that which they can read independently - To know how to discuss their favourite words and phrases. - To know a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - To know how to make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)					
	To retain knowledge from previous year & focus on:					

English Curriculum Map: - Garswood Primary School

	• To know and check the text makes sense to them and correct inaccurate reading • To know how to answer and ask questions • To know how to make some predictions of what might happen on the basis of what has been read so far • To know many non-fiction books are structured in different ways To know how to answer and ask questions relating to text they have read or heard.	• To know how to discuss and clarify the meanings of words, linking new meanings to known vocabulary • To know how to explain what has happened so far in what they have listened to or read • To know there is a sequence of events in books and how many items of information are related • To know and understand many non-fiction books that are structured in different ways	• To know and retell a wide range of fairy stories, fairy stories and traditional tales. • To know and discuss an increasing amount of word meanings in context, linking meanings to those already known • To know and discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) • To know how to make some predictions of what might happen on the basis of what has been read so far *To know how to 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.	*To know how to recognise simple recurring literary language in stories and poetry. • To know how to make some inferences on the basis of what is being said and done across the book and draw on other books they have read (building on from YR1 Greater Depth) explain and discuss their understanding of books, poems, and other materials, both those that they listen to and those that they read for themselves.	• To know how to make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) • To know and understand many non-fiction books that are structured in different ways	• To know and retell a wide range of stories plays. • To know how to show a good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher
Skills and Strategies	Apply the following reading strategies with increasing independence: • To know how to apply their phonics knowledge and skills • To know how to connect their prior knowledge with context to support their understanding • To know to re-read sentences for clarity • To know how to use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families • To know how to locate and discuss words and pre-taught vocabulary to find out what the text is about • To know how to self-correct, including rereading and reading ahead • To know and identify and use text features, e.g. titles, headings, to locate and understand specific information • To know how to look for specific information in texts using contents and glossaries • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation					
	To have the knowledge to build on Previous Year & Focus on:					
	• To know and recognise and read many common exception words • To know and read sentences with increasing accuracy and fluency • To know and self-correct words • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation	• To know and recognise and read many common exception words • To know and read sentences with increasing accuracy and fluency • To know and self-correct words • To know and read aloud with attention to punctuation, including full stops, question, exclamation and intonation	• To know and recognise and read most common exception words • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and look for specific information in texts using contents and glossaries • To know and identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • To know and re-read sentences for clarity	• To know and recognise and read most common exception words • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and re-read sentences for clarity	• To know and recognise and read all common exception words with automaticity • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and talk about book preferences • To know and identify how texts are organised, e.g. lists, numbered points, tables and bullet points	• To know and recognise and read all common exception words with automaticity • To know and read a range of texts with increasing accuracy and fluency • To know and self-correct, including rereading and reading ahead • To know and talk about book preferences
Assessment	• Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Predict what might happen on the basis of what has been read so far • Make inferences from the text	• Draw on knowledge of vocabulary to understand texts • Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Make inferences from the text • Predict what might happen on the basis of what has been read so far	• Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Identify and explain the sequence of events in texts • Make inferences from the text	• Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Make inferences from the text	• Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Make inferences from the text	• Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Make inferences from the text

English Curriculum Map: - Garswood Primary School

Reading Terminology	To build on prior knowledge and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question, prosody					
	Writing					
	To build on knowledge from previous year & focus					
Writing Outcome & Writing Purpose	Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
	Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
Spelling	See spelling years 1 and 2 plan					
Composition	Phase 5 review little wandle	Bridge to spelling – little wandle	• Year 2 little wandle spelling programme	• To know how adjectives are formed using suffixes e.g. –ful, –less – ment – ness • To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		• To know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • To know to spell more words with contracted forms. E.g can't don't
	Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: ○ evaluating their writing with the teacher and other pupils ○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.					

English Curriculum Map: - Garswood Primary School

Grammar:	Word	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Formation of adjectives using suffixes e.g. –ful, –less	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixese.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
	Sentence	Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
	Text	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
	Punctuation	To build on knowledge from previous year & focus on:					
		Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops ,question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling(contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling(contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular rpossession in nouns Commas to separate items in a list
Writing Terminology	Building on Previous Year and throughout Year 2 focus on: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma						

English Curriculum Map: - Garswood Primary School

Handwriting	To follow the sequence identified on the chosen school sequence. - Little Wandle Pupils should be taught to: To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters.				
Oracy	National Curriculum	Statement Expectations	What this looks like	Sentence Stems	How
	1.Listen and respond appropriately to adults and their peers.	Listens carefully and responds with increasing appropriateness to what has been said -Fully understands instructions with more than 2 points in many situations	Sits facing the speaker -Makes helpful contributions when speaking in turns in pairs and in small groups -identifies the main points in the conversation	I also think... I agree... I disagree...	Can I listen to others and put forward my own point? -Can I follow instructions in the right order?
	2.Ask relevant questions to extend their understanding and knowledge --	Asks some questions that link clearly to the topic being discussed -Asks and answers questions that develop understanding	Raises and answers questions about things they are learning about and interested in -Asks and answers 'how' and 'why' questions -Says when they don't understand something and that they require further information	How does...? Who was...? Why did...? When was...? Where were...?	-Can I ask questions to help me understand?
	3.Use relevant strategies to build their vocabulary --	Listens to and uses some new vocabulary to explain, describe and add details -Discusses and explains word meanings, including favourite words and phrases	Starts to use subject-specific vocabulary accurately in other curriculum areas -Uses comparative language to describe changes, patterns and relationships -Develops vocabulary from the environment, including what they hear and read	N/A -	Can I use some of our new words to explain, describe or add
	4.Articulate and justify answers, arguments and opinions --	Answers questions using clear sentences -Listens to others and puts forward their own points	Uses 'because, when, so' to make simple justifications and extend ideas -Justifications use evidence from the context	I think...because... I prefer...because	Can I answer a question in a full sentence?
	5.Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Recounts personal experiences with some detail -Retells a range of stories that have a setting, plot and a sequence of events -Talks about what they have found out and how they have found it	Generally sequences talk to help the listener -Extends ideas using some conjunctions and adverbs, e.g. because, then, next -uses scaffolds to organise their thoughts before speaking, e.g. a planning frame -Uses a greater range of feelings words, e.g. worried, unsure, delighted	Explanation: I...because... When I...because... After I... The...because... How/why/where/when...	-Can I explain what I have found out? -Can I retell stories and recounts in order?
	6.Maintain attention and participate actively in Collaborative conversations, staying on topic and initiating and responding to comments	Listens to others and puts forward their own points -Allows others to talk without interruption and takes turns	Listens to others both actively and patiently -Remains focused on a conversation when not directly involved -Can recall the main points of a conversation -May comment when the detail is unclear	I agree with... I Think that... I disagree with...	Can I listen to someone else before saying my point? -Can I wait my turn to speak?

English Curriculum Map: - Garswood Primary School

	7. Use spoken language to develop Understanding through speculating, hypothesising, imagining and exploring ideas	Offers ideas or suggestions based on what has been heard or in response to reading	Draws on experience of stories, images and memories - Makes predictions about what will happen next in a class story - Suggests what has happened after watching an experiment - Asks and answers questions related to problem solving	I think...because... I predict that...because... I think they will be alike because they are both... I like that idea because... How about this...	I can give an idea based on the ideas of others and my reading
	8. Speak audibly and fluently with an increasing command of Standard English --	Speaks confidently within a group of peers, usually using grammatically correct sentences	Changes volume depending on group size or occasion - Speaks with clarity and uses intonation when reading and reciting texts and when reading own writing aloud - Uses verb tenses/forms increasingly accurately - Speaks in grammatically correct sentences	N/A -	I can speak confidently in full sentences
	9. Participate in discussions, presentations, performances, role play, improvisations and debates --	Takes turns to talk, listen and respond, in paired and group discussions - Takes on the role of someone else and interacts with others in role	- Remains focused on a discussion when not entirely involved and able to recall main points when prompted - Steps into an illustration and improvises the conversation between the characters	Past and present tense - Say sentence with an expanded noun phrase - Use exclamations, question command and statement sentences - Conjunctions: Y1 plus when, if, that, until, since, so	I can take turns in role plays and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Speaks clearly so that the listener can hear what is said - Organises thoughts into sentences before expressing them - Chooses words to interest the listener	Practises and rehearses reading sentences and stories aloud	N/A -	I can speak so that I am heard - I can practice my sentences before speaking - I can use some words for interest and detail
	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Knows that different people have different ideas / responses and recognises that these are as valuable as their own	Thinks about the ideas and viewpoints of others - Recognises that others may not agree with us and vice versa - Simple agreements or disagreements with points made, using appropriate justification	My partner thinks... I agree / disagree because... No because... Yes because... I think...when / so... Also...	Can I listen to others then say what I think?
	12. Select and use appropriate registers for effective communication	Experiments with a variety of levels of formality when talking to different people	Uses different words when talking to the teacher than when talking to friends	N/A	Can I choose the right types of words for different situations?

English Curriculum Map: - Garswood Primary School

Oracy Opportunities

Learning lines for nativity show discussing character motives.

PATH sessions role play and empathy towards own and others feelings.

During Little Wandle reading session 3 times a week, rehearsing prosody.

Linked to Pig of Happiness PHSE 'what makes me happy' present to the class.

Forest School – listen and respond when communicating with peers: den building, partner work making a fence using knots and string

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

DT: in relation to real product articulating their views and facts about the product. Following think...I know.. this is why... I prefer ... because ...

Learning lines for nativity show discussing character motives.

Linked to making Pumpkin Soup, following a recipe

PHSE – making a friendship recipe.

PATH sessions role play and empathy towards own and others feelings.

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

During Little Wandle reading session 3 times a week, rehearsing prosody.

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

Trip to church Christingle: follow question asking structure: how does? who was, why did...? when asking an expert.

During extensive new vocab session when exploring similar texts 'Three Little Pigs'

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

During Little Wandle reading session 3 times a week, rehearsing prosody.

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

DT: in relation to real product articulating their views and facts about the product. Following think...I know.. this is why... I prefer ... because ...

- Reading their work to their peers
Performing the poem to an audience.
PATH sessions role play and empathy towards own and others feelings.

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

During Little Wandle reading session 3 times a week, rehearsing prosody.

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

Egg hatching experience: follow question asking structure: how does? who was, why did.. when asking an expert.

Science verbally recount results of the investigation, what seeds need to grow.

To offer ideas on what conditions a seeds needs to grow based on their knowledge.

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

During Little Wandle reading session 3 times a week, rehearsing prosody.

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

DT: in relation to real product articulating their views and facts about the product. Following think...I know.. this is why... I prefer ... because ...

To read/ recite their explanations to Year 1 children – How to enjoy Year 2.

During Little Wandle reading session 3 times a week, sequencing using conjunctions and adverbs.

Little Wandle reading: giving a detailed opinion on narrative

Jewish visitor experience: follow question asking structure: how does? who was, why did...? when asking an expert.

During Little Wandle reading session 3 times a week, rehearsing prosody.

During spelling sessions: sentence dictation and sentence check. Oral rehearse sentence, selecting appropriate registers in projection of voice.

English Curriculum Map: - Garswood Primary School

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Iron Man - Ted Hughes	Fox	Rhythm of the Rain	The Visible Sounds It fell from the Sky	Egyptology	Into the Forest
Other Text	The Selfish Giant by Oscar Wilde	Plant and Pollinators (non-fiction) Flood Alvaro F. Villa	The Flower by John Light	Rock and Minerals Factual book.	The Pebble in my Pocket. A history of our Earth - Meredith Hooper	Fire Work Makers Daughter - Phillip Pullman
Poetry	The Lonely Scarecrow James Kirkup The Old Pond – Matsuo Basho (Haiku) (Use BBC bitesize to study different poetry types)	May You Be Brave – J.E.Cano	The River – Valerie Bloom		The Magic Box – Kit Wright	
Word Reading	Reading					
	Throughout Year 3 Focus on: - A growing knowledge of root words, prefixes and suffixes (etymology and morphology) - and how to use them - as listed in English Appendix 1, both to read aloud and to understand the meaning of new words - To know further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
Comprehe nsion	Throughout Year 3 Focus on: - To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - To know how to participate in discussion about both books that are read to them and those they can read for themselves - To know how to use dictionaries to check the meaning of many unknown words that they have read - To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence - To know how to increase their familiarity with a wide range of books and retell some of these orally					
	To build on knowledge from previous year & focus on:					

English Curriculum Map: - Garswood Primary School

	• To know how to read a range of books that are structured in different ways and know reading can serve a range of purposes • To know how language, structure and presentation contribute to meaning • To know that the text should make sense to them, and how to discuss their understanding and explain the meaning of some words in context • To know how to predict what might happen from details stated and some which are implied • To know how to retrieve and record some information from non-fiction	• To know a wide range of stories non-fiction, poetry, plays and reference books. • To know how to use dictionaries to check the meaning of many unknown words that they have read • To know how to predict what might happen from details stated and some which are implied • To know how to recognise some different forms of poetry [for example, free verse, narrative poetry] • To know asking questions can improve their understanding of a text • To know and prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	• To know how to read a range of books that are structured in different ways and read for a range of purposes • To know and identify how language and structure contribute to meaning • To know how to identify main ideas drawn from more than one paragraph and how to summarise these • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know how to retrieve and record some information from non-fiction	• To know how to read a wide range of books, including fairy stories • To know and be able to identify simple themes and conventions in an increasing range of books • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know and recognise some different forms of poetry [for example, free verse, narrative poetry] • To know and prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	• To know how read a range of books that are structured and know reading serves a range of purposes • To know and be able to identify simple themes and conventions in an increasing range of books • To know and be able to discuss some words and phrases that capture the reader's interest and imagination • To know and identify how language and structure contribute to meaning • To know and retrieve and record some information from non-fiction	• To know how to read a wide range of books • To know and be able to identify simple themes and conventions in an increasing range of books • To know and be able to discuss some words and phrases that capture the reader's interest and imagination • To know and recognise some different forms of poetry [for example, free verse, narrative poetry] • To know how to prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
Skills and Strategies	Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge • To know how to connect prior knowledge with context • To know and be able to locate and discuss words and pre-taught vocabulary, to find out what the text is about • To know how to use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context • To know how to read a range of texts with increasing accuracy and fluency • To know how to read with fluency and enthusiasm and read widely and frequently • To know how to formulate views about what is read with support • To know the benefit of reading and understanding what is read					
	To build on knowledge from previous year & focus on:					
	To know how to read many Year 3&4 Word List words • To know how to read aloud using punctuation to aid expression including speech • To know how to use self-correction, including re-reading and reading ahead	• To know how to identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i> • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to identify and use text features, <i>e.g. titles, headings and pictures</i>, to locate and understand specific information	• To know how to re-read sentences for clarity • To know how to read <i>most Year 3&4 Word List words</i> • To have the knowledge to read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation	• To know how to read many Year 3&4 Word List words with autonomy	• To know how to re-read sentences for clarity • To know how to enhance understanding in information text through, <i>e.g. illustration, photographs, diagram and charts</i> - To know how to skim to gain an overview of a text, <i>e.g. topic, purpose</i>	• To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation
	• To know how to skim to gain an overview of a text, <i>e.g. topic, purpose</i> • To know how to identify different purposes of texts, <i>e.g. to inform, instruct, explain</i> • To know how to read short information texts independently with concentration	• To know how to skim to gain an overview of a text, <i>e.g. topic, purpose</i> • To know how to identify different purposes of texts, <i>e.g. to inform, instruct, explain</i> • To know how to read short information texts independently with concentration				

English Curriculum Map: - Garswood Primary School

Assessment	Predict what might happen from details stated and implied Identify / explain how information / narrative content is related and contributes to meaning as a whole Give / explain the meaning of words in context Retrieve and record information / identify key details from fiction and non-fiction	Predict what might happen from details stated and implied Give / explain the meaning of words in context	Summarise main ideas from more than one paragraph Identify / explain how information / narrative content is related and contributes to meaning as a whole Make inferences from the text / explain and justify inferences with evidence from the text	Make inferences from the text / explain and justify inferences with evidence from the text Make comparisons within the text	Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases	Identify / explain how information / narrative content is related and contributes to meaning as a whole Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases
Reading Terminology	Building on previous year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
	Writing					
	Writing Outcome & Writing Purpose					
	Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
	Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Spellings	See spelling years 3 and 4 plan					

English Curriculum Map: - Garswood Primary School

Composition		Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives, creating settings, characters Proofreading for spelling and punctuation errors	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Introduction to paragraphs as a way to group related material Proofreading for spelling and punctuation errors	Plan their writing. Draft their writing and evaluate Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Introduction to paragraphs as a way to group related material In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Grammar:	Word	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning

English Curriculum Map: - Garswood Primary School

	Sentence	Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. when ,before, after, while, so, because, if, although Learn how to use subordination(reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions ,e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions ,e.g. when, if, because, although	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before,
	Text	Build on previous year & focus on:	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as away to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as away to group related material • Headings and sub-headings to aid presentation
	Punctuation	Reinforce from Year 2:		To build on prior knowledge & focus on:			
		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Writing Terminology	Building on previous year and throughout Year 3 focus on: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas						
Handwriting	To follow the sequence identified on the school handwriting scheme.						
Oracy	National Curriculum	Statement Expectations	What this looks like	Sentence Stems	How		

English Curriculum Map: - Garswood Primary School

	1.Listen and respond appropriately to adults and their peers.	Listens carefully in a range of different contexts and usually responds appropriately -Listens to key information and makes relevant, related comments -Follows longer instructions that are not always familiar	Maintains eye contact -In paired or group work, follows the main points of discussion -Makes responses which show understanding	I would also like to add... Another point I would like to make...	Can I listen carefully and say something that is relevant? -Can I follow a set of instructions in the right order?
	2.Ask relevant questions to extend their understanding and knowledge	Asks questions in response to what has been heard or what was presented to them -Asks and responds to questions that extend understanding	Asks a range of questions in a lesson to find out specific information -Seeks clarification if unsure of information presented	How does...? Who was...? Why did...? When was...? Where were...? Do you mean...?	Can I ask questions in response to what I have heard to help me understand?
	3. Use relevant strategies to build their vocabulary	Uses new vocabulary to discuss topics that are unfamiliar to their own experience -Recognises effective vocabulary in stories / texts and begins to use these in their own talk	Will often test out an expanding range of vocabulary in different contexts, sometimes successfully -Uses interesting adjectives, adverbs and noun phrases in discussion -Begins to use dictionaries and thesauruses as well as class word collections	N/A -	Can I use some new vocabulary when talking in my lessons about what I am learning? -Can I find words and phrases in my reading that I would like to use?
	4. Articulate and justify answers, arguments and opinions	Demonstrates increased clarity and precision of ideas -Begins to use reasonable justification for their answers, views and opinions	Explains opinions and arguments in a way that is clear to the listener -Gives answers to questions that are supported with justifiable reasons	I feel.... because / as / due to... My opinion / view is... because / as / due to I believe... because...	Can I say what I think and sometimes give reasons?
	5. Give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings	Organises what they want to say so that it is clear to the listener -Begins to give descriptions, recounts and narrative retellings with added details to engage listeners -Explains a clearly sequenced process	Begins to develop ideas and feelings through sustained talk -Uses a talk frame, with support, to organise their ideas, before speaking -May report on findings from investigations, e.g. maths or science	How/why/where/when... What/after... Then / As a result of / Later...because...	Can I organise my talk before I speak? -Can I add details to interest the listener?
	6.Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Shows, through contributions made and questions asked, that they have followed the main points of a conversation	-Takes turns during conversations, listening respectfully to others -Responses are usually relevant and pertinent to the conversation -Is able to 'tune out' distractions -Makes comments when meaning is unclear	On the other hand... My opinion is... because... I think that...	Can I ask questions to help me follow what others say? -Can I make a point about the topic being discussed?+

English Curriculum Map: - Garswood Primary School

	7. Use spoken language to Develop understanding Through speculating, hypothesising, imagining and exploring ideas --	Develops ideas and expands on these, building on what others say	Adds to a group activity when planning, for example, the holiday of a lifetime -Builds their own understanding and response -May introduce some new material or ideas -Makes generally relevant points which add to ideas	I predict that...because...however /therefore /also... This is probable because... The outcome will be... because I think that might work but what about if... I've been wondering whether...	I can give an idea that builds on what others have said
	8. Speak audibly and fluently with an increasing command of Standard English	-Speaks audibly in a range of situations with growing confidence, using grammatically correct sentences	Varies voice and intonation in a group presentation to a familiar audience -Ensures appropriate determiner is used, e.g. a or an before a noun	N/A	I can speak confidently in full sentences so that others can hear me
	9. Participate in discussions, presentations, performances, role play, improvisations and debates	Engages in discussions and debates, making relevant points or asking relevant questions -Maintains a role by showing understanding of it by responding appropriately to others	-Two characters with clear facial expressions, improvise the conversation	Past and present tense -Use adverbs, conjunctions and prepositions to add detail -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet	I can make meaningful contributions to role plays and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	Rehearses reading sentences and stories aloud, taking note of feedback from teachers and peers	N/A	I can plan my talk with my listener in mind
	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Begins to take account of the viewpoints of others when building own arguments and offering responses	Respectfully responds (agreeing or disagreeing) to the viewpoints of others -Explores different ideas to seek common ground	I agree / disagree because... I appreciate / understand ...'s opinion because / as / due to... However, I feel... because... What is your opinion? How do you feel? Why do you feel...?	Can I respond respectfully to others?
	12. Select and use appropriate registers for effective communication	Adapts speaking style to suit the audience	Switches between talk to friends and more formal situations, e.g. a school visitor / class visit by the head teacher	N/A -	Can I think about what I can do to help a listener understand me?

English Curriculum Map: - Garswood Primary School

Oracy Opportunities

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**DT -Making bread, PE**)

To use vocabulary that is appropriate to the topic and/or the audience (**History - Stone Age to Iron Age**)

To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk (**Reading Focus - Selfish Giant, The Lonely Scarecrow**).

To discuss topics that are unfamiliar to their own direct experience (**History - Stone age to Iron Age**)

- To take account of the viewpoints of others when participating in discussions (**PATHS, History, RE**).

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**Art, Science**).

To recognise when it is needed and ask for specific additional information to clarify instructions (**throughout the day, PSHE**).

To use vocabulary that is appropriate to the topic and/or the audience (**Across all subjects**).

To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk (**Reading Focus - Flood, Plants and Pollinators**).

To discuss topics that are unfamiliar to their own direct experience (**Geography - Rivers, RE, PSHE**)

To take account of the viewpoints of others when participating in discussions (**PATHS, Geography, RE, PSHE**).

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**DT - Making pencil cases**).

To recognise when it is needed and ask for specific additional information to clarify instructions (**throughout the day**).

To use vocabulary that is appropriate to the topic and/or the audience (**Across all subjects**).

To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk (**Reading Focus -The Flower and The River**).

To discuss topics that are unfamiliar to their own direct experience (**History - Ancient Ancients RE, PSHE**)

To organise what they want to say so that it has a clear purpose (**HANDS assembly**).

To take account of the viewpoints of others when participating in discussions

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**Art - Clay**).

To recognise when it is needed and ask for specific additional information to clarify instructions (**throughout the day**).

To speak regularly in front of large and small audiences (**School Council/Eco-Council feedback to class**)

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers (**English, reading intervention**)

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions (**PSHE, PATHS**).

To use vocabulary that is appropriate to the topic and/or the audience (**Across all subjects**).

To recognise powerful vocabulary in stories/

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**DT - Mechanical Systems**).

To recognise when it is needed and ask for specific additional information to clarify instructions (**throughout the day**).

To speak regularly in front of large and small audiences (**School Council/Eco-Council feedback to class, Class Assembly**)

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers (**English, reading intervention**)

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions (**PSHE, PATHS**).

To use vocabulary that is appropriate to the topic and/or the audience (**Across all subjects**).

To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers (**Across all subjects**).

To follow instructions in a range of unfamiliar situations (**Art, school trip**).

To recognise when it is needed and ask for specific additional information to clarify instructions (**throughout the day**).

To speak regularly in front of large and small audiences (**School Council/Eco-Council feedback to class**)

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers (**English, reading intervention**)

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions (**PSHE, PATHS**).

To use vocabulary that is appropriate to the topic and/or the audience (**Across all subjects**).

English Curriculum Map: - Garswood Primary School

			(PATHS, History, RE, PSHE). texts that they read or listen to and begin to try to use these words and phrases in their own talk (Reading Focus -Rocks and Minerals). To discuss topics that are unfamiliar to their own direct experience (Geography, RE, PSHE) To organise what they want to say so that it has a clear purpose (across all subjects, compliments linked to pupil of the day). To begin to give descriptions and narrative retellings with added details to engage listeners (Science). To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation (Across all subjects). To take account of the viewpoints of others when participating in discussions (PATHS, Geography, RE, PSHE).	To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk (Reading Focus -Pebble in the Pocket, The Magic Box). To discuss topics that are unfamiliar to their own direct experience (History - Ancient Egypt RE, PSHE - Families) To organise what they want to say so that it has a clear purpose (across all subjects, compliments linked to pupil of the day). To begin to give descriptions and narrative retellings with added details to engage listeners (Class Assembly, Science). To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation (Across all subjects). To take account of the viewpoints of others when participating in discussions (PATHS, History, RE, PSHE).	To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk (Reading Focus - Firework Maker's Daughter). To discuss topics that are unfamiliar to their own direct experience (RE, PSHE) To organise what they want to say so that it has a clear purpose (across all subjects, compliments linked to pupil of the day). To begin to give descriptions, recounts and narrative retellings with added details to engage listeners (Science). To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation (Across all subjects). To take account of the viewpoints of others when participating in discussions (PATHS, Geography, RE, PSHE).
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English Curriculum Map: - Garswood Primary School

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Other Text	I Believe in Unicorns – Michael Morpurgo	Pester Power Go Green (Non-fiction) - Catherine Chambers	The Miraculous Journey of Edward Tulane – Kate DiCamillo	The Water Cycle – (Non-fiction text) Alison Milford	Boudicca (non-fiction) – Claire Llewellyn	The Lion, the Witch and the Wardrobe – CS Lewis
Poetry		Leisure – William Davies		Who's Who Benjamin Zephania		Macavity: the Mystery Cat – T.S Eliot
Word Reading	Reading					
	Throughout Year 4 Focus on: • To apply 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 • To know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
Comprehension	Throughout Year 4 Focus on: • To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To know how to participate in discussion about both books that are read to them and those they can read independently • To know how to use more complex dictionaries to check the meaning of many unknown words that they have read • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • To know how to increase their familiarity with a wide range of books and retell some of these orally with an appropriate use of story-book language					
	To build on prior knowledge & focus on:					

English Curriculum Map: - Garswood Primary School

	• To know how to read a wide range of books that are structured in different ways and read for a range of purposes • To know and identify how language, structure and presentation contribute to meaning • To know if the text makes sense to them, discussing most of their understanding and explaining the meaning of many words in context - asking questions to improve their understanding of a text • To know how to predict what might happen from details stated and implied • To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	• To know a wide range of myths and legends, and retelling some of these orally. • To know how to predict what might happen from details stated and implied • To know how to confidently retrieve and record information from non-fiction • To know and recognise a range of poetic forms [for example, free verse, narrative poetry] • To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	• To know and identify main ideas drawn from more than one paragraph and summarise these • To know and discuss many words and phrases that capture the reader's interest and imagination • To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • To know and identify how language, structure and presentation contribute to meaning • To know and recognise a range of poetic forms [for example, free verse, narrative poetry] • To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	• To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence • To know how to confidently retrieve and record information from non-fiction • To know and prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • To know and recognise a range of poetic forms [for example, free verse, narrative poetry]	• To know how to read a wide range of books that are structured in different ways and read for a range of purposes • To know and discuss many words and phrases that capture the reader's interest and imagination • To know and identify how language, structure and presentation contribute to meaning • To know and identify themes and conventions in an increasing range of books • To know how to confidently retrieve and record information from non-fiction • To know and recognise a range of poetic forms [for example, free verse, narrative poetry]	• To know how to read a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language • To know and discuss many words and phrases that capture the reader's interest and imagination • To know and identify themes and conventions in an increasing range of books • To know how to prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action • To know and recognise a range of poetic forms [for example, free verse, narrative poetry]
Skills and Strategies	Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge • To know how to read <i>all Year 3&4 Word List</i> words with automaticity • To know how to read texts, including those with few visual cues, increased independence and concentration • To know how to use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context • To know and with increased independence develop views about what is read • To know the benefits of reading and understanding what is read					
	To have the knowledge to build on Previous Year & Focus on:					
	• To know, recognise and read Year 3&4 Word List					
	• To know how to read aloud using punctuation to aid expression including speech • To know how to use self-correction, including rereading and reading ahead • To know how to skim to gain an overview of a text, e.g. topic, purpose • To know how to read short information texts independently with concentration • To know and identify how texts differ in purpose, structure and layout • To know and identify different purposes of texts, e.g. <i>to inform, instruct, explain, persuade, recount</i>	• To know how to read aloud using punctuation to aid expression including speech • To know how to use self-correction, including rereading and reading ahead	• To know how to skim to gain the gist of a text or the main idea in a chapter • To know how to scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, pre taught vocabulary, bold print, captions, bullet points</i> • To know and identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> • To know and identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know to re-read sentences for clarity	• To know how to read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation • To know to re-read sentences for clarity	• To know to enhance understanding in information text through, e.g. <i>photographs, diagrams and charts</i> • To know how to look for specific information in texts using contents, indexes, glossaries, dictionaries • To know how to identify different purposes of texts, e.g. <i>to inform, instruct, explain, persuade, recount</i> • To know how to skim to gain the gist of a text or the main idea in a chapter	• To know how to read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation

English Curriculum Map: - Garswood Primary School

Assessment	To build on the knowledge from the previous year & focus on:					
	• Predict what might happen from details stated and implied Identify / explain how information / narrative content is related and contributes to meaning as a whole • Give / explain the meaning of words in context	• Predict what might happen from details stated and implied • Give / explain the meaning of words in context	• Identify / explain how information / narrative content is related and contributes to meaning as a whole • Make inferences from the text / explain and justify inferences with evidence from the text • Summarise main ideas from more than one paragraph	• Make inferences from the text / explain and justify inferences with evidence from the text • Make comparisons within the text	• Identify / explain how information / narrative content is related and contributes to meaning as a whole • Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrase	• Identify / explain how information / narrative content is related and contributes to meaning as a whole • Make comparisons within the text Identify / explain how meaning is enhanced through choice of words and phrases
Reading Terminology	Building on Previous Year and throughout Year 4 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
	Writing					
Writing Outcome & Writing Purpose	Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
	Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Spellings	See spelling Year 3 and 4 plan					

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Grammar:		Composition	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures. To know when to start a new paragraph In narratives, creating settings, characters and plot Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures To organise paragraphs around a theme Organise paragraphs around a theme In narratives, creating settings, characters and plot Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. In narratives, creating settings, characters and plot Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme. In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
			Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -	Build on previous units & focus on: Verb inflections (we were instead of we was)
		Sentence	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while so'	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials

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	Text	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
	Punctuation	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Writing Terminology		Building on Previous Year and throughout Year 4 focus on: Determiner, pronoun, possessive pronoun, adverbial					
Handwriting		To follow the sequence identified on the school handwriting scheme.					
Oracy	National Curriculum		Statement Expectations	What this looks like	Sentence Stems		How
	1.Listen and respond appropriately to adults and their peers.		Sustains listening to a variety of sources, making notes if required -Responds politely to a speaker's main ideas, developing them through comments and suggestions -Follows multi-step instructions	Maintains eye contact throughout an activity -Works in a variety of group situations, to make relevant contributions that follow on from what others have said -Comments are often based on their own experience/understanding	This has also made me think of... What about...? It reminds me of...		Can I listen carefully and give an idea in response to the speaker? -Can I follow a set of instructions in the right order?
	2. Ask relevant questions to extend their understanding and knowledge		Generates relevant questions to ask a specific speaker / audience, in response to what has been said, to aid further understanding -Asks for specific additional information to clarify	Asks questions of a specific speaker in response to a talk -During problem solving activities, poses questions to help make sense of the problem -Sometimes uses modal verbs and adverbs to indicate degrees of possibility, e.g. could you	How does...? Why did...? When was...? Where were...? Should I...? Could you...? Do you mean...?		Can I ask questions that directly relate to what I have heard to further my understanding?

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	3. Use relevant strategies to build their vocabulary	Uses an increasing range of vocabulary mostly appropriately in different contexts -Asks relevant questions to clarify understanding of vocabulary -Uses effective vocabulary from texts in their own talk and writing	Uses dictionaries, thesauruses and class word collections mostly accurately in a range of curriculum contexts -Is able to discuss a wider range of topics with increasingly precise word choices -Regularly uses interesting adjectives, adverbial phrases and expanded noun phrases	N/A	Can I use some of our new vocabulary correctly when talking about a subject or topic? -Can I find a way to understand new words if I don't know what they mean?
	4. Articulate and justify answers, arguments and opinions - - -	Makes their opinions on topics clear and supports them with explanation -Regularly offers answers, views and opinions that are supported with some justifiable reasoning	When offering opinions and arguments, can provide relevant reasons for their views or choices -Adds detail or leaves out information according to how much is already known by the listener -May adapt their ideas in response to new information	Most people would agree that...because... An argument for/against ...is...because...and...	Can I give clear reasons for my views or choices?
	5. Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings - -	Plans their talk, taking account of audience and purpose -Regularly includes specific details in recounts, descriptions and narrative retellings, to engage listeners -Explains a clearly sequenced process, using appropriate language	-Regularly develops ideas and feelings through sustained talk -Explains and develops ideas across the curriculum -Reflects on the effectiveness of the explanation	How/why/where/when... What/after... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to...because...	Can I plan my talk, thinking about the purpose and audience? -Can I add specific details to interest the listener?
	6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Makes relevant contributions that follow on from what others have said	-May ask questions of the speaker for further clarification -Uses appropriate vocabulary / topic content when responding	I would like to add... Can you tell me why you think that...? In contrast, I think...	Can I think about what others have said before making my point?
	7. Use spoken language to Develop understanding Through speculating, hypothesising, imagining and exploring ideas --	Adapts their ideas in light of new information	Active participant in a group activity, e.g. discussing what it might be like to visit the moon -Makes generally relevant points which add to ideas or suggests alternatives -May ask and answer questions to extend understanding – how and why?	Due to the fact that... As a result of...this will happen because... Because...and...are similar, I predict that... The outcome will be...due to... Based on...I predict that... I've got an idea. Why don't we try...? Perhaps this might work...	I can listen to new information and change my ideas if needed

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	8. Speak audibly and fluently with an increasing command of Standard English	Speaks audibly and fluently in a range of contexts, using some features of Standard English	-Uses a quieter voice in small group situations, louder voice for class assembly -Uses Standard English when speaking in sentences -Adapts speaking style to suit the audience -Includes subject verb agreement in talk	N/A	I can speak fluently using some features of Standard English
	9. Participate in discussions, presentations, performances, role play, improvisations and debates ---	Discusses and debates issues, making their opinions on topics clear and asking for specific additional information, when needed -Participates in drama, improvisation and role play activities, adding their own ideas to develop the character	-Participates in drama, improvisation and role play activities, showing an understanding of character by choice of vocabulary to indicate feelings and emotions	Past and present tense -use of adverbs and adverbials to add detail: when, why, where -Use of expanded noun phrases to add detail -figurative language: similes, metaphors, personification, alliteration -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet	I can add my own ideas to roleplays and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Adapts language, tone and style to maintain interest	Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener -Practices and rehearses sentences and stories, gaining feedback from teachers and peers -Understands that body language may influence the listener	N/A	-I can adapt the words I use and how I speak to keep the listener interested
	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Takes account of the viewpoints of others when building own arguments and offering responses	Builds on the ideas of others to include them -Challenges ideas respectfully -May change one's mind following the contributions of others	I understand...that... but would argue... I appreciate / understand...’s opinion because / as... However, I think differently because...	Can I respectfully build on the opinions of others?
	12. Select and use appropriate registers for effective communication	Regularly purposely adapts register in response to changing context and audience	Uses informal language and colloquial phrases in appropriate contexts, e.g. peer group improvisation -Uses formal language when appropriate in some familiar situations, e.g. showing a visitor around school	N/A	Can I change how I speak depending on my listener?

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Oracy Opportunities

- To know how to listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
 - To use intonation when reading aloud to emphasise punctuation.
 - To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.
 - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
- Examples include-**
- PATHS sessions- giving and receiving compliments.
 - PSHCE- Circle times to set rules, discuss change and making friends.
 - English- share example of inference and prediction from class text.

- To use intonation when reading aloud to emphasise punctuation.**
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To know and use language that is acceptable in formal and informal situations with increasing confidence.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
 - To debate issues and make their opinions on topics clear.
 - To adapt their ideas in response to new information.
 - To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.
- To begin to challenge opinions with respect.
- To engage in meaningful discussions in all areas of the curriculum.

- Examples include-**
- PATHS sessions- circle time and class councils.
 - Class reading of the text and role play sections from Greek myths.
 - Rehearse and recite the poem.
 - Debate

- To use intonation when reading aloud to emphasise punctuation.**
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.
 - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.

- Examples include-**
- Share their examples of predictions and inference with the class.
- Performance poetry

- To use intonation when reading aloud to emphasise punctuation.**
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To know and use language that is acceptable in formal and informal situations with increasing confidence.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
 - To adapt their ideas in response to new information.
 - To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.
- To begin to challenge opinions with respect.
- To engage in meaningful discussions in all areas of the curriculum.

- Examples include-**
- Read sentences and paragraphs to the class.
 - Speaking clearly to the class to explain elements of the water cycle.

- To use intonation when reading aloud to emphasise punctuation.**
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To discuss the language choices of other speakers and how this may vary in different situations.
 - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
 - To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.

- Examples include-**
- Drama and improvisations of Boudicca
 - Letters to V3

- To use intonation when reading aloud to emphasise punctuation.**
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
 - To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.
 - To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
 - To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.
- To begin to challenge opinions with respect.
- To engage in meaningful discussions in all areas of the curriculum.

- Examples include-**
- Reading their work to their peers
 - Performing the poem to an audience

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	When we Walked on the Moon	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Other Text	Pansy Boy – Paul Hartfleet (PSHE Topic)	Frederick Douglass (non-fiction) Amanda Mitchison	Wonder - RJ Palacio	Blackberry Blue and other fairy stories – Jamila Gavin	Walter Tull (non-fiction) Dan Lyndon	How the Stars Fell into the Sky – a Navajo Legend - Jerrie Oughton
Poetry	Up 'Ere – Tony Walsh	The Listeners – Walter de la Mare		Daffodils – Wordsworth	My Face is a Map – Jackie Kay	
Word Reading	Reading					
	Throughout Year 5 Focus on: To know and apply 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					
Comprehension	Throughout Year 5 Focus on: - To know how to read and discuss a range of fiction, poetry, plays, non-fiction and reference books - To have the knowledge to recommend books that they have read to their peers, giving simple reasons for their choices - To know a wider range of age-appropriate poetry by heart - To know how to, with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
	To have the knowledge to build on Previous Year & Focus on:					

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	• To know how to read books that are structured in different ways and read for a range of purposes • To know how to make comparisons within and across books e.g. plot, genre and theme • To know a book makes sense to them, discussing their understanding and exploring the meaning of words in context • To know how to predict what might happen from details stated and implied • To know and identify how language, structure and presentation contribute to meaning • To know how to retrieve, record and present some information from fiction and nonfiction • To know how to distinguish between statements of fact and opinion	• To know a wide range of books, including modern fiction • To know how to make comparisons within and across books e.g. plot, genre and theme • To know how to predict what might happen from details stated and implied • To know how to participate in discussions about books that are read to them and those they can read for themselves • To know how to ask questions to improve their understanding • To know how to prepare readings and poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• To know a wide range of books, including myths and legends • To know, with support how to locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • To know how to 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 some views • To know and identify how language, structure and presentation contribute to meaning • To know how to and with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• To know how to make comparisons within and across books e.g. plot, genre and theme • To know how to 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 some views • To know a wide range of books, including from our literary heritage • To know and identify and discuss themes and conventions in and across a wide range of writing • To know how to and with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To know how to provide reasoned justifications for their views • To know how to prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To know a range of poetry by heart	• To know how to 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 • To know and identify and discuss themes and conventions in and across a wide range of writing • To know and identify how language, structure and presentation contribute to meaning • To know how to identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • To know and provide reasoned justifications for their views	• To know a wide range of books, including books from other cultures and traditions • To know how to 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 • To know and identify and discuss themes and conventions in and across a wide range of writing • To know and identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader • To know how to provide reasoned justifications for their views • To know and prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Skills and Strategies	Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge • To know and use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • To know how to read extended texts independently for sustained periods • To know to use self-correction, including re-reading and reading ahead • To know how to read widely and frequently for pleasure and information					
	To build on knowledge from previous year & focus on:					
	• To know, recognise and read Year 5 & 6 Word List with automaticity					
	• To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud, how sentence structure and punctuation help make meaning • To know how to connect prior knowledge and textual information to make inferences and predictions	• To know a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • To know and read closely, annotating for specific purposes				

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	• To know how to scan to find specific details using graphic and textual organisers, <i>e.g.</i> sub-headings, diagrams etc using information on-screen and on paper	• To know through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • To know how to read closely and annotate for specific purposes	• To know how to identify features of texts, <i>e.g.</i> <i>introduction to topic, sequence, illustrations, formality through language choices</i> • To know how to find the main idea of a text • To know how to use information on-screen and on paper	• To know how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud how sentence structure and punctuation help make meaning	• To know and identify features of texts, <i>e.g.</i> <i>introduction to topic, sequence, illustrations, degree of formality</i> - To know how to use information on-screen and on paper	• To know and read closely, annotating for specific purposes • To know and identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and reading aloud how sentence structure and punctuation help make meaning
Assessment	To build on knowledge from previous year & focus on:					
	• Predict what might happen from • details stated and implied • Make comparisons within the text • Identify / explain how • information / narrative content is related and contributes to meaning • as a whole	• Predict what might happen from • details stated and implied • Make comparisons within the text	• Identify / explain how • information / narrative content is related and contributes to meaning • as a whole • Summarise main ideas from more than one paragraph • Make comparisons within the text • Make inferences from the text / explain and justify inferences with • evidence from the text	• Make inferences from the text / explain and justify inferences with • evidence from the text • Make comparisons within the text	• Identify / explain how • information / narrative content is related and contributes to meaning • as a whole • Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words • and phrases	• Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words • and phrases
Reading Terminology	Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare					
	Writing					
Writing Outcome & Writing Purpose	Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliffhanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
	Recount: Formal Mission Log Purpose: To recount Discussion:	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation :Survival Guide Purpose: To explain	Balanced Argument Purpose: To discuss

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Grammar:	Word	To have the knowledge to build on Previous Year & Focus on:				
		Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes
		Taught spellings will follow the school chosen spelling scheme				
	Spellings	Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically.	- Use further prefixes and suffixes and understand the guidance for adding them. - Spell some words with silent letters (for example, knight, psalm, solemn) - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically.	Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning of both of these in a dictionary. Use a thesaurus	- Use further prefixes and suffixes and understand the guidance for adding them. - Spell some words with silent letters (for example, knight, psalm, solemn) - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words are need to be learnt specifically.	Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning of both of these in a dictionary. Use a thesaurus
Sentence	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs

English Curriculum Map: - Garswood Primary School

	Text	Build on previous year & focus on: Use a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: • Develop understanding in using devices to build cohesion within a paragraph
	Punctuation	Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets, and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
	Composition	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. Use flashbacks and non-linear text structures.	Choose the most appropriate planning format and note initial ideas effectively. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select increasing appropriate vocabulary and sentence structures for the genre of writing.	To consistently make links across paragraphs to effectively control text. Use a wide range of devices to build cohesion within paragraphs. Use a wider range of presentational and organisational devices to structure texts. Write key information drawn from more than one paragraph, including some details that support the main idea of the text.	Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.	Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. Ensure consistent and correct use of tense throughout a piece of writing.
Writing Terminology		Building on Previous Year and throughout Year 5 focus on: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Handwriting		To follow the sequence identified on the school handwriting scheme.					
Oracy		National Curriculum	Statement Expectations	What this looks like	Sentence Stems	How	

English Curriculum Map: - Garswood Primary School

	1. Listen and respond appropriately to adults and their peers.	Listens carefully, making timely contributions in group situations -Asks questions that are responsive to others' ideas and views and widen the discussion -Follows multi-step instructions without the need for repetition	Uses a range of non-verbal responses, e.g. nodding, facial expression -Participates in collaborative projects where they listen to the ideas of others and adapt these to meet the needs of the group	In addition... Could it also be that... Why do you think that?	Can I add my own thoughts after listening to others? -Can I ask questions in response to others? -Can I follow a complex set of instructions?
	2. Ask relevant questions to extend their understanding and knowledge	Uses questioning to encourage the speaker to elaborate on ideas, in order to develop understanding and knowledge	Asks follow-up questions linked to the answers that have just been given -In group situations, supports others in deepening their understanding by questioning the given information	Can you tell me...? Do you have a reason...? Which of these...? Have you thought about...? Tell me more about... Is there anything you haven't mentioned that you think is important?	Can I ask questions that extend the speaker's ideas, so that I understand better?
	3. Use relevant strategies to build their vocabulary	Uses adventurous vocabulary appropriately and for effect -Uses appropriate terminology linked to other curriculum subjects -Explains the meanings of words, and offers alternatives	Listens to and evaluates vocabulary from texts listened to and read, and uses appropriately in their own words and sometimes in writing -uses a range of sources to support vocabulary development, including effective use of dictionaries, thesauruses and online resources	N/A	Can I use adventurous vocabulary correctly for effect? -Can I explain the meaning of new vocabulary and offer alternatives?
	4. Articulate and justify answers, arguments and opinions	Understands how to answer questions that require more detail and justification -Can justify their own ideas and opinions using vocabulary relevant to the topic	Builds on their own ideas when explaining arguments and opinions, for example, through the use of relative clauses 'which means...' -When answering, refers back to and rephrases evidence from the context	Therefore / In my opinion / I believe... He considers... It is clear that... I have two main reasons for believing this. First of all... My second important reason is...	Can I express my views clearly and precisely?
	5. Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Plans and presents information clearly with ambitious added detail and description to engage the listener -Talks about feelings, thoughts and ideas with some detail to make meaning explicit	Explains a project or concept to a group of peers -Jots down ideas on a 'talk plan' before giving talk -Considers words and phrases that support the structures and flow of the talk, e.g. 'first, eventually' etc.	Because of...x happened For example... In conclusion... To begin with... As a result of... The reason(s) for...	Can I plan and present my talk clearly for a range of purposes and audiences? -Can I add ambitious detail to engage the listener
	6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Summarises another person's contribution to a discussion, adding their own interpretation / opinion based on what has been heard	Comments often help to widen the conversation -Works together with others in the conversation to agree an idea -May encourage others to contribute or expand on their contributions -Maintains interest even when ideas are complex or challenging	In addition... Could it also be that...? Can you explain further...?	Can I summarise what someone else has said? -Can I make a point that adds to the conversation?

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	7. Use spoken language to develop Understanding through speculating, hypothesising, imagining and exploring ideas	Offers ideas and supports these with reasoning, being prepared to change this as new information comes to light -Refers back to original thoughts, providing either further evidence to support ideas or reasons for the change of focus	Participates in a discussion about a whole school project, e.g. what would be the best way to redesign the playground? -Demonstrates connections with other ideas and draws on different points of view when responding -Suggests solutions to potential problems	I predict that... I believe / I think...might / or... If...then... X has happened, therefore I think... What would happen if...? It might be better to... On the other hand... I suggest we do...first, then...	I can adapt my ideas throughout a group activity, after input from others
	8. Speak audibly and fluently with an increasing command of Standard English	Speaks audibly, fluently and with an increasing command of standard English in a range of situations	Starts to project voice so that everyone can hear it -Knows and uses language that is acceptable in formal and informal situations with increasing confidence	N/A	I can speak fluently in a range of situation, using Standard English
	9. Participate in discussions, presentations, performances, role play, improvisations and debates	Participates in longer and sustained discussions and debates about a range of topics -Performs to wider audiences combining words, gestures and movement	Watches a video clip with the sound off, children assigned roles and then act out what they think is taking place between the characters -Children participate in conscience alley, adjusting their responses throughout the activity	Past and present tense -Use of relative clauses and parenthesis to add detail -Use of adverbs and adverbials to add detail: when, why, where, what, how -figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor	I can contribute to a broad range of performances and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Is aware of the listener and adapts talk to maintain interest -Expresses and explains relevant ideas with some elaboration to make meaning clear	Uses feedback from peers and teachers (and from observing other speakers) to make improvements -May include questions, stressed words etc. to maintain interest or emphasise key information -Notes when listener's attention is waning and adjusts accordingly -Uses intonation, tone and action when speaking to maintain the interest of the listener(s)	N/A	I can adapt my talk to maintain interest -I can use relevant ideas and detail to maintain interest
	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Refers to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions	Negotiates different ideas to seek agreement -Discusses different viewpoints and evaluates them -May probe someone to find out more about their alternative viewpoint	It is my opinion that...however, others may / might believe... Perhaps some would argue that... However, I would point out that...	Can I consider different viewpoints when responding?
	12. Select and use appropriate registers for effective communication	Knows and uses language that is acceptable in formal and informal situations with increasing confidence	Knows and uses appropriate levels of formality when responding to a talk by a school visitor -Uses formal talk to plan out a way to respectfully address a local MP	N/A	Can I use the appropriate level of formality for different situations?

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Oracy Opportunities	Carrie's War - To know and listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. - To know how to follow complex directions/multi-step instructions without the need for repetition.	Rooftoppers - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear - To know how to ask questions which deepen conversations and/or further their knowledge. - To understand how to answer questions that require more detailed answers and justification. - Links to music – pupils express their opinions on a piece of music similar to that in the text. How does it make them feel? Why? What can they hear?	Wonder - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. - To know and use language that is acceptable in formal and informal situations with increasing confidence. - To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. - Persuasion against discrimination. - To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. - Role-play of events.	Bad Beginnings - To know how to develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. - To know how to engage in longer and sustained discussions about a range of topics similar to the issues which the characters would be addressing. - To know questions to ask and how to offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	Frederick Douglass - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear - To narrate stories with intonation and - expression to add detail and excitement for the listener. - To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. - To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. - Debate around Fredrick Douglas and slavery. - Presentation of argument against slavery and persecution. - Performance of 'Life in Slavery'	Holes - To plan and present information clearly with ambitious added detail and description for the listener. Description of life in the camp. - To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. - Group discussion on incarceration and child labour.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Text	Rose Blanche – Ian McEwan	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Other Text	The Arrival – Shaun Tan	The Mysterious World of Microorganisms – Isabel Thomas	Non- fiction text on the war. Beowulf	Town is by the Sea – Joanne Schwartz	The Viewer – Gary Crew	Hidden Figures – Margot Lee Shetterly
Poetry	The Eagle – Alfred Lord Tennyson	Invictus – Henley		Still I Rise/Caged Bird – Maya Angelou		If – Rudyard Kipling
3 o 1 2	Reading					

English Curriculum Map: - Garswood Primary School

	Throughout Year 6 Focus on: To know and apply 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					
Comprehension	Throughout Year 6 Focus on: - To know how to read and discuss a range of fiction, poetry, plays, non-fiction and reference books and text books - To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To know a wide range of books and conventions books that they have read to their peers, giving simple reasons for their choices - To know and learn a wider range of poetry by heart					
	To have the knowledge to build on Previous Year & Focus on:					
	- To know how books are structured in different ways and read for a range of purposes - To know and make comparisons within and across books e.g. plot, genre and theme - To know and check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - To know and predict what might happen from details stated and implied - To know and identify how language, structure and presentation contribute to meaning. - To know how to summarise main ideas drawn from different paragraphs, identifying key details.	- To know and read a wide range of books, including modern fiction and for pupils to learn subject specific vocabulary. - To know how to make comparisons within and across books eg. plot, genre and theme - To know how to predict what might happen from details stated and implied - To know how to ask questions to improve their understanding - To know how to 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. - To know how to retrieve, record and present information from non-fiction details.	- To read a wide range of books, including from our literary heritage - To know how to make comparisons within and across books e.g. plot, genre and theme - To know how to summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas - To know how to distinguish between statements of fact and opinion and to recommend books they have read to their peers. - To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To know and identify how language, structure and presentation contribute to meaning - To know how to 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, providing justifications for their view.	- To know and identify and discuss themes and conventions in and across a wide range of writing - To know and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To know and provide reasoned justifications for their views - To know and 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 - To know and discuss and evaluate how authors use language, including figurative language considering the impact on the reader - To know how to prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	- To know and identify and discuss themes and conventions in and across a wide range of writing - To know how to discuss and evaluate how authors use language, including figurative language considering the impact on the reader - To know how to provide reasoned justification for their views - To know and identify how language, structure and presentation contribute to meaning - To know how to 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	- To know and identify and discuss themes and conventions in and across a wide range of writing - To know how to provide reasoned justification for their views - To know how to 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 - To know how to prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Apply the following reading strategies with increasing independence: Building on phonics subject skills and knowledge - To know, recognise and read all Year 5&6 Word List words with automaticity - To know and make meaning from words and sentences, including knowledge of phonics, word roots, word families, - To know and make meaning from text organisation - To know and make meaning by drawing on prior knowledge - To know and read increasingly complex texts independently for sustained periods - To know and find the main idea of a paragraph and text					
Skills and Strategies	To have the knowledge to build on Previous Year & Focus on:				To know and consolidate and embed all skills not secured and focus on:	
	To know, recognise and read Year 5 &6 Word List with automaticity					
	- To know and identify how punctuation relates - to sentence structure and how meaning is constructed in multi-clause sentences - To know and read closely, annotating for specific purposes	- To know and increase understanding of how punctuation can vary and affect - To know sentence structure and meaning, help avoid ambiguity			- To know and read closely, annotating for specific purposes - To know and ue a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	

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		• To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases • To know and connect prior knowledge and textual information to make inferences and predictions	• To know and read closely, annotating for specific purposes • To know and connect prior knowledge and textual information to make inferences and predictions	• To know and use a range of strategies for finding and locating information e.g. skimming scanning for detail • To know how to summarise a text • To know and secure responses and understanding through re-reading and cross-check information	• To know and use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	• To know and confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail	• To know and read closely, annotating for specific purposes • To know and identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • To know through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
Assessment	To have the knowledge to build on Previous Year & Focus on:						
	• Predict what might happen from details stated and implied • Identify / explain how information / narrative content is related and contributes to meaning as a whole • Make comparisons within the text • Make inferences from the text / explain and justify inferences with evidence from the text	• Predict what might happen from details stated and implied • Make comparisons within the text	• Identify / explain how information / narrative content is related and contributes to meaning as a whole • Summarise main ideas from more than one paragraph • Make comparisons within a text • Make inferences from the text / explain and justify inferences with evidence from the text	• Make comparisons within the text • Make inferences from the text / explain and justify inferences with evidence from the text	• Identify / explain how information / narrative content is related and contributes to meaning as a whole • Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words and phrases	• Make comparisons within the text • Identify / explain how meaning is enhanced through choice of words and phrases	
Reading Terminology	Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare						
		Writing					
Writing	Outcome and Purpose	Narrative: Discovery Narrative Purpose: To narrate	Narrative: Flashback Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Recount: Documentary Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate

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		Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain		Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar:	Word	To have the knowledge to build on Previous Year & Focus on:					
		Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
	Spelling	- Spell some words with silent letters (eg: knight, psalm, solemn) - Use further suffixes and prefixes and understand the guidance for adding them. - Continue to distinguish between homophones and other words which are often confused.		Use knowledge of morphology and etymology in spelling and understand that the spellings of some words need to be learned specifically.		- Use dictionaries to check the spelling and meanings of words. - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. - Use a thesaurus.	
	Sentence	Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence.	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely.	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech.	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech.	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing

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	Text	• To know and understand the use of linking ideas within and across paragraphs using a wider range of cohesive devices and selecting appropriate vocabulary and grammar.					
		Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
	Punctuation	Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity

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Composition Writing Terminology Handwriting	Plan their writing by knowing how to: - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Plan their writing by knowing how to: - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Plan their writing by knowing how to: - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Plan their writing by knowing how to: - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Plan their writing by knowing how to: - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - 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	Building on Previous Year and throughout Year 6 focus on: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
	To follow the sequence identified on the school handwriting scheme.					

English Curriculum Map: - Garswood Primary School

Oracy	National Curriculum	Statement Expectations	What this looks like	Sentence Stems	How
	1.Listen and respond appropriately to adults and their peers.	Demonstrates attentive and sustained listening by justifying ideas or expanding on the ideas of a number of speakers -Understands the meaning of some phrases beyond the literal interpretation -Follows multi-step instructions without the need for repetition	<i>Uses a range of non-verbal responses, e.g. nodding, facial expression</i> <i>-Articulates and develops a speaker's ideas in different ways</i> <i>-Recognises and explains some idioms, e.g. over the moon</i> <i>-Asks questions to explore and develop ideas</i>	I would like to go back to... and add... This is an interesting point because...	Can I expand on the ideas of other people? -Can I recognise when someone does not say exactly what they mean -Can I follow a complex set of instructions?
	2.Ask relevant questions to extend Their understanding and knowledge	Regularly ask relevant questions which develop the conversation and extend their understanding and knowledge	Questions may introduce new ideas or materials to extend knowledge -Understands which questions will develop their learning and understanding -Uses a range of types of questions, e.g. open, rhetorical etc.	I wonder whether...? Have you considered...? Which is the most important information here?	Can I think of appropriate questions to extend my knowledge and understanding in all areas of learning?
	3. Use relevant strategies to build their vocabulary	Communicates detailed information clearly, using precise vocabulary -Talks about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions -Uses adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose	Draws upon reading to effectively use a wide range of vocabulary in their spoken (and some) written communication -Knows how to use relevant strategies to build and evaluate their vocabulary	N/A	Can I use vocabulary to communicate my ideas clearly? -Can I use adventurous and ambitious vocabulary, appropriate to the topic and audience?
	4. Articulate and justify answers, arguments and opinions	Can offer ideas and opinions in a developed way across the curriculum -Confidently articulates and justifies answers, arguments and opinions in a range of situations	When answering questions, refers to evidence and communicates with precision and clarity for a given audience -Justifies ideas by making links to broader / general knowledge- Makes reference back to their original thoughts when their opinions have changed and gives reasons for their change -sequences points logically, defending their views with evidence and making use of persuasive language	I am convinced that... Given that... On the one hand...but...	Can I refer to evidence and communicate ideas precisely and clearly?
	5. Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Presents findings from enquiries, including conclusions, causal relationships and results -Uses language techniques, e.g. story language for narratives, chronological order for explanations etc.	such as... Due to...x has / is... In summary... Owing to...x has / is... This has altered... Evidently...	Can I structure my talk well for a range of purposes and audiences? -Can I use language techniques effectively?

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	6. Maintain attention and participate actively in Collaborative conversations, staying on topic and initiating and responding to comments	Maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence	May negotiate differing ideas to seek agreement -Builds on the ideas of others towards new thinking -Welcomes a range of contributions -Sustained contributions draw ideas together and promote effective discussion	I have a different idea. I think... I have the same opinion as ... I would like to go back to... and add...	Can I listen and respond to what others think when I make my contributions?
	7. Use spoken language to Develop understanding Through speculating, hypothesising, imagining and exploring ideas	Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Partakes in a group discussion focusing on collaborative enquiry and problem solving -Negotiates and makes decisions taking account of alternatives and consequences -Asks probing questions	In light of...I predict... There is a high / low probability... The chances of / The likelihood of / Upon consideration of the relevant factors... I think this could be a better way... So, do we all agree that...	I can take part in sustained collaborative activities, continually shaping my ideas
	8. Speak audibly and fluently with an increasing command of Standard English	Speaks audibly, fluently and with a full command of standard English in most situations	Develops presence using voice -Adopts a formal / informal tone as appropriate to the situation Articulates thoughts clearly when presenting to a range of audiences	N/A	I can speak audibly and fluently using Standard English
	9. Participate in discussions, presentations, performances, role play, improvisations and debates	Fully participates in discussions, presentations, performances, role play, improvisations and debates	Adapts to different and evolving situations to suit each outcome, e.g. informal language structures for role play -Uses a prop to spark a conversation or a narrative, e.g. an evacuee finds a mysterious object in a case	Past and present -Use of adverbs and adverbials to add detail: when, why, where, what, how -Noun phrases for precision -figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor	I can fully participate in a broad range of performances and discussions
	10. Gain, maintain and monitor the interest of the listener(s)	Gains, maintains and monitors the interest of the listener	Incorporates a variety of sentence and clause structures to gain and maintain the interest of the listener(s) -Uses questioning skilfully to ensure the listener(s) full attention and understanding -Maintains control and effectively organises the talk to guide the listener -Uses a range of non-verbal methods to maintain interest -adapts vocabulary, grammar and non-verbal features to maintain listener's interest	N/A	I can monitor the interest of the listener and adapt my talk accordingly

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	11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Considers and evaluates different viewpoints, adding their own and building on the contributions of others	Evaluates the range of contributions before choosing a course of action -Acknowledges and explains changes in position -Links ideas to synthesise them -Builds on the ideas of others towards new thinking	Consequently / based on fact / because of my beliefs... To hold the view / after consideration... After / On reflection... It is my understanding that... The facts lead me to the conclusion that...	Can I demonstrate connections with other ideas and draw on different points of view?	
	12. Select and use appropriate registers for effective communication	Deliberately shapes talk for the listener, with variation in vocabulary and / or formality, for clarity and effect	Uses different registers with confidence in a range of formal and informal situations -Manipulates vocabulary and sentence structure to achieve formality -Adopts a formal or informal tone as appropriate to the situation	N/A	Can I vary my vocabulary and formality according to the situation?	
Oracy Opportunities	• To know and make improvements based on constructive feedback on their listening skills. (DT/PE/ • To have the knowledge to take part in election speech and perform to an . (house captain speech) • To have the knowledge to take part in regular debates about current topics or linked to PATHS or Texts . (any current topic eg: food miles in DT/Parliament week activites etc.) • To know and follow complex directions/multi-step instructions without the need for repetition (DT cooking/PE/Geography)	• To know and use performance Poetry based around class poetry. (Poems) • To know and regularly ask relevant questions to extend their understanding and knowledge. (all subjects) • To know and articulate and justify answers with confidence in a range of situations (Child Governors). • To know and gain, maintain and monitor the interest of the listener(s). (House captain Speeches) • To know and select and use appropriate registers for effective communication. (Various Texts)	• To have the knowledge to perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear (Poetry) • To have the knowledge and understanding to participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Various Texts • To know and use relevant strategies to build their vocabulary through consolidation, practice and discussion of language. (Various Texts/Reading Comprehension) • To know and use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose • To know and speak audibly, fluently and with a full command of Standard English in all situations. (end of year play performance/role play/debates	• To know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (poetry) • To know and use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. (all subjects) • To know and confidently explain the meaning of words and offer alternative synonyms. range of topics. (all subjects) • To know and confidently explain the meaning of words and offer alternative synonyms. (all subjects/Reading Comprehension) • To know and communicate confidently across a range of contexts and to a range of audiences. (End of Year Performance) • To know and articulate and justify arguments and opinions with confidence.	• To know and prepare play scripts to read aloud. select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning (End of Year Performance/Poetry) • To know and give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • To know and use spoken language to develop understanding through speculating, hypothesising, • To know and imagine and explore ideas. (end of year play performance)	• To know and make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.(Reading Comprehension) • To know and maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. (Child Governors) • To know and consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To know and offer an alternative explanation when other participant(s) do not understand. (debates)

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