



William Penn Curriculum Map – English

	Autumn		Spring		Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We'll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for... (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We're Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Born in the USA	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	'Toil and Trouble' (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

Subject Coverage Overview

Purposes	To entertain	To persuade	To inform
To explain	To analyse	To record	To reflect
To discuss	For personal communication	For creative self-expression	

EYFS Coverage:

Year R	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
English Core Texts	Three Little Pigs Goldilocks Little Red Riding Hood Jack and the Beanstalk Little Red Hen Gingerbread Man	The Very Hungry Caterpillar We're Going On A Bear Hunt Puffin Peter Oi Frog! Handa's Surprise The Gruffalo	Superworm Supertato The Last Tree In The City Super Dooper You Pesky Plastics
Purpose for Writing	To entertain: Sequence familiar stories Act out familiar stories Begin to answer questions about stories read to them	To entertain and inform: Predict what may happen in a story Identify different parts of a story	To entertain: Talk about similarities and differences of different stories Change an element of a story (character)
Covered over the year:	Composition Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Vocabulary, Spelling & Punctuation Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Write short sentences with words with known sound-letter correspondences using a capital letter & full stop 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 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 Handwriting Uses a pencil and holds it effectively Form lower-case & capital letters correctly	Composition 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 Vocabulary, Spelling & Punctuation Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Introduces a storyline or narrative into their play Spell words by identifying the sounds & then writing the sound with letter/s Handwriting Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Begins to use anticlockwise movement and retrace vertical lines	Composition Re-read what they have written to check it makes sense Vocabulary, Spelling & Punctuation Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Handwriting Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Begins to use anticlockwise movement and retrace vertical lines

Key Stage 1 and 2 Coverage:

Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire!	From Artic to Africa / Pop Art	Postcards from the Past / Make, Move and Perform Puppets
English Core Texts	The Great Fire of London Once Upon A Wild Wood Fantastic First Poems Winter Sleep	The Emperor's Egg Leaf One Day On Our Blue Planet... In The Savannah Elmer	The Storm Whale The Lighthouse Keeper's Lunch The Snail and the Whale
Purpose for Writing	To entertain and reflect: Diary entries Narrative writing Poems	To entertain, discuss and personally communicate: Narrative writing Balanced argument Letters and emails	To entertain, inform and explain: News report script Narrative writing Instructions
Covered over the year:	Year 1 Composition Sequences sentences to form short narratives Says out loud what they are going to write about Composes a sentence orally before writing it Year 2 Composition Plans or says out loud what they are going to write about. Encapsulates what they want to say, sentence by sentence Writes down ideas and/or key words, including new vocabulary Year 1 Vocabulary, Spelling and Punctuation Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences Understands how words can combine to make sentences Separates words with spaces Joins words and clauses using 'and.' Year 2 Vocabulary, Spelling and Punctuation Shows understanding of formation of nouns, using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) Correct choice and consistent use of present tense and past tense throughout writing Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Year 1 Composition Discusses what they have written with the teacher or other pupils Reads aloud their writing clearly enough to be heard by their peers and the teacher Year 2 Composition Develops positive attitudes towards, and stamina for, writing, by writing for different purposes Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Year 1 Vocabulary, Spelling and Punctuation Uses capital letters for names and for the personal pronoun 'I' Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Year 2 Vocabulary, Spelling and Punctuation Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command	Year 1 Composition Re-reads what they have written to check that it makes sense Year 2 Composition Proof-reads to check for errors in spelling, grammar and punctuation Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Reads aloud what they have written with appropriate intonation to make the meaning clear Year 1 Vocabulary, Spelling and Punctuation Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Year 2 Vocabulary, Spelling and Punctuation Some use of the suffixes -er, -est in adjectives Uses suffix -ly to turn adjectives into adverbs Uses subordination (using when, if, that, because) and co-ordination (using or, and, but) Uses commas to separate items in a list Shows understanding of formation of adjectives using suffixes such as -ful, -less. Uses apostrophes to mark where letters are missing in spelling Uses apostrophes to mark singular possession in nouns (e.g. the girl's name)
	Year 1 Transcription/Handwriting Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Names the letters of the alphabet in order Spells words containing each of the 40+ phonemes already taught. Spells the days of the week Spells common exception words Uses letter names to distinguish between alternative spellings of the same sound Understands that words are divided into 'beats' or syllables. Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Distinguishes between homophones and near-homophones		

	Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest) Uses the prefix un- Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters Form digits 0-9 Sits correctly at a table, holding a pencil comfortably and correctly. Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these Year 2 Transcription/Handwriting Transcription/spelling Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learns to spell common exception words. Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Learns to spell more words with contracted forms. Spells by learning the possessive apostrophe (singular). Adds suffixes to spell longer words including -ment, -ness, -ful, -less, -ly Applies spelling rules and guidance, as listed in English Appendix 1. Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters. Forms lower-case letters of the correct size relative to one another Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined		
Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles	Wacky Weather / Spring Has Sprung	Back in Time for... / Down in the Jungle
English Core Texts	A Mouse Called Julian Rapunzel Where the Wild Things Are	The Secret Sky Garden The Secret of Black Rock The Last Wolf	Poems to Perform Look Up The Man on the Moon (The Secret Life of Bob) Mr Underbed
Purpose for Writing	To entertain and reflect: Narrative writing Diary entries	To entertain, discuss and explain Narrative writing Manual instructions Balanced argument	To persuade and for creative self-expression: Leaflet Character description
Covered over the year:	Year 1 Composition Sequences sentences to form short narratives Says out loud what they are going to write about Composes a sentence orally before writing it Year 2 Composition Plans or says out loud what they are going to write about. Encapsulates what they want to say, sentence by sentence Writes down ideas and/or key words, including new vocabulary Year 1 Vocabulary, Spelling and Punctuation Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences Understands how words can combine to make sentences Separates words with spaces Joins words and clauses using 'and.' Year 2 Vocabulary, Spelling and Punctuation Shows understanding of formation of nouns, using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) Correct choice and consistent use of present tense and past tense throughout writing Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Year 1 Composition Discusses what they have written with the teacher or other pupils Reads aloud their writing clearly enough to be heard by their peers and the teacher Year 2 Composition Develops positive attitudes towards, and stamina for, writing, by writing for different purposes Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Year 1 Vocabulary, Spelling and Punctuation Uses capital letters for names and for the personal pronoun 'I' Shows understanding of regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Year 2 Vocabulary, Spelling and Punctuation Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command	Year 1 Composition Re-reads what they have written to check that it makes sense Year 2 Composition Proof-reads to check for errors in spelling, grammar and punctuation Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Reads aloud what they have written with appropriate intonation to make the meaning clear Year 1 Vocabulary, Spelling and Punctuation Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Year 2 Vocabulary, Spelling and Punctuation Some use of the suffixes -er, -est in adjectives Uses suffix -ly to turn adjectives into adverbs Uses subordination (using when, if, that, because) and co-ordination (using or, and, but) Uses commas to separate items in a list Shows understanding of formation of adjectives using suffixes such as -ful, -less. Uses apostrophes to mark where letters are missing in spelling

			Uses apostrophes to mark singular possession in nouns (e.g. the girl's name)
	Year 1 Transcription/Handwriting Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Names the letters of the alphabet in order Spells words containing each of the 40+ phonemes already taught. Spells the days of the week Spells common exception words Uses letter names to distinguish between alternative spellings of the same sound Understands that words are divided into 'beats' or syllables. Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Distinguishes between homophones and near-homophones Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest) Uses the prefix un- Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters Form digits 0-9 Sits correctly at a table, holding a pencil comfortably and correctly. Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these Year 2 Transcription/Handwriting Transcription/spelling Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learns to spell common exception words. Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Learns to spell more words with contracted forms. Spells by learning the possessive apostrophe (singular). Adds suffixes to spell longer words including -ment, -ness, -ful, -less, -ly Applies spelling rules and guidance, as listed in English Appendix 1. Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters. Forms lower-case letters of the correct size relative to one another Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined		

Year 3/4 Cycle A	Raging Rivers / Rocks, Soils and Fossils	The Roman Empire / Volcanoes	Vikings (Life and Legend) / Good Vibrations
English Core Texts	The Wild Robot Oliver and the Seawigs	Romulus and Remus Escape from Pompeii Noah Barleywater Runs Away	Noah Barleywater Runs Away Arthur and the golden rope
Purpose for Writing	To inform, explain and reflect: Labelled diagram Narrative writing Instructions Poetry	To record and entertain: Historical recount Comic strip Newspaper reports Narrative writing	To record and entertain: Historical recount Comic strip Newspaper reports Narrative writing
Covered over the year:	Year 3 Composition Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar Discusses and records ideas In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc. Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 4 Composition In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases) Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar Discusses and records ideas Assesses the effectiveness of their own and others' writing and suggests improvements Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 3 Vocab, Spelling and Punctuation Express time, place and cause using conjunctions. Eg when, before, after, while, because. Expresses time, place and cause using adverbs. Eg then, next, soon, therefore Expresses time, place and cause using prepositions eg during, after, in, because of Year 4 Vocab, Spelling and Punctuation Uses fronted adverbials (eg 'Later that day, I heard the bad news') Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'). Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Year 3 Composition Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised In non-narrative material uses simple organisational devices – eg headings and sub headings Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure Year 4 Composition Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures Organises paragraphs around a theme: paragraphs/ sections help to organise content Year 3 Vocab spelling and punctuation Limited use of inverted commas to punctuate direct speech Attempts to use paragraphs as a way to group related materials Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a rock, an open box Shows and awareness of headings and sub headings to aid presentation Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto. Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble. Year 4 Vocab, Spelling and Punctuation Uses paragraphs to organise ideas around a theme Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Understands the grammatical difference between plural and possessive –s Uses commas after fronted adverbials Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names)	Year 3 Composition Proof reads for spelling and punctuation errors Assesses the effectiveness of their own and others' writing and suggests improvements Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear Year 4 Composition Proof-reads for errors in spelling and punctuation Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear Year 3 Vocab, Spelling and Punctuation Makes some use of the present perfect form of verbs instead of the simple past – eg "He has gone out to play" in contrast with "He went out to play" Year 4 Vocab, Spelling and Punctuation Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
	Year 3 Transcription/Handwriting Uses prefixes and suffixes to understand how to add them (app 1) Spells further homophones Identifies commonly misspelt words and attempts to correct them. (App1) Understands how to place the apostrophe in words with regular plurals eg girls' boys'. Uses the first two or three letters in a word to check its spelling in a dictionary. Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant Year 4 Transcription/Handwriting Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Uses further prefixes and suffixes and understands how to add them (Appendix 1) Spells further homophones Identifies commonly misspelt words and corrects them. (See Appendix 1) Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). Use the first two or three letters of a word to check its spelling in a dictionary Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		

Year 3/4 Cycle B	Ancient Ancestors / Changing State	We're Sailing down the Nile / Opposites Attract	Born in the USA / Plants
English Core Texts	Stone Age Boy The Tin Forest	The King Who Banned The Dark Krindlekrax	The Boy at the Back of the Class What it's like to be a bird/ The pebble in my pocket (Non-Fiction texts)
Purpose for Writing	To reflect, record and entertain: Non-chronological report Diary entries Narrative writing	To reflect, explain and discuss: Poetry Manual instructions Balanced argument Narrative writing	
	Year 3 Composition Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar Discusses and records ideas In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc. Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 4 Composition In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases) Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar Discusses and records ideas Assesses the effectiveness of their own and others' writing and suggests improvements Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 3 Vocab, Spelling and Punctuation Express time, place and cause using conjunctions. Eg when, before, after, while, because. Expresses time, place and cause using adverbs. Eg then, next, soon, therefore Expresses time, place and cause using prepositions eg during, after, in, because of Year 4 Vocab, Spelling and Punctuation Uses fronted adverbials (eg 'Later that day, I heard the bad news') Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'). Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Year 3 Composition Makes some attempt to define paragraphs by organising ideas with related points placed next to each other - eg one sentence paragraphs or ideas loosely organised In non-narrative material uses simple organisational devices - eg headings and sub headings Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure Year 4 Composition Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures Organises paragraphs around a theme: paragraphs/ sections help to organise content Year 3 Vocab spelling and punctuation Limited use of inverted commas to punctuate direct speech Attempts to use paragraphs as a way to group related materials Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a rock, an open box Shows and awareness of headings and sub headings to aid presentation Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto. Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble. Year 4 Vocab, Spelling and Punctuation Uses paragraphs to organise ideas around a theme Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Understands the grammatical difference between plural and possessive - s Uses commas after fronted adverbials Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names)	Year 3 Composition Proof reads for spelling and punctuation errors Assesses the effectiveness of their own and others' writing and suggests improvements Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear Year 4 Composition Proof-reads for errors in spelling and punctuation Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear Year 3 Vocab, Spelling and Punctuation Makes some use of the present perfect form of verbs instead of the simple past - eg "He has gone out to play" in contrast with "He went out to play" Year 4 Vocab, Spelling and Punctuation Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
	Year 3 Transcription/Handwriting Uses prefixes and suffixes to understand how to add them (app 1) Spells further homophones Identifies commonly misspelt words and attempts to correct them. (App1) Understands how to place the apostrophe in words with regular plurals eg girls' boys'. Uses the first two or three letters in a word to check its spelling in a		

	dictionary. Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant Year 4 Transcription/Handwriting Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Uses further prefixes and suffixes and understands how to add them (Appendix 1) Spells further homophones Identifies commonly misspelt words and corrects them. (See Appendix 1) Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). Use the first two or three letters of a word to check its spelling in a dictionary Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
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Year 5/6 Cycle A	We'll Meet Again (WWII) / Light	Heads Will Roll / Counties of the UK	Ancient Mayan Civilization / Rainforests and Sustainability
English Core Texts	Rose Blanche Stay Where You Are And Then Leave Friends or Foe?	Treason The London Eye Mystery	Just So Stories Twitch
Purpose for Writing	To inform, explain and reflect: Historical recount Narrative writing Instructions Poetry	To entertain, discuss and personally communicate: Narrative writing Newspaper report Letters and emails	To reflect, explain and discuss: Poetry Comic strip Balanced argument Narrative writing
Covered over the year:	Year 5 Composition Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Uses a wide range of devices to build cohesion within and across paragraphs. Year 6 Composition Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere. Makes notes and develops initial ideas, drawing on reading and research where necessary. Can shape and précis longer passages to adapt material appropriately for selected form. Uses a wide range of devices to build cohesion within and across paragraphs. Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters). Year 5 Vocab, Spelling and Punctuation	Year 5 Composition Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Attempts to précis longer passages. Assesses the effectiveness of their own, and others' writing. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. Year 6 Composition Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors. Integrates dialogue to convey character and advance the action. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register Year 5 Vocab, Spelling and Punctuation Understands how to convert nouns or adjectives into verbs using suffixes	Year 5 Composition In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Year 6 Composition Proof-reads effectively for spelling and punctuation errors. Ensures the consistent and correct use of tense throughout a piece of writing. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience. Assesses the effectiveness of their own and others' writing. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Year 5 Vocab, Spelling and Punctuation Uses relative clauses beginning with who, which, where, when, whose, that,

	Uses commas to clarify meaning or avoid ambiguity. Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). Year 6 Vocab, Spelling and Punctuation Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken'). Uses the colon to introduce a list and uses semi-colons within lists Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'maneating shark', or 'recover' versus 're-cover').	(e.g. -ate; -ise; -ify). Uses brackets, dashes or commas to indicate parenthesis. Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). Year 6 Vocab, Spelling and Punctuation Uses the colon to introduce a list and uses semi-colons within lists. Punctuates bullet points when listing information. Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text). Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter). Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.	or an omitted relative pronoun. Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-). Year 6 Vocab, Spelling and Punctuation Use a wide range of clause structures, varying their position within the sentence. Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
	Year 5 Transcription/Handwriting Uses further prefixes and suffixes and understands the guidelines for adding them. Spells some words with 'silent' letters, e.g. knight, psalm, solemn. Continues to distinguish between homophones and other words which are often confused. Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1. Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus. Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. Decides, as part of their personal style, whether or not to join specific letters. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Chooses the writing implement that is best suited for a task (e.g. quick notes, letters). Year 6 Transcription/Handwriting Uses dictionaries to check the spelling and meaning of words. Uses further prefixes and suffixes and understands the guidelines for adding them. Spells some words with 'silent' letters, e.g. knight, psalm, solemn. Continues to distinguish between homophones and other words which are often confused. Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1 Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus. Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. Decides, as part of their personal style, whether or not to join specific letters. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).		
Year 5/6 Cycle B	Across the Universe / Frosty Relations	Toil and Trouble / Crime and Punishment	Friends And Heroes / The Final Year
English Core Texts	Cosmic Love That Dog The Sister Who Ate Her Brothers	Macbeth If You Find This	Suffragette: The Battle for Equality The Missing: The True Story of My Family in World War II
Purpose for Writing	To reflect, record and entertain: Poetry Non-chronological report Diary entries Narrative writing	To reflect, record and entertain: Diary entries Narrative writing Medical report Poetry	To inform, explain and reflect: Historical recount Narrative writing Instructions Poetry

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