



St. Margaret's C.E. Junior School – English Curriculum Map

Overview

At St Margaret's we aim to equip our children with an excellent grasp of English which will enable them to communicate effectively, to learn, keep healthy and stay safe. Good quality reading and writing skills form the bedrock of learning, providing the children with the means to succeed across the curriculum.

We are keen to inspire a love of literature and reading for enjoyment. Our children have regular opportunities to read and explore a range of books and texts during English/Reading sessions, they perform poetry each week and we encourage them to explore a range of books and authors, both in school and at home.

High expectations are set for all, creating a sense that everyone can enjoy reading and writing; and everyone can achieve. We aim to challenge all pupils to realise their potential, including the able at greater depth, providing support where needed.

Reading (taught in daily sessions)

The ability to read and understand a range of texts allows children to become independent learners. Reading should also be about gaining a love for language and enjoying the power of books in painting evocative pictures in our mind.

Teaching and learning includes:

- **Exploring/reading a variety of texts** – developing word reading, language **and** a range of comprehension skills with the teacher
- **Independent follow-up task** – comprehension tasks based on the text read with the teacher
- **Performance Poetry** – exploring and learning a wide range of poems and enjoying performing these
- **Independent task** – this covers a range of key skills such as inference
- **Independent Reading** – opportunities to enjoy reading for pleasure with a range of books

Writing (taught in daily English sessions)

To be able to write with confidence and accuracy is an essential skill for life. We aim to develop the children's ability to produce well structured, detailed writing which has a clear meaning and purpose **and** engages the interest of the reader.

Teaching and learning includes:

- Developing a wide range of skills to apply in their writing: drafting, applying effective spelling strategies, assessing work to target improvements, editing and re-drafting to produce writing of the highest standard
- Building stamina, confidence and an enthusiasm to write in different contexts, for a variety of purposes and audiences
- Providing interesting stimuli, interactive activities and drama to inspire the use of exciting language and a vivid imagination
- Using quality texts as a model for children to follow

Reading – Year 3 & 4

Skills build through Years 3 to 6

Word Reading	
<ul style="list-style-type: none"> • Read a wider range of books and texts with growing fluency • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet 	
Comprehension	
Develop positive attitudes to reading and understanding	Develop independent reading skills
<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • Read books structured in different ways and for a range of purposes • Use dictionaries to check the meanings of words • Increase familiarity and re-tell orally a wide range of books, including fairy stories, myths and legends • Prepare poems and play scripts to read aloud and perform • Recognise different forms of poetry (free verse/narrative poetry) 	<ul style="list-style-type: none"> • Check the text makes sense, discuss their understanding and explain the meaning of words in context • Infer a character’s feelings, thoughts and motives from their actions and explain using textual evidence • Predict what might happen from detail stated or implied • Identify and summarise key events/ideas in a story and explain how they link together • Identify how language structure and presentation contribute to meaning
<ul style="list-style-type: none"> • Actively participate in group discussion about a growing range of books • Listen carefully to others and offer opinions and ideas • Discuss and evaluate how authors create moods with their use of language • Retrieve and record information confidently from a range of text types • Use evidence from texts to justify responses 	

Reading – Year 5 & 6

Skills build through Years 3 to 6

Word Reading	
<ul style="list-style-type: none"> • Read a wide range of books and texts with fluency • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet 	
Comprehension	
Maintain positive attitudes to reading and understanding	Develop independent reading skills
<ul style="list-style-type: none"> • Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • Read differently structured books for a range of purposes • Use dictionaries to check the meanings of words • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions • Discuss favourite books and authors, explaining their choices and make recommendations to their peers • Make comparisons across and within texts – themes, characters, events, setting and viewpoints • Know a range of poems by heart, including personal favourites and perform imaginatively to an audience 	<ul style="list-style-type: none"> • Check the text makes sense, discuss their understanding and explain the meaning of words in context • Draw inferences in a range of contexts, including characters' actions and motives and justify with evidence from the text • Predict what might happen from detail stated or implied • Identify main ideas from more than one paragraph and summarise these • Identify how language structure and presentation contribute to meaning
<ul style="list-style-type: none"> • Actively participate in group discussion and debates about books, challenging others' views, giving clear reasons for their opinions • Discuss and evaluate how authors use language to contribute to the overall meaning and consider the impact on the reader • Retrieve, record and present information from a wide range of text types • Distinguish between fact and opinion • Use evidence from texts to justify responses 	

Writing – Year 3 (Skills build through Years 3 to 6)

Key Books to include	Key Concepts
<ul style="list-style-type: none"> • Charlotte’s Web • Secret Garden • The Tin Forest by Helen Ward • The Great Paper Caper • The Rotten Romans by Terry Deary • The Matchbox Diaries by Paul Fleishman • Marcia Williams – comic strip versions of myths • Roman Diary: The Journey of Iliona of Mytilini • Poetry – raps and song lyrics • Roald Dahl – various 	<ul style="list-style-type: none"> • Instructions and recipes • Diary entry • Retell or innovate on myths and legends (Greek and Roman) • Simple non- chronological reports on History or Science • Poetry with a pattern e.g. simple rhyming couplets or Cinquain • Poetry found together • Stories based on own experiences • Adverts; written, TV or radio

Word	Sentence
<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [e.g. <i>super-</i>, <i>anti-</i>, <i>auto-</i>] • Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [e.g. <i>a rock</i>, <i>an open box</i>] • Word families based on common words, showing how words are related in form and meaning [e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]

Text	Punctuation
<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech

Key Vocabulary
<ul style="list-style-type: none"> • Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’)

Writing – Year 4 (Skills build through Years 3 to 6)

Key Books to include	Key Concepts
<ul style="list-style-type: none"> • The Egyptian Cinderella by Shirley Climo (Link to Egyptians) • Simpler versions of Shakespeare text (Link to Tudors) – Usbourne, Marcia Williams (comic strip version), Midsummer Night’s Dream • Swallows and Amazons • Carrie’s War • Phillippa Pearce – author study • Railway Children, Street Child (class reader) • The Highwayman 	<ul style="list-style-type: none"> • Stories in a historical setting • Non-chronological reports with sub- sections, introduction and conclusion • Play scripts • Instructions (a guide to... a guide for...) Bear Grylls style • Animal poems e.g. Ted Hughes – same topic different styles (create an anthology) • Narrative Poetry • Persuasive letter (linked to environmental issues) • Recount in the form of a letter

Word	Sentence
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) • Fronted adverbials [e.g. <i>Later that day, I heard the bad news.</i>]

Text	Punctuation
<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] • Apostrophes to mark plural possession [e.g. <i>the girl’s name, the girls’ names</i>] • Use of commas after fronted adverbials

Key Vocabulary
<ul style="list-style-type: none"> • Determiner, pronoun, possessive pronoun, adverbial

Writing – Year 5 (Skills build through Years 3 to 6)

Key Books to include	Key Concepts
<ul style="list-style-type: none"> • The Wrong Trousers/A Grand Day Out • Beowulf by Michael Morpurgo (linked to Anglo-Saxons) • Where my Wellies take me by Michael Morpurgo (poetry) • Non-narrative texts around the theme of space e.g. books, internet, blogs etc. • The Register by Michael Rosen • There’s a Boy in the Girl’s Bathroom by Louis Sachar (link to America) • Goodnight Mr. Tom • Kensuke’s Kingdom 	<ul style="list-style-type: none"> • Persuasive argument- for one side (for a debate or speech) • Interviews • Explanatory text (linked to Wallace and Gromit- including passive) • Kennings (Anglo- Saxons) • Poetry linked to the locality- create own poetry trail around the local area • Non- chronological reports in a style to suit specific audience (e.g. Horrible History) • “Epic” stories in the style of Beowulf • Story set in a different culture (e.g. USA) • Recount e.g. blogs (linked to space) • Marvellous Mixtures – a story genre

Word	Sentence
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [e.g. <i>-ate; -ise; -ify</i>] • Verb prefixes [e.g. <i>dis-, de-, mis-, over- and re-</i>] 	<ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, when, whose, that</i> • An omitted relative pronoun Indicating degrees of possibility • Using adverbs [e.g. <i>perhaps, surely</i>] or modal verbs [e.g. <i>might, should, will, must</i>]

Text	Punctuation
<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] • Linking ideas across paragraphs using adverbials of time [e.g. <i>later</i>], place [e.g. <i>nearby</i>] and number [e.g. <i>secondly</i>] or tense choices [e.g. <i>he had seen her before</i>] 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity

Key Vocabulary
<ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Writing – Year 6 (Skills build through Years 3 to 6)

Key Books to include	Key Concepts
<ul style="list-style-type: none"> • Boy • Giant’s Necklace • Clockwork • The Lion the Witch and the Wardrobe • Shakespeare’s The Tempest • Runestones • The Boy in the Striped Pyjamas • Calibri (Set in Guatemala – link to Mayans) • Non-narrative texts linked to Mayans 	<ul style="list-style-type: none"> • Autobiographies/biographies • Journalistic writing • Balanced argument (including passive) – Charles Darwin and the theory of evolution versus traditional • Being creative with different narratives including dialogue (formal/informal) • Study on specific poets • Personification poetry; create an anthology written by the children • Formal and informal letters • Revise various other text types/genres

Word	Sentence
<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. <i>find out – discover; ask for – request; go in – enter</i>] • How words are related by meaning as synonyms and antonyms [e.g. <i>big, large, little</i>]. 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. • The difference between structures typical of informal speech or formal speech and writing [e.g. the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some formal writing and speech]

Text	Punctuation
<ul style="list-style-type: none"> • 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis • Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. <i>It’s raining; I’m fed up</i>] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]

Key Vocabulary
<ul style="list-style-type: none"> • subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points