



Aintree Davenhill Primary School – English Curriculum Map - Year - Nursery -Y6

		Quality Text and Author	Phonics/Spelling	Reading Genres	Writing Genres	Punctuation and Grammar	Handwriting
Nursery	Autumn	Fiction text: The Squirrels Who Squabbled Funnybones Only One You Almost Anything Autumn Poetry The Owl Babies Nursery Rhymes See Inside Your Body Your Heart and Lungs Goodbye Summer, Hello Autumn Incredible Animal Journeys Two Little Birds Tap the Magic Tree Hello World You choose The Owl who was afraid of the Dark The Jolly Christmas Postman The Snowman Katie and the Starry Night. Mog's Christmas Calamity. Darkest Dark The Night Box Oscar and the Moth The Planets Goodbye Autumn, Hello Winter. Incredible Animal journeys Nocturnal animals The First Christmas Arctic Animals Papa, please get the moon for me. Mog's Christmas Calamity The Night Before Christmas – Clement Moore Chocolate Cake – Michael Rosen	RWI phonics – Set 1 Speed Sounds - groups Listening and attention: Recognizing patterns of sounds Mark-making and writing through continuous provision	Broad range of fiction and non-fiction books	Greeting cards + following children's interests and opportunities in continuous provision.	Introduced through reading and expression and more formally as children show readiness.	Development of pencil grip and control. Introduced gradually through RWI phonics program as appropriate. Use of multi-sensory opportunities to engage children and support memory of letter formation.
	Spring	Little Red Riding Hood Hansel and Gretel Rapunzel The Runaway Pancake The Paper Bag Princess How to Catch a Dragon The Three Little Pigs The Three Billy Goats Gruff Jack and the Beanstalk Scarecrows Wedding What the Ladybird Heard A Squash and a Squeeze Rosie's Walk A Farmer's Life for Me The Very Busy Spider Handa's Surprise Handa's Hen The Little Red Hen	RWI Speed sounds and blending Mark-making and writing	Broad range of fiction and non-fiction books	Wanted Poster – Describing a character Writing a list + following children's interests and opportunities in continuous provision.	Introduced through reading and expression and more formally as children show readiness.	Development of pencil grip and control. Introduced gradually through RWI phonics program as appropriate. Use of multi-sensory opportunities to engage children and support memory of letter formation.
	Summer	The Very Hungry Caterpillar Aargh Spider! It's Hard to Hurry When You're a Snail Harry and the Bucketful of Dinosaurs Superworm First Facts- Bugs Mad About MiniBeasts Life-Cycle of a Butterfly Summer Birds – The Butterflies of Maria Merian – Mary Anning – Little People Big Dreams Life on Earth Dinosaurs Dinosaurs A-Z Goldilocks and the Three Bears The Lighthouse Keeper's Lunch Mr Seahorse The Rainbow Fish The Snail and the Whale Sharing a shell Pirate House Commotion in the Ocean The Thirsty Crow – Aesop's Fable	RWI Speed sounds, blending, segmenting Mark-making and writing	Broad range of fiction and non-fiction books	Labelling a picture - minibeasts+ following children's interests and opportunities in continuous provision.	Introduced through reading and expression and more formally as children show readiness.	Development of pencil grip and control. Introduced gradually through RWI phonics program as appropriate. Use of multi-sensory opportunities to engage children and support memory of letter formation.



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Reception	Autumn	I will not eat a tomato – Lauren Childs Peepo – Allan and Janet Alhberg Come Home with Us! – Sally Coles Pip's Autumn Walk – Karen Coates The Very Helpful Hedgehog – Rosie Wellesley Lighting a Lamp – A Diwali Story Rhyme – Children's Day Kipper's Birthday – Mick Inkpen The Christmas Story by Father Christmas – Hisako Aoki The Snowman – Raymond Briggs Dear Father Christmas – Alan Durant	RWI Phonics Introduce set 1 sounds as a whole class, daily reading and oral spelling of words containing known sounds		The Something by Rebecca Cobb Narrative: Losing Story Recount: Animal Information Star in the Jar by Sam Hay Narrative: Finding Story Information: Poster to find a Lost Star	capital letter at the start of their name, spaces between words, full stop at the end of a sentence (idea).	Daily handwriting focusing on the new sound learnt that day.
	Spring	Tree Seasons Come and Go – Patricia Hegarty Lily and the Snowman – Literacy Shed The Snail and the Whale – Julia Donaldson Storm Whale in Winter – Benji Davies Traction Man is Here – Mini Grey Super Daisy – Kes Gray Where the wild Things Are – Maurice Sendak The Gruffalo – Julia Donaldson When Spring Comes – Kevin Henkes The Tiny Seed – Eric Carle A Seed in Need – Sam Godwin A Fruit is a Suitcase for Seeds – Jean Richards Jasper's Beanstalk – Nick Butterworth & Mick Inkpen The Very Hungry Caterpillar – Eric Carle The Case of the Missing Butterfly – Sam Godwin How They Grow – Butterfly Snail Trail – Ruth Brown Superworm – Julia Donaldson The Very Busy Spider – Eric Carle	RWI phonics/spelling taught in daily speed sound/phonics lesson Weekly English lesson with spellings including red words. (Reception common exception words) Weekly RWI spelling homework linked to their reading book	Non – fiction – information texts (cold regions)	Juniper Jupiter by Lizzy Stewart Narrative: Superhero Story Information: A letter wanting to be a sidekick Little Red by Bethan Woolvin Narrative: A Traditional Tale Instructions: How to trap an animal	Punctuation and Grammar taught in daily RWI phonics lessons Weekly English lessons with grammar starter Children are taught to use capital letters and full stops Children are also taught to check their writing makes sense	Daily handwriting during phonics lessons Focus one sound per day in red books including green words.
	Summer	All Kinds of Homes – Emily O' Keefe Peepo – Allan and Janet Alhberg Tails Are Not for Pulling – Elizabeth Verdick Zog and the Flying Doctors – Julia Donaldson Oi! Get off my Train – John Burningham The Train Ride – June Crebbin The Hundred Decker Bus – Mike Smith Naughty Bus – Jan and Jerry Oke Lost and Found – Oliver Jeffers The Way Back Home – Oliver Jeffers Whatever Next! – Jill Murphy	RWI phonics/spelling taught in daily speed sound/phonics lesson Weekly English lesson with spellings including red words. (Reception common exception words) Weekly RWI spelling homework linked to their reading book		The Extraordinary Gardener by Sam Boughton Narrative: A Transformational Story Instructions: How to grow a garden/plant vegetables The Storm Whale by Benji Davies Narrative: A Friendship Story Poems: Sea Creature Poems	Punctuation and Grammar taught in daily RWI phonics lessons Weekly English lessons with grammar starter Children are taught to use capital letters and full stops Children are also taught to check their writing makes sense	Daily handwriting during phonics lessons Focus one sound per day in red books and green words.
Year 1	Autumn	Old Bear – Jane Hissey The Jolly Postman or Other People's Letters – Janet and Allen Ahlberg Rumble in the Jungle – Giles Andreae The Gunpowder Plot – Rob Lloyd Jones Peace at Last – Jill Murphy Pumpkin Soup – Helen Cooper	RWI phonics/spelling taught in daily speed sound/phonics lesson Weekly English lesson with spellings included in the grammar starter (Year 1 common exception words) Weekly RWI spelling homework linked to their reading book	Non-fiction – information texts letters Poetry (sense /autumn poetry) Narrative (stories with familiar settings)	Old Bear Narrative: Discovery Purpose: To narrate Recount: Messages Purpose: To recount Rapunzel Narrative: A Traditional Tale Purpose: To narrate Instructions: How to catch a witch Purpose: To instruct	Plural noun suffix -s Combining words to make sentences Joining words and clauses using-and Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops Reinforce plural noun suffix -s -es Suffix added to verbs - er Combining words to make sentences Joining words and clauses using-and Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops	Daily handwriting during phonics lessons Focus one letter per day in red books During the second half of the Autumn term, children will start handwriting sessions after lunch (10 minutes) One letter taught per day
	Spring	Meerkat Mail – Emily Gravett Fantastic Mr Fox – Roald Dahl Mr Wolf's Pancakes – Jane Fearnly Dogger – Shirley Hughes	RWI phonics/spelling taught in daily speed sound/phonics lesson Weekly RWI spelling homework linked to their reading book Weekly English lesson with spellings included in the grammar starter Year 1 common exception words Weekly Spelling homework (Year 1 and 2 common exception words) with a test each week	Non-Fiction – information texts Toys and Deserts Narrative – Meerkat Mail	Hermelin Narrative: A Detective Story Purpose: To narrate Recount: Letters Purpose: To recount Poetry: List poem Where the Wild Things Are Narrative: A Portal Story Purpose: To narrate Information: Wild Things Purpose: To inform Poetry: Pairs List poem Senses poem Kenning	Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives Combining words to make sentences Joining words and clauses using-and, because, so Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Suffix added to verbs – ing ed er Combining words to make sentences Joining words and clauses using-and, because, so, but	Daily handwriting during phonics lessons Focus one letter per day in red books Handwriting sessions after lunch (10 minutes) One letter taught per day



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						Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	
	Summer	Man on the Moon – Simon Batram Fantastically Great Women Who worked Wonders – Kate Pankhurst The Fox in the Dark – Alison Green Toys in Space – Mini Grey	RWI phonics/spelling taught in daily speed sound lesson Weekly RWI spelling homework linked to their reading book Weekly English lesson with spellings included in the grammar starter Year 1 common exception words Weekly Spelling homework (Year 1 and 2 common exception words) with a test each week	Non-fiction – information texts (famous inventors) Recount (inventions), instructions, reports Poetry Seasonal Narrative – Fairy Tales	The Secret of Black Rock Narrative: A Return Story Purpose: To narrate Recount: Postcards Purpose: To recount Poetry: Alliterative poem The Last Wolf Narrative: A Hunting Story Purpose: To narrate Instructions: Recipes Purpose: To instruct	Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives Combining words to make sentences Joining words and clauses using-and, because, so, but Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I Reinforce plural noun suffix -s -es Suffix added to verbs - ed Combining words to make sentences Joining words and clauses using-and, because, so, but Sequencing sentences to form short narratives Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Daily handwriting during phonics lessons Focus one letter per day in red books Handwriting sessions after lunch (10 minutes) One letter taught per day
Year 2	Autumn	Range of picture books Short stories Poems Jim and the Beanstalk – Raymond Briggs The Smartest Giant in Town – Julia Donaldson The Dinosaur's Packed Lunch by Jacqueline Wilson	RWI phonics/spelling taught in daily speed sound lesson for most children in the first half of the autumn term During the second half of the Autumn term, most children will access daily English lessons. 3 x Weekly Year 2 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns.	Fictional and real narratives Character descriptions Letters Non-fiction – reports, recounts, instructions and biographies Poetry	A River Narrative: Circular Narrative Purpose: To narrate Recount: Letter Purpose: To inform The Night Gardener Narrative: Setting Narrative Purpose: To narrate Recount: Diary Purpose: To recount Poetry: Alliteration Poem	Use of the Suffixes –er & –est in adjectives Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification Build on previous units Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in Nouns Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification Build on previous units Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Common exception words, high frequency words and various spellings linked to that week's writing/spelling list
	Spring	The Owl Who Was Afraid of the Dark – Jill Tomlinson Flat Stanley – Jeff Brown	Some children will continue with RWI phonics/spelling taught in daily speed sound/phonics lessons followed by a weekly English lesson These children will continue to have RWI spelling homework 3 x Weekly Year 2 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns.	Fictional and real narratives Character and scene descriptions, Letters Non-fiction – reports, explanations and biographies Poetry	The Bog Baby Narrative: Finding Narrative Purpose: To narrate Recount: How to build a habitat Purpose: To instruct Grandad's Island Narrative: Return Narrative Purpose: To narrate Recount: Jungle Animals Purpose: To inform Poetry: Descriptive poem	Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs 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 statement, question and command Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops and question marks to demarcate sentences	Common exception words, high frequency words and various spellings linked to that week's writing/spelling list



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						Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	
	Summer	The Invisible Dog by Dick King Smith The Marvellous Granny Jinks and Me – Serena Holly	Some children will continue with RWI phonics/spelling taught in daily speed sound/phonics lessons followed by a weekly English lesson These children will continue to have RWI spelling homework 3 x Weekly Year 2 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns.	Fictional and real narratives Letters Play scripts Non-fiction – reports and explanations Poetry	The King Who Banned the Dark Narrative: Mistake Narrative Purpose: To narrate Recount: How to be a regal leader Purpose: To inform Poetry: Alliterative poem Conjunction poetry Rosie Revere Engineer Narrative: Invention Narrative Purpose: To narrate Recount: How a machine works Purpose: To explain	Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs 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, exclamation and statement. Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Common exception words, high frequency words and various spellings linked to that week's writing/spelling list
Year 3	Autumn	The Wild Robot – Peter Brown	3 x Weekly Year 3 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns. Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	Fiction Non-fiction – information, instruction, recount, newspaper reports Poetry – narrative, free verse Plays	Letter The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate Explanation: How to capture the Iron Man Purpose: To explain Poetry: Kenning Poem List Poem Fox Narrative: Fable Narrative Purpose: To narrate Information: Foxes Purpose: To inform Poetry: Simile Poem Character Contrast Poem	Formation of nouns using a range of prefixes e.g. auto- super- anti- Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Present perfect form of verbs 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 Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Form lower-case letters of the correct size relative to one another Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words Write upper case letters of the correct size relative to lower case letters Start using some of the diagonal and horizontal strokes needed to join letters Form and use the four basic handwriting joins Write legibly

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					Poetry: Poetry based on illustrations	Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Paragraphs to organise ideas around a theme Apostrophes for possession (plural nouns) Use commas after fronted adverbials	
	Spring	The Mystery in Flat 6B – Karen McCombie	3 x Weekly Year 4 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns Also. additional English homework often includes spelling	Newspaper reports Non-fiction books – instructional texts Information books Picture books	Arthur and the Golden Rope Narrative: Myth Narrative Purpose: To narrate Information: Defeating a Viking Monster Purpose: To inform Poetry: Cloze Procedure Poem The Lost Happy Endings Narrative: Twisted Narrative Purpose: To narrate Persuasion: Letter Purpose: To persuade Poetry: Character Poem Haiku List Metaphor Poetry	Grammatical difference between plural and possessive -s Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Apostrophes for possession (plural nouns) Grammatical difference between plural and possessive -s Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Paragraphs to organise ideas around a theme Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	3 words from weekly spellings and 2 high frequency words per day
	Summer	The Boy at the Back of the Class – Onjali Q. Raif	3 x Weekly Year 4 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework- high frequency words and some tricky spelling patterns Also. additional English homework often includes spelling	Playscripts Picture books Fairy tales/Fables Advertisements	The Journey Narrative: Refugee Narrative Purpose: To narrate Recount: Diary Purpose: To recount Poetry: Personification Poetry Character Haiku Manfish Narrative: Invention Narrative Purpose: To narrate Recount: Jacques Cousteau Biography Purpose: To recount Poetry: Setting Poetry	Verb inflections (we were instead of we was) Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials Verb inflections (we were instead of we was) Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	3 words from weekly spellings and 2 high frequency words per day
Year 5	Autumn	1918 – Coming Home – Jim Eldridge	3 x Weekly Year 5 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	Letter writing (All about me) Biographies (Roald Dahl, Jaqueline Wilson, David Beckham) Recount Suspense and mystery – Eye of the Storm (Literacy Shed) Newspapers – Tutankhamun	Where Once We Stood Narrative: Exploration Narrative Purpose: To narrate Recount: Formal Report Purpose: To recount Poetry: Earth/Moon Poetry FaRtHER Narrative: Setting Narrative Purpose: To narrate Recount: Letter Purpose: To recount Poetry: Alliteration Poetry Personification Poetry	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form ideas across paragraphs, using adverbials Dashes to mark boundaries between independent clauses The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Indicate degrees of possibility using modal verbs Linking ideas across paragraphs, using adverbials Commas for parenthesis Dashes to mark boundaries between independent clauses	Pupils should be taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Common exception words, high frequency words and various spellings linked to that week's writing/spelling list or topic



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	Spring	The Explorer – Katherine Rundell	3 x Weekly Year 5 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	Myths and Legends (Literacy Shed) Instruction text Explanation Writing – Space (Science) Titanium (Literacy Shed) – Incident report/recount Amazon Rainforest Fact-File Non-chronological report –	The Hound of the Baskervilles Narrative: Cliff hanger narrative Purpose: To narrate Recount: Formal Event Report Purpose: To inform The Promise Narrative: Character Narrative Purpose: To narrate Instructions: Newspaper Report Purpose: To recount Poetry: Poetry	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses Linking ideas across paragraphs, using adverbials Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Indicate degrees of possibility using modal verbs and adverbs Linking ideas across paragraphs, using adverbials Use hyphens to avoid ambiguity	Common exception words, high frequency words and various spellings linked to that week’s writing/spelling list or topic
	Summer	Street Child – Berlie Doherty	3 x Weekly Year 5 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	Discussion texts – arguments for and against closing workhouse Jim Jarvis – first person diary Persuasive leaflet to advertise the Dwellings of Fagan Highwayman – first person recount (Tim the Ostler)	The Lost Book of Adventure Narrative: Survival Narrative Purpose: To narrate Explanation: Survival Guide Purpose: To explain Poetry: Character Poetry King Kong Narrative: Dilemma Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Poetry: Kong Poetry	Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Linking ideas across paragraphs, using adverbials Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions Recap speech punctuation Brackets for parenthesis	Common exception words, high frequency words and various spellings linked to that week’s writing/spelling list or topic
	Year 6	Autumn	Letters from the Lighthouse – Emma Carroll	3 x Weekly Year 6 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	War novel Historical fiction Autobiography Poetry	Rose Blanche Narrative: Diary Purpose: To recount Recount: Bravery Speech Award Purpose: To recount & inform (hybrid) Poetry: Contrast Poem A Story Like the Wind Narrative: Flashback Narrative Purpose: To narrate Recount: Newspaper Report Purpose: To recount	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 The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary



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						appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices The difference between structure typical of informal speech and structures appropriate to formal Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and caption to structure information Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) 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 The difference between structures typical of informal speech and structures appropriate to formal Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	
	Spring	The Unforgotten Coat – Frank Cottrell Boyce	3 x Weekly Year 6 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns Also, additional English homework often includes spelling	Fiction Science Fiction Information text Instructional text Nonsense poetry	The Origin of the Species Narrative: Discovery Narrative Purpose: To narrate Explanation: Adaptation Purpose: To explain Wolves Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	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 The difference between structures typical of informal speech and structures appropriate to formal Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) 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 – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonym Use of headings, sub-headings and bullets to structure texts Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Consolidating joins
	Summer	Holes – Louis Sachar	3 x Weekly Year 6 No Nonsense sessions comprising of teaching of spelling patterns and high frequency words Homework: Learning high frequency words and some tricky spelling patterns	Adventure	Shackleton's Journey Narrative: Endurance Narrative Purpose: To narrate Recount: Magazine Article Purpose: To recount Poetry: Atmosphere Poem	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	Consolidating joins



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			Also, additional English homework often includes spelling		Hansel and Gretel Narrative: Dual Narrative Purpose: To narrate Recount: Letter Purpose: To persuade Poetry: Tanka Poetry	Use of the passive to affect the presentation of information in a sentence Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses 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 The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were... Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity	
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