



Heygarth Primary School - Long Term Curriculum Map - English



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What is the world like just outside of my window?	Who are the real-life heroes that protect me?	Does our world need improving?	What is life like as a King or Queen?	Has flight changed our world?	What is living in Australia like?
Reading	Focus Text - The Colour Monster Wider Reading - The Day The Crayons Quit	Focus Text - The Jolly Postman Wider Reading - Christmas related texts, Supertato	Focus Text - Somebody Swallowed Stanley Wider Reading - 10 Ways to Save My World	Focus Text - The Queen's Hat Wider Reading - What the Ladybird Heard on Holiday	Focus Text - Man on the Moon Wider Reading - The Book of Flight	Focus Text - Possum Magic Wider Reading - The Koala Who Could
Writing including GPS	<u>Composition</u> Narrative - retelling stories and events Orally planning sentences <u>Handwriting</u> 'Ladder' letters <u>Punctuation and Grammar</u> Use 'I' Combine words to make a sentence. Sentence terminology Use of full stops, capital letters and finger spaces.. <u>Spellings</u> CVCs CVCCs Spelling by segmentation Use of Read Write Inc phonemes	<u>Composition</u> Using simple plan to write Non fiction - instruction writing Letter writing <u>Handwriting</u> 'Ladder' letters Spacing <u>Punctuation and Grammar</u> Use of full stops, capital letters and finger spaces. Sentence terminology Introduction to question marks <u>Spellings</u> CVCs CVCCs Spelling by segmentation Use of Read Write Inc phonemes	<u>Composition</u> Non fiction - explanation texts Poetry following a repeating pattern Orally planning sentences <u>Handwriting</u> 'One armed robot' letters <u>Punctuation and Grammar</u> When to use capital letters Use of full stops, capital letters and finger spaces. Dictated sentences recorded accurately. <u>Spellings</u> Spelling by segmentation Use of Read Write Inc phonemes	<u>Composition</u> Imitate - using story as a basis for planning and writing own version Recipe writing <u>Handwriting</u> 'Curly caterpillar' letters <u>Punctuation and Grammar</u> Sentence structure Time words to aid sequencing <u>Spellings</u> Spelling by segmentation Use of Read Write Inc phonemes Spell some common exception words	<u>Composition</u> Non fiction text types Retell familiar stories Plan stories with a simple structure <u>Handwriting</u> 'Zig zag' letters Capital letters <u>Punctuation and Grammar</u> Dictated sentences recorded accurately. <u>Spellings</u> Spelling by segmentation Use of Read Write Inc phonemes Spell some common exception words Prefix 'un'	<u>Composition</u> Making choices of appropriate vocabulary Rereading work to check for meaning <u>Handwriting</u> Number formation Capital letters <u>Punctuation and Grammar</u> Use of join words Use past, present and future <u>Spellings</u> Spelling by segmentation Use of Read Write Inc phonemes Spell some common exception words Endings -ing, -ed, -er, -est



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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What is it like to live in Africa?	What have we learnt from the Great Fire of London?	Can we plan a celebration for everyone?	Do polar bears eat penguins?	What's so special about Port Sunlight?	What will you find in the woods today?
Reading	Focus text - Amazing Grace/Grace and Family Wider Reading - Anna Hibiscus, The Hogeledge The Owl who was afraid of the dark	Focus Text - Something Else Wider Reading - Christmas stories including bible stories.	Focus Text - Halibut Jackson Wider Reading - Alice in Wonderland	Focus Text - Emperor's Egg Wider Reading - Lost and Found, Flat Stanley	Focus Text - Claude in the City Wider Reading - Other books in the Claude series	Focus Text - Into the Woods, Anthony Browne Wider Reading - Fairy Tales
Writing including GPS	<p><u>Composition</u> Narratives -fiction Plan writing</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing Digits of the correct size and orientation</p> <p><u>Punctuation and Grammar</u> Use of capital letters, full stops and question marks Use of coordination (or, and, but) Noun phrases Sentence types - statement and question</p> <p><u>Spelling</u> Spell by segmenting words into phonemes and representing these by graphemes Dictation</p>	<p><u>Composition</u> Narratives inc. real events Plan writing</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing Digits of the correct size and orientation</p> <p><u>Punctuation and Grammar</u> Subordination (when, if that, because) Expanded noun phrases</p> <p><u>Spelling</u> Spell by segmenting words into phonemes and representing these by graphemes Spell some common exception words Dictation</p>	<p><u>Composition</u> Narratives Poetry Plan writing</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing</p> <p>Start to use joining</p> <p><u>Punctuation and Grammar</u> Consistent use of present and past tense Command sentences Commas in a list</p> <p><u>Spelling</u> Learn new ways of spelling phonemes Some homophones Spell some common exception words Suffixes -ly Dictation</p>	<p><u>Composition</u> Narratives inc. Real Events Plan writing</p> <p>Read Aloud their writing with appropriate intonation</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing</p> <p>Start to use joining</p> <p><u>Punctuation and Grammar</u> Exclamation sentences Apostrophes for contraction</p> <p><u>Spelling</u> Spell some near homophones Spell some common exception words Dictation</p>	<p><u>Composition</u> Narratives inc. real events Plan writing Proof reading</p> <p>Additions, revisions and corrections</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing Joining</p> <p><u>Punctuation and Grammar</u> Apostrophes for possession Progressive verbs in present and past</p> <p><u>Spelling</u> Spell some near homophones Spell some common exception words Dictation</p>	<p><u>Composition</u> Narratives- fiction Plan writing Proofreading</p> <p>Additions, revisions and corrections</p> <p><u>Handwriting</u> Lower-case and capital letters of the correct size Spacing Joining</p> <p><u>Punctuation and Grammar</u> Consolidation</p> <p><u>Spelling</u> Suffixes -ness,full, less</p>



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What was life like in the Stone Age?	Can humans live without metals?	What were the achievements of the Egyptians?	Where in the world are we?	How diverse is the continent of Europe?	How is Merseyside represented in art?
Reading	Focus Text - Stone Age Boy and Ug Wider Reading - Diary of Wimpy a Kid	Focus Text - The Iron Man Wider Reading - Dorling Kingsley Materials Non-fiction text Range of Roald Dahl stories	Focus Text - Marcy and the Sphinx Wider Reading - The Awesome Egyptians	Focus Text - The Mousehole Cat Wider Reading - The Boy in a dress, or other D. Walliams book	Focus Text - Firebird Wider Reading - Poems for 7-8 Year olds	Focus Text - The Stone Mouse Jenny Nimmo Wider Reading - Charlotte's Web
Writing including GPS	<p>Writing Genres Diary Non Chronological report Instructions</p> <p>Grammar and Punctuation Sentence revision: statement, question, exclamation and command 2A sentences Word class revision Adding conjunctions Inverted commas for direct speech Commas in a list</p> <p>Spellings: Suffix ed and ing Prefix: dis and un Apostrophes for contractions Homophones: ay ai, ei Statutory words revision from Year 2</p>	<p>Writing Genres Newspaper report Poetry Setting description Compare book and film (begin to express a viewpoint)</p> <p>Grammar and Punctuation Nouns and Noun phrases Word families Apostrophe to mark singular and plural possession Difference between subject and object pronouns determiners</p> <p>Spellings: suffix ment and ness Homophones Year 3-4 common exception words I sound spelt 'y' e.g. cygnet, gym Prefix mis and re Months of the year</p>	<p>Writing Genres Fact File Character Description Story based on Marcy and the Sphinx</p> <p>Grammar and Punctuation</p> <p>Prepositional phrases to express time. Pronouns to avoid repetition</p> <p>Spellings: From Y2 Suffix ness ful Prefix sub tele Apostrophe for contraction Statutory words Y3 Y4 Words spelt ch as well as s and ss ion/ure: dictation Suffixes less, ness ful and ly</p>	<p>Writing Genres Poetry Persuasive leaflet</p> <p>Grammar and Punctuation Verb forms and tenses Present perfect tense</p> <p>Spellings: Prefixes 'super' and 'auto' Homophones Proofreading Words with /k/ sound spelt ch</p>	<p>Writing Genres Non-chronological report Narrative Poetry</p> <p>Grammar and Punctuation Group related ideas together in paragraphs Moving adverbials to different places</p> <p>Spellings : Practise previously taught suffixes, Suffix -ly, revise apostrophes for contraction, rare GPCs, strategies for learning statutory spellings</p>	<p>Writing Genres Recount</p> <p>Grammar and Punctuation: wide range of conjunctions to create complex sentences Ing, ed sentences. -ly sentences (adverb describing the noun)</p> <p>Spellings: revise last half term's spellings, 'ou' sound spellings, homophones, statutory spelling list.</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	Who were the Mayans?	How do natural disasters impact planet Earth?	Where does plastic go?	Who were the ancient Greeks?	What is the journey of a river from source to sea?	Is there still evidence of the Romans in Britain today?
Reading	Focus Text - Charlie and the Chocolate Factory Wider Reading - Rohl Dahl books	Focus Text - The pebble in my pocket Wider Reading - When the Giant stirred/Escape from Pompeii	Focus Text - One plastic bag Wider Reading - Just William	Focus Text - The lost happy endings Wider Reading - Greek myths	Focus Text - Journey to the River Sea Wider Reading - Escape from Pompeii (not read in Autumn 2)	Focus Text - Leon and the place between Wider Reading - Just William (Archaic language)
Writing including GPS	<p>Writing genres Character descriptions Formal letters Setting descriptions Non-chronological report Poetry Diary entry</p> <p>Grammar and Punctuation Expanded noun phrases Similes</p> <p>Spelling Spelling of 'sure' as a word ending Homophones Statutory spelling lists</p>	<p>Writing genres Poetry Narrative writing Newspaper reports</p> <p>Grammar and Punctuation Similes Metaphors Commas after fronted adverbials Writing in paragraphs</p> <p>Spelling Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' The sound spelt 'ou' 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>Writing genres Narrative Persuasive writing Non-fiction script writing (interview) Diary entry</p> <p>Grammar and Punctuation Generating and punctuating questions Open and closed questions Prepositions Adverbs</p> <p>Spelling The /g/ sound spelt 'gu' Statutory word lists Words with endings spelt like 'ture' Homophones</p>	<p>Writing genres Narrative Persuasive letter</p> <p>Grammar and Punctuation Main clause and subordinate clause Noun phrases Possessive apostrophes Speech punctuation Write from memory simple sentences, dictated by the teacher</p> <p>Spelling Statutory spelling lists Prefixes 'anti-' and 'inter-' Word endings spelt '-cian', '-sion', '-tion' and '-ssion'</p>	<p>Writing genres Non-chronological reports Narrative Character descriptions Setting descriptions</p> <p>Grammar and Punctuation Main clause and subordinate clause Noun phrases Possessive apostrophes including plurals Speech punctuation Organise paragraphs around themes Commas after fronted adverbials</p> <p>Spelling Words with the /s/ sound spelt 'sc' Words with the ending spelt 'sion' Homophones Statutory word lists</p>	<p>Writing genres Play scripts Narrative Non-chronological reports (Curriculum Romans)</p> <p>Grammar and Punctuation Possessive apostrophes including plurals Speech punctuation Organisational features of playscripts Use of brackets for stage directions Adverbs</p> <p>Spelling Words with the suffix 'ous' Words with the prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' The suffix 'ly' added to words ending in 'y' Statutory word lists</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	Is Earth the only planet we can inhabit?	How did the Anglo-Saxons affect us?	How did the Vikings change Britain?	How diverse is the continent of North America?	How important were the Tudors to British history?	What are the wonders of Wirral?
Reading	Focus Text - Cosmic Wider Reading - Sputnik's Guide to Life on Earth, Kensuke's Kingdom	Focus Text - Beowulf Wider Reading - Poetry books (riddles) from class library (Sky in the Pie), The Butterfly Lion	Focus Text - Arthur and the Golden Rope Wider Reading - Viking Wirral, Skellig	Focus Text - Race to the Frozen North Wider Reading - And Tango Makes Three, Below Zero,	Focus Text - Treason Wider Reading - Wonder, My Friend Walter, James and The Giant Peach: The Play	Focus Text - The London Eye Mystery Wider Reading - Guide books, The Book of Hopes (short stories)
Writing including GPS	<p><u>Writing Genres</u> Write in role Persuasive writing Note taking Arguments Newspaper reports Poetry Playscript</p> <p><u>Grammar and Punctuation</u> Recap year 4 SPAG</p> <p>Parenthesis</p> <p>Using paragraphs</p> <p><u>Spelling focusses:</u> -ough Silent letters -able/ible Homophones</p>	<p><u>Writing Genres</u> Detailed setting Write in role speech -writing Recount Compare and contrast Instructions</p> <p><u>Grammar and Punctuation</u> Relative clauses</p> <p>Standard English for verb inflections</p> <p><u>Spelling focusses:</u> Previous years- Plurals (-s, -es and -ies) Use of hyphens Dictionary to support learning word roots, derivations and spelling patterns</p>	<p><u>Writing Genres</u> Persuasive letter Character description Diary entry Setting description Newspaper report Short story</p> <p><u>Grammar and Punctuation</u> Commas to clarify</p> <p>Building cohesion</p> <p><u>Spelling focusses:</u> Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Etymology -ably/-ibly Homophones (led/lead, steel/steal, alter/altar)</p>	<p><u>Writing Genres</u> Character description Emotive letter Non-chronological report Diary entry Formal letter</p> <p><u>Grammar and Punctuation</u> Apostrophes</p> <p>Modal verbs</p> <p><u>Spelling focusses:</u> Proofreading Building words from root words Homophones Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words</p>	<p><u>Writing Genres</u> Playscripts Writing in role Newspaper report Narrative writing (alternative viewpoint) Non-chronological report</p> <p><u>Grammar and Punctuation</u> Building cohesion</p> <p>Adverbs - degrees of possibility</p> <p>Complex noun phrases</p> <p><u>Spelling focusses:</u> Etymology Proofreading Homophones</p>	<p><u>Writing Genres</u> Diary Informal letter Persuasive writing</p> <p><u>Grammar and Punctuation</u> Assess and address gaps</p> <p><u>Spelling focusses:</u> Dictionary to check words Suffixes Homophones</p>



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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question	What impact did the industrial revolution and the Victorian era have on Britain?	Why is Liverpool considered a major UK city?	What was life like on the home front during WW2?	How diverse is the continent of South America?	How might technology affect our future?	What life skills do we need for the future?
Reading	Focus Text - Street Child Wider Reading - A Christmas Carol, Cogheart, Way Back Home	Focus Text - Boy in the Girls' Bathroom Wider Reading - Boy at the back of the class, Holes	Focus Text - Goodnight Mr Tom Wider Reading - Rescue (short stories),	Focus Text - Survivors, Rescue and Heroes Wider Reading - Other short stories from these books	Focus Text - Stormbreaker Wider Reading - The rest of the Alex Rider series, Silverfin	Focus Text - The Arrival Wider Reading - Leavers play
Writing including GPS	<p><u>Writing Genres</u> Biography Newspaper Article Character study</p> <p><u>Grammar and Punctuation</u> Word class revision: the grammatical function of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, determiners.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Fronted adverbials, including using commas.</p> <p><u>Spelling focusses:</u> Statutory word list -able/-ably -ible/ibly Suffixes beginning with</p>	<p><u>Writing Genres</u> Playscript Balanced Argument Letter writing</p> <p><u>Grammar and Punctuation</u> Converting between active and passive tense</p> <p>Difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p> <p><u>Spelling focusses:</u> Statutory word list -ce/-se homophones -cious/-tious</p>	<p><u>Writing Genres</u> Story opening Descriptive writing Poems to perform</p> <p><u>Grammar and Punctuation</u> How words are related by meaning as synonyms and antonyms</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses</p> <p>Rules of speech punctuation</p> <p>Revision of coordinating and subordinating conjunctions to join clauses within a sentence</p> <p><u>Spelling focusses:</u> Statutory word list -ough -cial/-tial</p>	<p><u>Writing Genres</u> Short story Recount Non-chronological report</p> <p><u>Grammar and Punctuation</u> Integrating dialogue</p> <p>Formal and informal language</p> <p>Revision of sentence types including statement, question, command, exclamation</p> <p>Multi-clause sentences</p> <p>Word class revision</p> <p><u>Spelling focusses:</u> Statutory word list Homophones Proofreading Prefixes and roots SATs practice</p>	<p><u>Writing Genres</u> Formal Letters Diaries and letters in role Describing settings and atmosphere</p> <p><u>Grammar and Punctuation</u> Tense revision: past, present, future, simple, progressive, perfect</p> <p>Child-led discrete grammar teaching in preparation for GPS test</p> <p>Prepositions and prepositional phrases.</p> <p>Adverbs, adverbials and fronted adverbials.</p> <p><u>Spelling focusses:</u> Rare GPCs from statutory word list -ant, -ance, -ancy Proofreading Root words and meaning SATs practice</p>	<p><u>Writing Genres</u> Narrative Instructional Explanation</p> <p><u>Grammar and Punctuation</u> Child-led discrete grammar teaching in preparation for submission of teacher assessments</p> <p><u>Spelling focusses:</u> Statutory word list Homophones -ent, -ence, -ency</p>



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	vowels to words ending in -fer		Prefixes Proofreading SATs practice			
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