

Stepgates Community School Curriculum Mapping: English 2022-2023



	Spoken Language	Reading	Writing	Detail of content to be introduced
ELG	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Make comments about what they have heard and ask questions to clarify their meanings. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. • Invent, adapt and recount narratives and stories with peers and teachers. • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	

Stepgates Community School Curriculum Mapping: English 2022-2023



	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Share their creations, explaining the processes they have used. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 			
<p>Reception</p>	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Can start a conversation with an adult or a friend and continue it for many turns. • Listen with increased attention to sounds. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Increasingly follow rules, understanding why they are important. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother • Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. 	



Stepgates Community School Curriculum Mapping: English 2022-2023

<ul style="list-style-type: none"> • Show more confidence in new social situations. • Develop appropriate ways of being assertive. • Create their own songs, or improvise a song around one they know. • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. • Use longer sentences of four to six words. • Engage in extended conversations about stories, learning new vocabulary. • Talk about what they see, using a wide vocabulary. • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Engage in extended conversations about stories, learning new vocabulary. • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc. • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Engage in extended conversations about stories, learning new vocabulary. • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen attentively, move to and talk about music, expressing their feelings and response. Ask questions to find out more and check they understand what has been said to them. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Engage in extended conversations about stories, learning new vocabulary. <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Engage in extended conversations about stories, learning new vocabulary. <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Read a few common exception words matched to the school's phonic programme.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Write some letters accurately. • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. Use longer sentences of four to six words. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Develop storylines in their pretend play. • Learn new vocabulary. 	
--	---	--	--

Stepgates Community School Curriculum Mapping: English 2022-2023



	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts. • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Express their feelings and consider the feelings of others. • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
<p>Year 1</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. 	<p>Spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught. • Common exception words. • The days of the week. <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un- • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules and guidance • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p>Word:</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p>Sentence:</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using and. <p>Text;</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation;</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I. <p>Terminology for pupils;</p>

Stepgates Community School Curriculum Mapping: English 2022-2023



	<ul style="list-style-type: none"> Select and use appropriate registers for effective communication. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Develop their understanding of the concepts of specific content by:</p> <ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>
<p>Year 2</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading. <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories 	<p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular) [for example, the girl's book]. Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). 	<p>Word:</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1). Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. <p>Sentence:</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, and the man in the moon]. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p>Text:</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. <p>Punctuation:</p>

Stepgates Community School Curriculum Mapping: English 2022-2023



		<p>and non-fiction at a level beyond that at which they can read independently.</p> <ul style="list-style-type: none"> o Discussing the sequence of events in books and how items of information are related. o Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. o Being introduced to non-fiction books that are structured in different ways. o Recognising simple recurring literary language in stories and poetry. o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. o Discussing their favourite words and phrases. o Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> o Drawing on what they already know or on background information and vocabulary provided by the teacher. o Checking that the text makes sense to them as they read and correcting inaccurate reading. o Making inferences on the basis of what is being said and done. o Answering and asking questions. o Predicting what might happen on the basis of what has been read so far. o Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. o Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> o Writing about real events. o Writing poetry. <p>Writing for different purposes.</p> <ul style="list-style-type: none"> • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> o Planning or saying out loud what they are going to write about. o Writing down ideas and/or key words, including new vocabulary. o Encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> o Evaluating their writing with the teacher and other pupils o Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. o Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> o Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). • Learn how to use: <ul style="list-style-type: none"> o Sentences with different forms: statement, question, exclamation, command. o Expanded noun phrases to describe and specify [for example, the blue butterfly]. o The present and past tenses correctly and consistently including the progressive form. o Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). o The grammar for year 2 in English Appendix 2. o Some features of written Standard English. • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. <p>Terminology for pupils: noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> o Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. o Reading books that are structured in different ways and reading for a range of purposes. o Using dictionaries to check the meaning of words that they have read. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check it spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are 	<p>Terminology for pupils: Preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>

Stepgates Community School Curriculum Mapping: English 2022-2023



	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Draft and write by: <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by: <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	
<p>Year 4</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) 	<p>Word:</p> <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 [for example, we were instead of we was, or I did instead of I done].

Stepgates Community School Curriculum Mapping: English 2022-2023



	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ○ Reading books that are structured in different ways and reading for a range of purposes. ○ Using dictionaries to check the meaning of words that they have read. ○ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ○ Identifying themes and conventions in a wide range of books. ○ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ○ Discussing words and phrases that capture the reader's interest and imagination. ○ Recognising some different forms of poetry [for example, free verse, narrative poetry]. • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ○ Asking questions to improve their understanding of a text. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ○ Predicting what might happen from details stated and implied. ○ Identifying main ideas drawn from more than one paragraph and summarising these. ○ Identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ○ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ○ Discussing and recording ideas. • Draft and write by: <ul style="list-style-type: none"> ○ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ○ Organising paragraphs around a theme. ○ In narratives, creating settings, characters and plot ○ In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. • Evaluate and edit by: <ul style="list-style-type: none"> ○ Assessing the effectiveness of their own and others' writing and suggesting improvements ○ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ○ Proof-read for spelling and punctuation errors ○ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ○ Using the present perfect form of verbs in contrast to the past tense. ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ○ Using conjunctions, adverbs and prepositions to express time and cause. ○ Using fronted adverbials. ○ Learning the grammar for years 3 and 4 in English Appendix 2. • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas after fronted adverbials ○ Indicating possession by using the possessive apostrophe with plural nouns ○ Using and punctuating direct speech 	<p>Sentence:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Text:</p> <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. <p>Punctuation</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. • Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. • Use of commas after fronted adverbials. <p>Terminology for pupils: determiner pronoun possessive pronoun adverbial</p>
--	---	---	---	--

Stepgates Community School Curriculum Mapping: English 2022-2023



			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	
<p>Year 5</p>	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of Purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their Choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often Confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where Necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by: <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Proof-read for spelling and punctuation errors.</p>	<p>Word:</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]. <p>Verb:</p> <ul style="list-style-type: none"> prefixes [for example, dis-, de-, mis-, over- and re-] <p>Sentence:</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. <p>Text:</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. <p>Punctuation:</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. <p>Terminology for pupils:</p> <p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>

Stepgates Community School Curriculum Mapping: English 2022-2023



		<p>on their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ○ Using passive verbs to affect the presentation of information in a sentence. ○ Using the perfect form of verbs to mark relationships of time and cause. ○ Using expanded noun phrases to convey complicated information concisely. ○ Using modal verbs or adverbs to indicate degrees of possibility. ○ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ○ Learning the grammar for years 5 and 6 in English Appendix 2. • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing. ○ Using hyphens to avoid ambiguity. ○ Using brackets, dashes or commas to indicate parenthesis. ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses. ○ Using a colon to introduce a list. ○ Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	
<p>Year 6</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ○ Reading books that are structured in different ways and reading for a range of Purposes. ○ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ○ Recommending books that they have read to their peers, giving reasons for their Choices. ○ Identifying and discussing themes and conventions in and across a wide range of writing. ○ Making comparisons within and across books. ○ Learning a wider range of poetry by heart. ○ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often Confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ○ Choosing the writing implement that is best suited for a task. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ○ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ○ Noting and developing initial ideas, drawing on reading and research where Necessary. ○ Necessary. 	<p>Word:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find • out - discover; ask for - request; go in - enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. <p>Text:</p> <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 [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. <p>Punctuation:</p>

Stepgates Community School Curriculum Mapping: English 2022-2023



		<ul style="list-style-type: none"> • Understand what they read by: <ul style="list-style-type: none"> ○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ○ Asking questions to improve their understanding. ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ○ Predicting what might happen from details stated and implied. ○ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ○ Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ○ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Draft and write by: <ul style="list-style-type: none"> ○ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ○ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ○ Précising longer passages ○ Using a wide range of devices to build cohesion within and across paragraphs. ○ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Evaluate and edit by: <ul style="list-style-type: none"> ○ Assessing the effectiveness of their own and others' writing. ○ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ○ Ensuring the consistent and correct use of tense throughout a piece of writing. ○ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors. Pupils should be taught to: <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ○ Using passive verbs to affect the presentation of information in a sentence. ○ Using the perfect form of verbs to mark relationships of time and cause. ○ Using expanded noun phrases to convey complicated information concisely. ○ Using modal verbs or adverbs to indicate degrees of possibility. ○ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ○ Learning the grammar for years 5 and 6 in English Appendix 2. • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing. ○ Using hyphens to avoid ambiguity. ○ Using brackets, dashes or commas to indicate parenthesis. ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses. ○ Using a colon to introduce a list. ○ Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. • 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 [for example, man eating shark versus man-eating shark, or recover versus re-cover]. <p>Terminology for pupils:</p> <p>Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
--	--	--	--	---



Stepgates Community School Curriculum Mapping: English 2022-2023

English Appendix 1/2 refer to the appendices in the National Curriculum document. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

End of key stage 1- spelling list

Yr 3 and Yr 4- spelling list

Yr 5 and Yr 6 - Spelling list

Please see appendix 1 of National Curriculum for guidance.