

## Albert Village English Curriculum Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Handwriting – see handwriting policy	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>use spacing between words that reflects the size of the letters</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p>choosing the writing implement that is best suited for a task</p>			

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	<b>Spelling</b>	<p>Use phonic knowledge to write words in ways that match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some correctly spelt words others phonetically plausible.</p>	<p><b>spell:</b></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p><b>name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un– using –ing, –ed, –er and –est</li> </ul>	<p><b>spell by:</b></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known.</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes (un-, in-, dis, mis-) and suffixes (doubling consonants i.e. forgetting, beginning, beginner, preferred, -ly, -ation, -ous)</li> <li>and understand how to add them spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</li> </ul>
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	<b>Composition</b>	<p><b>Early Learning Goal</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Plan writing by:</b> Saying out loud what they are going to write about. Composing a sentence orally before writing it. <b>Draft writing by:</b> Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. <b>Edit writing by:</b> Discuss what they have written with the teacher or other pupils. <b>Perform writing by:</b> Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p><b>Plan writing by:</b> Planning or saying out loud what they are going to write about <b>Draft writing by:</b> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. <b>Edit writing by:</b> Evaluating their writing with teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation. <b>Perform writing by:</b> Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Plan writing by:</b> Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  <b>Draft writing by:</b> Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings &amp; subheadings)  <b>Edit writing by:</b> 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 Proofread for spelling and punctuation errors  <b>Perform writing by:</b> Read their own writing aloud, to group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Plan writing by:</b> Noting and developing initial ideas, drawing on reading and research where necessary.  <b>Draft writing by:</b> 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. Precising 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  <b>Edit writing by:</b> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors  <b>Perform writing by:</b> Perform their own composition, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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Grammar	Word	<p><b>Early Learning Goal</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Regular plural noun suffixes (-s,-es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjective/adverbs Separation of words with spaces sentence demarcation (. ! ?) capital letter for names and pronoun 'I'</p>	<p>Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful, less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives in adverbs</p>	<p>Formation of nouns using a range of prefixes (super-, anti-, auto-). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p>	<p>Formation of nouns using a range of prefixes (super-, anti-, auto-). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p>	<p>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) Verb prefixes (dis-, de-)</p>	<p>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) Verb prefixes (dis-, de-)</p>
	Sentence	<p>To combine words to make sentences, including using and</p>	<p>To combine words to make sentences, including using and Write questions and commands.</p>	<p>Subordination - when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification. Understand how grammatical patterns in a sentence indicates its function as a statement, question, explanation or command.</p>	<p>Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p>Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitting pronoun. Indicating degrees of possibility using adverbs (perhaps) or model verbs (might)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitting pronoun. Indicating degrees of possibility using adverbs (perhaps) or model verbs (might)</p>
	Text		<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress.</p>	<p>Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group material. Headings and subheadings to aid presentation. Use of the present perfect form of verbs instead of simple past (<i>He has gone out to play vs. He went out to play</i>)</p>	<p>Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group material. Headings and subheadings to aid presentation. Use of the present perfect form of verbs instead of simple past (<i>He has gone out to play vs. He went out to play</i>)</p>	<p>Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group material. Headings and subheadings to aid presentation. Use of the present perfect form of verbs instead of simple past (<i>He has gone out to play vs. He went out to play</i>)</p>	<p>Devise to build cohesion within paragraphs (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)</p>

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	<b>Punctuation</b>	Spaces to separate words, full stops to complete a sentence	Spaces to separate words, introduce capital letters – to start sentences, proper nouns, personal pronouns, full stops to complete a sentence, question marks to complete question and exclamation mark to indicate exclamation	Use of capital letters for places, full stops, question marks and exclamation marks to demarcate sentences, commas in a noun list and an adjective list, apostrophes to make missing letters and singular possession in nouns.	Introduction to inverted commas to punctuate direct speech, commas – in a verb list, after a fronted adverbial and a fronted adverbial subordinate clause, apostrophe to mark plural possession	Capital letter to begin dialogue and for brands and titles, Comma, question mark, exclamation mark, full stop to conclude dialogue. Comma between coordinated sentences. Paragraph writing – topic sentences, supporting detail to elaborate and concluding sentences to end paragraphs in expository (non-fiction texts)	Brackets, dashes or commas to indicate parenthesis.  Use of commas to mark clauses and before question tags.  Ellipses to show incompleteness  Semi-colon between coordinating sentences  Bullet points to demarcate a list	Hyphen to avoid ambiguity.  Semi-colon between coordinating sentences and in complex lists.  Colon to introduce a list, to introduce information/quotations, that expands/illustrates
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<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Terminology</b></p>	<p>Finger spaces, capital letters, full stops, simple sentences</p>	<p>Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, exclamation mark, verb, subject, object, main clause, co-ordinating conjunctions (and, but), questions, personal pronouns, noun (as a naming word for person, place or thing), adjectives (describe a noun), determiners (the, a) adjective of size and colour, comparative and superlative (er and est) preposition (as a where and when word), prepositions and adverbials of time, simple present and past tense, 'to be' and 'to have' as verbs, question words – 5Ws</p>	<p>Noun, proper nouns for place, noun phrase, statement, question, exclamation mark, command, compound, adjective, verb, suffix, adverb, tense (past and present), comma, main clause, subordinate clause, coordinating conjunctions (and, but, so, or), subordinating conjunctions, expanded noun phrases, adjectives of shape and character, apostrophes for contractions and singular possession, numerical determiners, understand the term auxiliary verb, imperative verbs</p>	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks), precise nouns, pronouns (subjective and objective), adjectives of sound and touch, ordinal determiners (first, second), plural possession, prepositions and adverbials of direction, auxiliary verb 'will' to indicate future tense, auxiliary verb 'to have' to represent the present perfect tense, reporting verbs, fronted adverbials</p>	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks), proper nouns (brands and titles), possessive pronouns, adjectives of taste and smell, determiner (introduces and limits a noun), possessive determiner (my, mine), prepositions and adverbials (incl. fronted adverbials or duration, precise verbs, irregular verb forms, auxiliary verbs, fronted adverbials</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, abstract nouns, collective nouns, relative pronouns, adjectives of age, origin and material, quantifying determiners (some, many, most), demonstrative determiners (this, that), adverbs and adverbials (where, when, how), adverbs of probability, question tags, commas to mark subordination</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, reported speech, compound adjectives (hyphens), adverbs of frequency and degree, active and passive voice, subjunctive, phrasal verbs, colon.</p>
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<b>Purpose</b>	<b>Writing Opportunities</b>	Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary. Extend my writing and using connectives – making our writing stringer and longer. Use key features of narrative in own writing. Using descriptive language in oral storytelling and in writing. Instructions; writing numbered lists in a logical order.	<p><b>Getting Ready to Write:</b> Sentence Structure</p> <p><b>Writing to entertain:</b> Simple narratives and retellings of traditional fairy tales <b>Poetry</b> - Acrostic/shape poems</p> <p><b>Writing to inform:</b> Simple instructions Simple reports Simple recounts</p>	<p><b>Getting Ready to Write:</b> Sentence Structure</p> <p><b>Writing to entertain:</b> Descriptions of settings and characters Stories set in familiar settings <b>Poetry</b> – shape, riddles</p> <p><b>Writing to inform:</b> Recounts Explanations Instructions</p> <p><b>Writing to persuade:</b> Poster/advert Reviews</p>	<p><b>Writing to entertain:</b> Narrative Descriptions settings/characters Myths and legends <b>Poetry</b> – diamante, free verse</p> <p><b>Writing to inform:</b> Recounts Explanations Instructions Reports</p> <p><b>Writing to persuade:</b> Leaflet/tourist brochure Reviews Letter</p>	<p><b>Writing to entertain:</b> Diary Writing Narrative Descriptions settings/characters Adventures <b>Poetry</b> – kennings, free verse</p> <p><b>Writing to inform:</b> Recounts Explanations Instructions Reports</p> <p><b>Writing to persuade:</b> Leaflet/tourist brochure Reviews Letter</p>	<p><b>Writing to entertain:</b> Narrative Descriptions settings/characters Suspense writing Stories with flashbacks <b>Poetry</b> – similes and metaphors</p> <p><b>Writing to inform:</b> Recounts Explanations Instructions News Reports</p> <p><b>Writing to persuade:</b> Formal letter Advertisement Speech</p> <p><b>Writing to discuss:</b> Balanced argument Leaflet or article on an 'issue'</p>	<p><b>Writing to entertain:</b> Extended narratives Stories with morals or dilemmas <b>Poetry</b> – similes and metaphors, narrative</p> <p><b>Writing to inform:</b> Recounts Explanations Instructions News Reports</p> <p><b>Writing to persuade:</b> Formal letter Advertisement Speech</p> <p><b>Writing to discuss:</b> Balanced argument Leaflet or article on an 'issue'</p>
		See separate <b>Writing Purposes Progression Map</b> document to see progression across each genre						