

Curriculum Progression Map English

	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 7 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Stage 1	<p>Context- All Around the World Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To know all letters of the alphabet • To know the speed sounds set 1 digraphs: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h • To spell the days of the week correctly • To spell the first 33 high frequency words • To retrieve key information from the text. <p>Writing</p> <ul style="list-style-type: none"> • To correctly form the letters: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h • To form digits 0-9 correctly • To say out loud what you are going to write • To use capital letters at the start of sentences. • To use finger spaces between words. • To use full stops at the end of sentences. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To know the speed sounds set 1 digraphs: sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk • To begin to blend and segment words in order to read them • To spell the next 33 high frequency words • To retrieve key information from the text and write this in a sentence <p>Writing</p> <ul style="list-style-type: none"> • To correctly form the letters: r, j, v, y, w, q, x, z • To use question marks to punctuate questions. • To use capital letters for names of people and places • To re-read sentences written to check they make sense <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To know the speed sounds set 2 digraphs: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy • To read words with more than 1 syllable. • To spell the next 34 high frequency words. • To make inferences on the basis of what is being said and done <p>Writing</p> <ul style="list-style-type: none"> • To sequence sentences to form short texts. • To use exclamation marks to punctuate sentences. • To use -s as a plural marker • To use and to join 2 clauses and words <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Shang Dynasty of China Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To know the speed sounds set 3 digraphs: ea, oi, a-e, i-e, o-e, u-e aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure • To spell the next 33 high frequency words. • To make inferences on the basis of what is being said and done and write this in a sentence <p>Writing</p> <ul style="list-style-type: none"> • To sequence sentences to form a recount. • To use -es as a plural marker • To use a capital I for the personal pronoun <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To read texts aloud accurately • To read words with contractions • To discuss a wide range of stories • To link what they have read to their own experiences • To predict what might happen on the basis of what has happened so far <p>Writing</p> <ul style="list-style-type: none"> • To use commas in lists • To write sentences dictated by the teacher. • To use -ing and -ed where no change is needed in spelling <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- World War II Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To re-read books to improve fluency • To discuss a wide range of non-fiction texts • To make inferences on the basis of what is being said and done • To predict what might happen on the basis of what has happened so far and write this in a sentence <p>Writing</p> <ul style="list-style-type: none"> • To discuss what is written with the teacher or other pupils. • To read work aloud to others. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>

<p style="text-align: center;">Stage 2</p>	<p>Context- All Around the World Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To discuss the significance of the title and events • To link what they hear or read to own experiences • To explain understanding of what is read • To discuss the sequence of events in books and how items of information are related <p>Writing</p> <ul style="list-style-type: none"> • To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally. • Write for different purposes. • Sequence sentences to form short texts. • Write for different purposes. • To reread and evaluate writing to check it makes sense and make simple revisions • To use a variety of sentence types - question, exclamation, command or statements • To use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • To use co-ordinating conjunctions to link sentences or words together. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To identify how the vocabulary in the text affects the reader. • To make inferences on the basis of what is being said and done. <p>Writing</p> <ul style="list-style-type: none"> • To develop positive attitudes and stamina for writing (poetry). • To draft and write by noting ideas, key phrases and vocabulary, composing and rehearsing phrases and sentences orally. • To sequence sentences to form short texts. • To write for different purposes including about fictional personal experiences, non-fiction and real events. • To reread and evaluate writing to check it makes sense and make simple revisions. • To read writing aloud with appropriate intonation to make the meaning clear. • To use adjectives to create expanded noun phrases. • To use commas to separate items in a list. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To increase familiarity with a range of books • To explain and discuss understanding of books • To discuss the sequence of events in books • To answer and ask questions • To predict what might happen on the basis of what has been read • To draw inferences on basis of what is being said and done • To express views and opinions about reading. <p>Writing</p> <ul style="list-style-type: none"> • To write for different purposes such as an information text. • To use commas to separate items in a list. • To write sentences with different forms such as commands. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Shang Dynasty of China Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To link what they hear or read to own experiences • To explain understanding of what is read • To discuss the sequence of events in books and how items of information are related • To answer questions from the text that involve retrieval, inference and deduction. <p>Writing</p> <ul style="list-style-type: none"> • To write for different purposes such as a diary recount and a narrative. • To alter traditional tales with twists in the plot. • To use subordinating conjunctions in order to add extra detail to sentences. • To use multiple adjectives to create expanded noun phrases. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To discuss the significance of the title and events • To link what they hear or read to own experiences • To explain understanding of what is read • To discuss the sequence of events in books and how items of information are related • To answer questions from the text that involve retrieval, inference and deduction. <p>Writing</p> <ul style="list-style-type: none"> • To draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally • To write stories at length • To write for different purposes, scripts, letters and stories • To reread and evaluate writing to check it makes sense and make simple revisions • To use present and past tense consistently • To use apostrophes for possession <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- World War II Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills in order to decode words and read for fluency • To read accurately words of two or more syllables • To read aloud whole books to expose children to books and authors they may not choose • To identify and discuss themes in reading; • To show understanding through intonation, tone, volume and action so that meaning is clear to an audience; • To discuss and evaluate how authors use language impacts upon the reader • To draw inferences about characters' feelings, thoughts, emotions and actions • To discuss opinions related to the themes in the text and present these as an argument <p>Writing</p> <ul style="list-style-type: none"> • To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • To draft and write by composing and rehearsing sentences orally • In narrative create characters and plot • To draft and write arguments based on themes explored in a text <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>
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Stage 3	<p>Context- All Around the World Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books and text books. • Prepare 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. • Draw inferences, such as, inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence. <p>Writing</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Evaluate and edit by assessing the effectiveness of their own and other’s writing. • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Formation of nouns using a range of prefixes (super-, anti-, auto-) * • Adding suffixes beginning with vowel letters to words of more than one syllable. • The suffix –ation. • Select appropriate grammar and vocabulary, understanding how such choices can change an enhance meaning. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading by listening to and discussing a wide range of fiction and non-fiction. • Increase familiarity with a range of books. • Identify themes and conventions . • Ask questions, to improve understanding of the text. • Draw inferences and justify inferences with evidence. • Identify how language and structure contribute to meaning. <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from it’s structure, vocabulary and grammar. • Plan writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally. • Organise writing into paragraphs. • In non-narrative use simple organisational devices. • Write for different purpose. • Assess the effectiveness of their own and others. • Know the spelling –sure • To know the spelling –ture • To know the spelling – sion • Extend their range of sentences with more than one clause by using a wider range of conjunctions. • Expressing time, place and cause using conjunctions • Extend sentences using adverbs. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Increase familiarity with a range of books. • Identify themes and conventions • Prepare play scripts to read aloud. • Show understanding through intonation, tone, volume and action. • Discuss words and phrases that capture reader’s interest and imagination. • Draw inferences about character’s feelings, thoughts, emotions and actions. <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from it’s structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Extending the range of sentences using a wide range of conjunctions. • Use the forms of ‘a’ or ‘an’ according to whether next letter begins with a consonant or vowel. • Use past & present tense correctly. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Shang Dynasty of China Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Increase familiarity with a range of books. • Identify themes and conventions. • Prepare play scripts to read aloud. • Show understanding through intonation, tone, volume and action. • Discuss words and phrases that capture reader’s interest and imagination • Draw inferences about character’s feelings, thoughts, emotions and actions. <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from it’s structure, vocabulary and grammar • Draft and write by composing and rehearsing sentences orally • In narrative create settings, characters and plots. • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Use past and present tense correctly. • Use and punctate direct speech – being introduced to inverted commas to punctuate direct speech <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Increase familiarity with a range of books. • Identify themes and conventions. • Prepare play scripts to read aloud. • Show understanding through intonation, tone, volume and action. • Discuss words and phrases that capture reader’s interest and imagination. • Draw inferences about character’s feelings, thoughts, emotions and actions. <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from it’s structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally. • In narrative create settings, characters and plots. • Develop creative and imaginative writing by adopting, creating and sustaining a range of roles • Placing the possessive apostrophe correctly in words with regular plurals and in words with irregular plurals • Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Extending the range of sentences using a wide range of conjunctions. • Use the forms of ‘a’ or ‘an’ according to whether the next letter begins with a consonant or vowel. <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- World War II Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Recognise important themes in texts read. • Prepare play scripts to read aloud. • Show understanding through intonation, tone, volume and actions. • Discuss words and phrases that capture readers interests and imagination. • Draw inferences about character’s feelings, thoughts, emotions and actions • Discuss themes and present as argument. <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by discussing writing similar to that which they are planning to write, learning from it’s structure, vocabulary and grammar. • Draft and write by composing and rehearsing sentences orally. • In narrative create settings, characters and plots. • Draft and write arguments based on themes explored in a text. • Use and punctate direct speech – introduced to inverted commas to punctuate direct speech • Placing the possessive apostrophe in words with regular plurals and with irregular plurals. • Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use ‘an’ & ‘a’ correctly . <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>
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<p>Context- All Around the World Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purpose • Retell some stories orally • Discuss words and phrases that capture the imagination • Identify themes & conventions • Retrieve & record information • Make inferences & justify predictions • Identify & summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud • Use wider range of conjunctions • Use perfect tense appropriately <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words. • Read for a range of purposes. • Retell some stories orally. • Discuss words & phrases. that capture the imagination • Identify themes & conventions. • Retrieve & record information. • Make inferences and justify predictions. • Recognise a variety of forms of poetry. • Identify & summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones. • Increase regularity of handwriting. • Plan writing based on familiar forms. • Organise writing into paragraphs. • Use simple organisational devices. • Proof-read for spelling & punctuation errors. • Evaluate own and others' writing. • Read own writing aloud. • Use wider range of conjunctions. • Use perfect tense appropriately. • Select pronouns and nouns for clarity • Use & punctuate direct speech <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words & phrases that capture the imagination • Identify themes & conventions • Retrieve & record information • Make inferences & justify predictions • Recognise a variety of forms of poetry • Identify & summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use commas after front adverbials <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Shang Dynasty of China Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Identify and discuss themes and conventions in and across a wide range of writing. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Writing</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Use wider range of conjunctions • Use perfect tense appropriately Select pronouns and nouns for clarity • Use and punctuate direct speech • Use commas after front adverbial <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading by listening to and discussing a wide range of fiction. • Increase familiarity with a range of books. • Identify themes and conventions • Discuss words and phrases that capture readers' interest and imagination • Ask questions to improve understanding of the text • Draw inferences and justify inferences with evidence • Identify how language and structure contribute to meaning <p>Writing</p> <ul style="list-style-type: none"> • Discuss writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar • Plan writing by discussing and recording ideas • Draft and write by composing and rehearsing sentences orally • Draft and write by organising paragraphs around a theme • In non-narrative use simple organisational devices • Write for different purposes including about fictional personal experiences • Assess the effectiveness of their own and others' writing and suggest improvements • Proof-read for spelling and punctuation error <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- World War II Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Identify and discuss themes and conventions in and across a wide range of writing. • Prepare 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. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Writing</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use commas after front adverbials <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>
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Stage 5	<p>Context- All Around the World Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words and phrases that capture the imagination • Identify themes and conventions • Retrieve & record information • Make inferences and justify predictions • Recognise a variety of forms of poetry • Identify & summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use & punctuate direct speech • Use commas after front adverbials <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Stone Age to Iron Age Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Apply knowledge of morphology & etymology when reading new words • Reading and discuss a broad range of genres & texts • Identifying and discussing themes • Make recommendations to others • Learn poetry by heart • Draw inference and make predictions • Discuss authors' use of language • Retrieve and present information from non-fiction texts. <p>Writing</p> <ul style="list-style-type: none"> • Secure spelling, inc. homophones, prefixes, silent letters, etc. • Use a thesaurus and dictionaries • Legible, fluent handwriting • Plan writing to suit audience and purpose • Develop character, setting and atmosphere in narrative • Use organisational and presentational features • Use consistent appropriate tense • Proof-reading own work • Perform own compositions • Use modal & passive verbs • Use commas for clauses <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Americas Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, • 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 <p>Writing</p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Draft and write by selecting appropriate grammar and vocabulary • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • Use expanded noun phrases • Use modal and passive verbs • Use relative clauses • Use commas for parenthesis <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- The Shang Dynasty of China Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss and explain reading, providing re <p>Writing</p> <ul style="list-style-type: none"> • Use knowledge of morphology & etymology in spelling • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect • Use a wide range of cohesive devices • Ensure grammatical consistency • Use relative clauses • Use brackets for parenthesis • Past and present progressive verbs <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- Somewhere to Settle Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss and explain reading, providing reasoned justifications for views <p>Writing</p> <ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character and setting in narrative • Select grammar and vocabulary for effect • Use a wide range of cohesive devices • Ensure grammatical consistency • Use appropriate register/ style • Use the passive voice for purpose • Use dashes for parenthesis <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Context- World War II Knowledge & Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss and explain reading, providing reasoned justifications for views <p>Writing</p> <ul style="list-style-type: none"> • Use knowledge of morphology & etymology in spelling • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character and setting in narrative • Select grammar & vocabulary for effect • Use a wide range of cohesive devices • Ensure grammatical consistency • Use features to convey and clarify meaning • Use full punctuation • Use language of subject/objec <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>
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	Term 1 – weeks	Term 2 – 7 weeks	Term 3 – weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Stage 6	<p>Knowledge & Skills:</p> <p>Reading: Non fiction texts Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries use this develop own vocabulary with the intention of using it in own writing used Holes as a hook and then used non fiction writing to support</p> <p>Writing: Using thesaurus to develop vocabulary and its use to interest the reader. Diary writing, article writing, journalistic writing – developing use of language devices, sentence types, simple and compound. through the study of Holes</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Conflict poetry Looking at the language used, positive and negative, rhyme schemes, similes and personification - supported</p> <p>Writing: Analysing poems introducing the concept of justifying by finding evidence, modelled process of PEE paragraphs</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Story extracts Identify words used to create effects and engage readers. Transferring the skills to pupils' own writing</p> <p>Writing: Developing creative writing skills, development of story mountain Development of language, word selections, complex sentences</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Shakespeare extracts from various plays Researching who Shakespeare is Read simplified version of the play – calling main events and discussing characters</p> <p>Writing: Informative writing using researched information write about Shakespeare. Choose one of his plays and recount it - simplified versions</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Read Stone cold Finding words/phrases in a text to back up their ideas – teacher modelling Reading and analysing song lyrics</p> <p>Writing: Descriptive writing: Developing choice of vocabulary Writing a range of sentence types – simple, compound sentences</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) Read and understand sentences with more than one clause Use illustrations, images and captions to locate information</p> <p>Writing: Communicate information in words, phrases and simple sentences Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>

Stage 7	<p>Knowledge & Skills:</p> <p>Reading: Frankenstein – simplified version Examine structure of the text, choice of vocabulary. Basic analysis of setting, plot, and character pupils within a y8 group therefore followed the year 8 curriculum of Holes, same skills supported and used</p> <p>Writing: Writing for different purposes – diary entries, narrative, news reports using common features and correct structure. Make inferences and referring to evidence in the text – initially teacher modelled using Point and evidence</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Conflict poetry Analysing poems and justification developing PEE paragraphs Begin to critically compare poems with use of scaffolding</p> <p>Writing: Developing justifications and evidence through teacher modelling PEE Identifying and using literary devices and language features</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Various extracts and story openings – examining language used and the effects on the reader Using dictionaries for meanings of new or unfamiliar words</p> <p>Writing: Creative writing Effective story elements – capturing audience Writing descriptions – settings, characters Plan, redrafting and editing stories</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p> <p>Swap term 3 and 4</p>	<p>Knowledge & Skills:</p> <p>Reading: Shakespeare text MSND Reading graphic novel and original extracts Understanding Shakespearean language Learning new vocabulary, relating it explicitly to known vocabulary</p> <p>Writing: Using the different forms and structures of writing: Journalistic writing Twitter – condensing information to 140 characters, selecting key points Empathetic writing through agony aunt letters</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Researching topic for discussions using various media</p> <p>Writing: Note making Extracting key information</p> <p>Spoken English: Working in a group, developing skills to take on various roles e.g. managing discussions, involving others productively, reviewing and summarising, listen to peers and build on the contributions of others, asking questions for clarification</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: EL Functional skills Identify, understand and extract the main points and ideas in and from texts Identify different purposes of straightforward texts Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)reading fs term 6</p> <p>Writing: EL Functional skills Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points Write in compound sentences and paragraphs where appropriate Use language appropriate for purpose and audience taught term 5</p> <p>Eduqas poetry – pupils starting GCSE programme of study</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>
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Curriculum Progression Map KS4

	Term 1 – 8 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Stage 8	<p>Knowledge & Skills:</p> <p>Reading: Post 1914 Play: Blood Brothers students will read the whole play, focusing on analysing characters, themes and linking with social context. Comment on, explain and analyse how writers use language, using relevant subject terminology to support their view</p> <p>Writing: Write for different forms, purposes and audiences Proof reading and editing writing. Using a range of vocabulary and punctuation.</p> <p>Assessment: To be undertaken every 3 weeks on previous learning. Sectional questions and whole text questioning</p>	<p>Knowledge & Skills:</p> <p>Reading: 19th century prose: A Christmas Carol - students will read the text, focusing on analysing characters, themes and linking with social context. Comment on, explain and analyse how writers use structure, using relevant subject terminology to support their view followed year 11 plan due to the groupings</p> <p>Writing: Transactional writing, using information provided by others [e.g. writing a letter, article, speech from key points provided Select and adapt tone, style and register</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Selected poems from the EDUQAS anthology: Dulce set Decorum est A Wife in London Death of a Naturalist</p> <p>Writing: Developing creative writing skills developing AO5 and AO6 outcomes Use a range of vocabulary and sentence structure. Develop use of a wider range of punctuation, comma, ellipsis</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Macbeth Using the text to summarise and synthesise ideas and information identifying and interpreting themes exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</p> <p>Writing: Responding to the play selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis Respond to exam type questions about the play</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Functional skills level 1 Infer from images meanings not explicit in the accompanying text Read and understand a range of specialist words in context Use knowledge of punctuation to aid understanding of straightforward texts</p> <p>Writing: Functional skills level 1 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>EL functional skills for some pupils – main focus writing skills</p> <p>Assessment: To be undertaken every 3 weeks on previous learning Functional skills assessment</p>	<p>Knowledge & Skills:</p> <p>Spoken English Presentation: Express opinions and arguments and support with evidence Plan and prepare a presentation</p> <p>Formal group discussion Communicate information, ideas and opinions clearly and accurately on a range of topics Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Change of planning – Reading e13 and l1 first 2 weeks Eduqas poetry and how to compare texts – reason for change – area not covered due to covid with y11</p> <p>Assessment: To be undertaken every 3 weeks on previous learning. Functional skills assessment</p>

Stage 9	<p>Knowledge & Skills:</p> <p>Reading: Post 1914 play: Blood Brothers - students will read the whole play, focusing on analysing characters, themes and linking with social context. Comment on, explain and analyse how writers achieve effects, using relevant subject terminology to support their views</p> <p>Writing: Selecting grammar, rhetorical devices, reflecting on audience, purpose and context. Proof reading and editing writing. Using a range of vocabulary and punctuation.</p> <p>Assessment: To be undertaken every 6 weeks on previous learning. Sectional questions and whole text questioning</p>	<p>Knowledge & Skills:</p> <p>Reading: A Christmas Carol Using the text to summarise and synthesise ideas and information identifying and interpreting themes exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</p> <p>Writing: Responding to the play selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis Respond to exam type questions about the play</p> <p>Assessment: To be undertaken every 6 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Language paper development 2 lessons weekly, poetry 2 lessons weekly</p> <p>Reading: Selected poems from the EDUQAS anthology such as: Valentine Cozy Apologia Sonnet 43 She walks in Beauty Ozymandias As imperceptively as grief Afternoons</p> <p>Writing: Students develop their descriptive writing, developing skills from AO5 and AO6 Select and adapt tone, style and register Develop use of semi colon and parenthesis</p> <p>Assessment: To be undertaken every 3 weeks on previous learning.</p>	<p>Knowledge & Skills:</p> <p>Reading: Unseen poetry Poetry analysis and comparison, examining tone, theme, literary devices</p> <p>Spoken English: AO7,8 and 9 Planning, researching, organising information in preparation for GCSE Presentation</p> <p>Assessment: To be undertaken every 3 weeks on previous learning. Mock GCSE exam</p>	<p>Knowledge & Skills:</p> <p>Revision of skills and texts from previous terms Mind mapping characters, plots and context</p> <p>Assessment: GCSE exams</p>	
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