




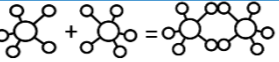






Swindon Academy Primary English Curriculum Map 2020-2021

Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak, listen, read and write fluently so that they can communicate their ideas and emotions to others and so others can communicate with them. Through our English curriculum, pupils have a chance to develop their knowledge, build cultural capital, increase love for learning and develop their character. They are exposed to a range of texts enabling pupils to acquire new knowledge and to build on what they already know. Our aim is to teach pupils to speak fluently and listen intently so that they can communicate clearly and develop their understanding. We aim to inspire pupils to gain pleasure and develop confidence within their English skills, wherever possible for genuine purposes and real audiences. We believe all the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Swindon Academy we use a book-based approach at EYFS and key stage 1, and a novel study approach at key stage 2. In Reception and key stage 1 our writing curriculum is based on a book each term and writing opportunities are linked to the text. We use Talk for Writing strategies to support oracy and composition. At key stage 2, English is taught through separate reading and writing lessons. However, there are explicit links between the lessons on the text and extracts from the texts are used to support their writing and to develop their reading skills.

Implementation – Rosenshine principles of instruction

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
									
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	Less successful teachers merely ask “Are there any questions?” no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	Independent practice produces “overlearning” - a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.	The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

EYFS

At the end of EYFS a Swindon Academy student will have

Term	1	2	3	4	5	6
N2 Core Text	Brown Bear, Brown Bear What Do You See?	Polar Bear, Polar Bear What Do You Hear?	Goldilocks and the Three Bears	The Three Little Pigs	Dig Dig Digging	Shark in the Park
Writing	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes (Physical development: moving and handling 8-20 months) Enjoys the sensory experience of making marks (Physical development: moving and handling 8-20 months) Makes connections between their movement and the marks they make (Physical development: moving and handling 8-20 months)					
Reading	Vocab Starts to use sounds and single words. Comprehension Begins to look at books and pictures with interest. Beginning to pay attention and can concentrate for short periods. Beginning to have an understanding of single words.		Vocab Is starting to put two words together and will copy familiar phrases and expressions. Starting to fill in the missing words of known songs and phrases. Comprehension: Has favourite stories and rhymes. Will join in with actions to rhymes. Can sit and listen for longer periods and is beginning to understand simple stories. Begins to be aware of the phonics pictures in the nursery environment.		A repetition of Autumn term for new children Vocab Uses simple sentences and starts to join in with known stories. Continues to fill in missing words and will start to join in with known stories. Comprehension Starts to look at books independently. Listens to stories with an increased attention. Uses the phonics pictures to begin to associate single words with an image.	

Term	1	2	3	4	5	6
N3 Core Text	So Much	Supertato	The Gingerbread Man	Dear Zoo	Rumble in the Jungle	The Very Hungry Caterpillar
Writing	Makes connections between their movement and the marks they make (Physical development: 16-26 months)	Imitates drawing simple shapes such as circles and lines (Physical development: moving and handling 22-36 months)	May be beginning to show preference for dominant hand (Physical development: moving and handling 22-36 months)	Shows control in holding and using mark-making tools (Physical development: 22-36 months) Distinguishes between the different marks they make (Writing 22-36 months)	Beginning to use three fingers (tripod grip) to hold writing tools (Physical development: moving and handling 22-36 months)	Draws lines and circles using gross motor movements (Physical development: moving and handling 30-50 months)
Reading	Vocab Begins to ask simple questions and will begin using simple sentences. Starts to repeat known words and phrases. Starts to fill in the missing words of known songs and phrases. Comprehension Interested in books and have some favourites Listens to and enjoy rhymes and stories for longer periods Understands simple stories Uses phonics pictures in the environment to begin to associate single words with an image		Vocab Uses simple sentences and will start to join in with known stories. Understands more complex sentences. Comprehension Has favourite stories and rhymes. Begins to look at books independently. Listens with interest to stories.		Vocab Uses the picture names to match the pictures. Beginning to anticipate what will happen next. Uses a variety of questions and suggesting how stories may end. Comprehension Starting to look at books independently. Showing a growing interest in illustrations and print in the environment. Handling books the correct way up and with increasing care and turns the pages.	

Term	1	2	3	4	5	6
N4S Core text	Elmer	Harry and His Bucket Full of Dinosaurs	Little Red Riding Hood	The Magic Porridge Pot	Commotion in the Ocean	Jack and the Beanstalk
Key knowledge	Settling, understanding and celebrating differences, being kind	Extinction, size, shape, pattern, prepositional language	Environments, settings, houses and homes, materials and textures	Fiction and non-fiction, animals, trees, habits, seasons; spring	Floating and sinking, weigh and capacity, sea life, rhyming	Measure and weight, ordering and growing
Writing	Lines and circles Draws lines and circles using gross motor movements (Physical development: moving and handling 30-50 months)	Crosses and Zig Zags Sometimes gives meaning to marks as they draw and paint (Literacy: writing 30-50 months)	Name writing Ascribes meanings to marks that they see in different places (Literacy: writing 30-50 months)	Name Writing Holds pencil between thumb and two fingers, no longer using whole-hand grasp (Physical development: moving and handling 30-50 months)	Name Writing and Initial Sounds Holds pencil near point between first two fingers and thumb and uses it with good control (Physical development: moving and handling 30-50 months)	Name writing and Initial Sounds Can copy some letters (Physical development: moving and handling 30-50 months) Links sounds to letters (Literacy; writing 40-60 months)
Reading	Vocab: Join in with repeated parts of the familiar stories and rhymes. Beginning to use appropriate story language. Giving suggestions for how stories may end. Comprehension: Hold the books the correct way and be able to turn the pages. Looking at books independently. Using pictures to tell the story.		Vocab: Beginning to use more descriptive language within their story telling. To use more story language in play – roleplay and small world activities. Begins to describe story characters and will suggest endings for the stories. Comprehension: Gain an enjoyment of rhythm Beginning to realise that print has a meaning. Begin story mapping using pictures. Beginning to have an awareness of story structure. Recognises familiar signs and logos. Recognise own name.		Vocab: Developing their descriptions of story characters and settings Begins to use appropriate language as they make up their own stories Beginning to use more complex sentences to link their ideas Begins to hear and say initial sounds. Comprehension: Beginning to realise that print has a meaning. Develop story maps by adding key words and phrases. Beginning to recognise the letter shapes and can match the picture to the sound. Begin an awareness of phonic sounds. Begins to recognise sounds in own name.	

Term	1	2	3	4	5	6
R Core Text	The Little Red Hen	The Nativity Story (Juliet David) What Do You Celebrate? Holidays and Festivals Around the World (Whitney Stewart)	The Tiger Who Came to Tea The Enormous Turnip	Handa's Surprise Handa's Hen	Aliens Love Underpants How to Catch a Star	Super worm Mad About Minibeasts
Writing	<ul style="list-style-type: none"> Shows a preference for a dominant hand (Physical development: moving and handling 40-60 months) Begins to use anticlockwise movement and retrace vertical lines (Physical development: moving and handling 40-60 months) Gives meaning to marks they make as they draw, write and paint (Literacy: writing 30-50 months) 	<ul style="list-style-type: none"> Begins to form recognisable letters (Physical development: moving and handling 40-60 months) Hears and says the initial sound in words (Literacy: writing 40-60 months) Writes own name and other things such as labels and captions (Literacy: writing 40-60 months) 	<ul style="list-style-type: none"> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (Physical development: moving and handling 40-60 months) Can segment the sounds in simple words and blend them together (Literacy: writing 40-60 months) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (Literacy: writing 40-60 months) 	<ul style="list-style-type: none"> Naming and sounding the letters of the alphabet (Literacy; writing 40-60 months) Attempts to write short sentences in meaningful contexts (Literacy: writing 40-60 months) 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing (Physical development: moving and handling ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible (Literacy: writing ELG) They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size (Physical development, Exceeding) Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing (Literacy, writing exceeding) 	
Writing Outcomes	Single Words Initial sounds Name writing	Captions Labels Lists	Narrative List (Menu) Instructions	Character Description Postcard	Setting Description Letter Narrative	Explanation Information Text Recount
Reading	<p>Word 30–50m: Enjoys rhyming and rhythmic activities, shows awareness of rhyme and alliteration. 40-60m: Begins to hear and says the initial sound in words. 40-60m: Begins to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Comprehension 30-50m: Describes main story settings, events and principal characters. 30-50m: To be aware of the way stories are structured. 40-60m: Enjoys an increasing range of books.</p>		<p>Word 40-60m: Can hear and say the initial sound in words. 40-60m: Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 40-60m: Links sounds to letters, naming and sounding the letters of the alphabet. 40-60m: Beginning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (speaking) 40-60m: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Comprehension 40-60m: Enjoys an increasing range of books. 40-60m: Knows that information can be retrieved from books and computers.</p>		<p>Word ELG - They use phonic knowledge to decode regular words and read them aloud accurately. ELG - They also read some common irregular words. ELG Exceeding - Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. 40-60m - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (speaking) ELG Exceeding - They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Comprehension ELG - They demonstrate understanding when talking with others about what they have read. ELG: Children read and understand simple sentences. ELG Exceeding - They can describe the main events in the simple stories they have read.</p>	

Key Stage 1						
At the end of KS1, an English Swindon Academy student will have						
Term	1	2	3	4	5	6
Year 1 Core Text	We're Going on a Bear Hunt	Stickman	Goldilocks and the Three Bears	Percy the Park-Keeper After the Storm	Six Dinner Sid	Jasper's Beanstalk
Key Knowledge	Information on bears	Writing postcards	Instructions on making porridge	Information on rabbits	Poetry on similes	Writing a diary
Grammar	To write simple sentences which can be read by themselves and others	<ul style="list-style-type: none"> To leave spaces between words To punctuate sentences with a capital letter and full stop. 	<ul style="list-style-type: none"> Punctuate sentences with capital letters and full stops. Use capital letters for names of people, places and the days of the week. Use a capital letter for the pronoun, 'I'. Begin to use 'and' to join two clauses. 	<ul style="list-style-type: none"> To join clauses and words using 'and'. To punctuate sentences with capital letters and full stops. 	<ul style="list-style-type: none"> To use 'but' To use 'and' to join clauses. To punctuate sentences correctly using capital letters and full stops. To use capital letters 	<ul style="list-style-type: none"> To begin using 'because' To punctuate sentences with a capital letter and full stop. To join clauses using 'and' To use 'but' To use capital letters for names of people, places and days of the week.
Writing Outcomes	Setting Description Information Text Narrative recount	Recount (Letter) Character Description Narrative Diary	Character Description Narrative Instructions Recount	Setting Description Information Text Narrative Poem Recount	Character Description Information Text (newspaper article) instructions Poem Recount	Narrative Instructions Diary Narrative – alternative ending
Reading	Word Reading <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Demonstrate a range of strategies to work out words Reread these books to build up their fluency and confidence in word reading Comprehension <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 Link what they read or hear to their own experiences Recognise and join in with predictable phrases Discuss word meanings, link new meanings to those already known Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading 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 		Word Reading <ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other Comprehension <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Discuss the significance of the title and events Explain clearly their understanding of what is read to them 		Word Reading <ul style="list-style-type: none"> 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 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 words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Comprehension <ul style="list-style-type: none"> Appreciate rhymes and poems, and to recite some by heart Understand both the books they can already read accurately and fluently and those they listen to by: Make inferences on the basis of what is being said and done 	

Term	1	2	3	4	5	6
Year 2 Core Text	The Tale of Peter Rabbit	The Little Hippo	The Jolly Postman	The Gingerbread Man	Into the Forest	The Three Billy Goats Gruff
Key Knowledge	Information on Caring for pets	Information on the Blue hippos	Instructions	Information text on foxes	Poetry around the senses	Information text on goats
Grammar	<ul style="list-style-type: none"> To use 'and' 'but' and 'because' to join two clauses. To punctuate sentences with a capital letter and full stop. To use capital letters for names of people, places and days of the week. To leave sensible sized spaces between words. 	<ul style="list-style-type: none"> Can use capital letters and full stops to show the end of sentences (ITAF) To use 'or' To use past and present tense correctly. Use adjectives to describe nouns 	<ul style="list-style-type: none"> Can use capital letters and full stops to show the end of sentences (ITAF) To use 'or' To use past and present tense correctly. Use adjectives to describe nouns 	<ul style="list-style-type: none"> Can use capital letters and full stops to show the end of sentences and question marks when required (ITAF) Use 'so' Use coordination to join clauses. Use commas in a list 	<ul style="list-style-type: none"> Use commas to separate items in lists Can use capital letters and full stops to show the end of sentences and question marks when required (ITAF) Can use present and past tense correctly (ITAF) Use adjectives to describe nouns Use 'so' to join two clauses. Use coordination to join clauses Use possessive apostrophe 	<ul style="list-style-type: none"> Use apostrophes to mark where letters are missing Use 'when' to join clauses. Use possessive apostrophe Use commas to separate items in lists Can use capital letters and full stops to show the end of sentences and question marks when required (ITAF) Can use present and past tense correctly (ITAF) Use adjectives to describe nouns Use coordination and some subordination to join clauses (ITAF)
Writing Outcomes	Setting Description Instructions Poetry Narrative	Recount (Diary) Information Text Narrative	Narrative Recount (Letter) Instructions Diary	Information Text Character description Narrative Recount (Letter)	Setting Description Poetry Recount (Trip) Narrative	Narrative Information Text Character description Setting description
Reading	Word Reading <ul style="list-style-type: none"> Continue to apply phonic knowledge to blend. Read accurately by blending. Read accurately words of 2 or more syllables. Read aloud books matched to their phonic level. Reading books with an increased level of fluency. Comprehension <ul style="list-style-type: none"> Sequencing information. Introduction to non-fiction texts. To use reoccurring literacy languages. Discuss meaning of new words. To identify favourite words and phrases. 		Word Reading <ul style="list-style-type: none"> Read words containing common suffixes. Reading more exception words. Read aloud books matched to their phonic level. Reading books with an increased level of fluency. Comprehension <ul style="list-style-type: none"> Linking new vocabulary to words already known. 		Word Reading <ul style="list-style-type: none"> To read accurately without overt blending. Read aloud books matched to their phonic level. Reading books with an increased level of fluency. Comprehension <ul style="list-style-type: none"> Reading a wide range of books for pleasure. Becoming increasingly familiar with a wide range of texts. Learning a repertoire of poems by heart. 	

Key Stage 2						
At the end of KS2, an English Swindon Academy student will have						
Term	1	2	3	4	5	6
Year 3 Core text	George's Marvellous Medicine	The Iron Man	Farm Boy	Woof	The Lion, the Witch and the Wardrobe	The lion, the Witch and the Wardrobe
Key knowledge	Elderly (struggles) and Medicines	The real-life Iron Man (Marvel movies), Earthquakes (the impact they have on communities) and the solar system (asteroids in space).	New text – To be updated	Information about dogs as pets and Life in the 1980s.	Information about evacuation during the Second World War and lions.	Information about mythical creatures, including centaurs.
Grammar	<ul style="list-style-type: none"> Use adjectives to describe nouns. (Y2) Use statements, questions, commands and exclamations. (Y2) Use present and past tenses correctly, (including progressive forms e.g. he is shouting, she was singing) (Y2) Use the conjunctions 'or', 'and', 'so' or 'but' in co-ordinating sentences. (Y2) Use the conjunctions 'when', 'if', 'that', 'because' (Y2) Use full stops, capital letters, exclamation marks and question marks more confidently. Start to use commas in lists. Start to use apostrophes for when something belongs to someone (Tom's house, the teacher's pen). (Y2) <p>Add descriptive detail through expanded noun phrases e.g. bright, glowing moon: the man in the moon. (Y3)</p>	<p>Secure grammar objectives from Term 1</p> <ul style="list-style-type: none"> Start to choose specific nouns, e.g. <i>poodle</i> or pronouns to make my writing clear and to stop repetition. Use adverbs to add detail to actions, e.g. glistening brightly. <p>Secure punctuation objectives from Term 1</p> <ul style="list-style-type: none"> Use apostrophes correctly for singular possession (Tom's house, the teacher's pen). Use and punctuate direct speech using inverted commas. Use subordinate clauses in sentences 	<p>Secure grammar objectives from Term 1 and 2</p> <ul style="list-style-type: none"> Start to use more complex verb forms e.g. (I have been... vs I went...; I see... vs I am seeing...) Write longer sentences by using conjunctions: 'when', 'if', 'while', 'although'. <p>Secure punctuation objectives from Term 1 and 2</p> <ul style="list-style-type: none"> Start to use commas to mark clauses. 	<p>Secure grammar objectives from Terms 1,2 and 3</p> <ul style="list-style-type: none"> Use conjunctions, (e.g. first, after a while, soon, therefore) adverbs and prepositions (e.g. before, after, during, in, because of) to express time, cause and place. <p>Secure punctuation objectives from Terms 1, 2 and 3.</p> <ul style="list-style-type: none"> Use apostrophes correctly for singular possession (Tom's house, the teacher's pen). Start to use apostrophes for plural possession (the teachers' pens) 	<p>Secure grammar objectives from Terms 1, 2, 3 and 4</p> <ul style="list-style-type: none"> Use adverbs and prepositions (e.g. before, after, during, in, because of) to express time, cause and place. Use the correct form of 'a' or 'an'. <p>Secure the punctuation objectives from Term 1, 2, 3 and 4</p>	Secure Year 3 objectives
Writing outcomes	Character Description Setting Description Instructions	Non-chronological Report Poem (Simile) Narrative (Suspense) Dialogue Recount	Narrative – 1 st Person Setting Description Non-chronological Report Diary Narrative	Poem (Lyric Rhyming) Narrative – 3 rd person Character Description Diary Non-chronological Report	Narrative (including Setting Description) Advert Letter Diary Entry	Setting Description Non-chronological Report Diary Narrative
	Assessment 1			Assessment 2		Assessment 3

Reading	<ul style="list-style-type: none"> Build on Y2 KPIS Recap Y2 KPI's: Retell a wider range of stories, fairy stories and traditional tales Read a range of non-fiction texts that are structured in different ways and explain what some common non-fiction features are called and what they do (e.g. lists, sub-headings, captions) Discuss the meanings of words, and I can talk about my favourite words and phrases in a text. Make inferences on the basis of what is being said and done. Recite a number of poems by heart, adding appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Build on term 1 Point out interesting vocabulary on a page and explain in simple terms the effect that the word has on the reader. Retrieve and record information from non-fiction texts. Make predictions based on details stated. Identify some ways in which language, structure and presentation contribute to meaning in a text. Copy a modelled reading of a poem with some expression and I can follow stage directions for how to read the lines of a play. 	<ul style="list-style-type: none"> Build on terms 1-2 Point out interesting vocabulary on a page and explain in simple terms the effect that the word has on the reader. Retrieve and record information from non-fiction texts. Predict based on details stated. Asks questions to enhance understanding of the text. Read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Build on terms 1-3 I can use my knowledge of how a dictionary is structured to find out the meaning of words. He/she can retrieve and record information from non-fiction texts. With support, I can infer characters' feeling and motives from their actions He/she asks questions to enhance understanding of the text. He/she can read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Build on terms 1-4 He/she can draw on contextual evidence to make sense of what is read and participate in discussion to explore words with different meanings. He/she can retrieve and record information from non-fiction texts. With support, I can infer characters' feeling and motives from their actions He/she asks questions to enhance understanding of the text. He/she can identify basic themes and conventions. I have read or listened to a range of texts, including myths, legends, fiction, poetry, plays, non-fiction and reference books, and I can answer questions about the texts. 	<ul style="list-style-type: none"> Build on terms 1-5 He/she can draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings. He/she can retrieve and record information from non-fiction texts. With support, I can infer characters' feeling and motives from their actions I can give an opinion on a moral dilemma presented in a story and give a simple reason for this. He/she can identify basic themes and conventions. I have read or listened to a range of texts, including myths, legends, fiction, poetry, plays, non-fiction and reference books, and I can answer questions about the texts.
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Term	1	2	3	4	5	6
Year 4 Core text	The Firework Maker's Daughter	Alice in Wonderland	The Midnight Fox	The Witches	How to Train Your Dragon	How to Train Your Dragon
Key knowledge	Origins of the White Elephant, Volcanoes, Mythical stories to explain volcanoes and Fireworks		Pest attacks on farms, Fox Hunting and information on common pests: foxes, badgers, rabbits and rats.	History of witches and attitudes towards them.	Vikings Komodo dragons	Animal training
Grammar	<ul style="list-style-type: none"> To use expanded noun phrases, including prepositions eg. <i>There was a strange man with a dog/in the doorway...</i> To vary the use of verbs to achieve impact To vary the use of adjectives to achieve impact To use adverbs to add detail to actions, eg. Glistening brightly To use 'when', 'if', 'because', 'although' to 	<ul style="list-style-type: none"> To use expanded noun phrases, including prepositions eg. <i>There was a strange man with a dog/in the doorway...</i> To vary the use of verbs to achieve impact To vary the use of adjectives to achieve impact To use adverbs to add detail to actions, eg. Glistening brightly To use 'when', 'if', 'because', 'although' to write a wider range of complex sentences To punctuate direct speech that includes punctuation 	<ul style="list-style-type: none"> Secure grammar objectives from Term 2 I am beginning to use fronted adverbials, e.g. Before we begin, Later that day, By the train station. Secure punctuation objectives from Term 2. I use commas after fronted adverbials. 	<ul style="list-style-type: none"> Secure grammar objectives from Term 1, 2 and 3 I can use appropriate pronouns or nouns to join paragraphs. My writing shows I know the difference between plural and possessive –s. Secure punctuation objectives from Term 1, 2 and 3 	<ul style="list-style-type: none"> Secure grammar objectives from Terms 1, 2, 3 and 4 Secure punctuation objectives from Terms 1, 2, 3 and 4. 	Secure Year 4 objectives
	Assessment 1			Assessment 2		Assessment 3

	<p>write a wider range of complex sentences</p> <ul style="list-style-type: none"> To punctuate direct speech that includes punctuation inside and outside of inverted com 		inside and outside of inverted com						
Writing outcomes	<p>Character description Dialogue Non-chronological report Setting description Poem Short story</p>		<p>Newspaper report Setting description Dialogue Explanation text Persuasive letter</p>		<p>Poem (Kenning) Character Description Newspaper Report Narrative – 3rd Person Narrative – 1st person</p>		<p>Newspaper report Non-chronological report Poem Dialogue Diary Entry</p>	<p>Setting description Poem Non-chronological report Narrative</p>	<p>Character description Explanation text Dialogue Persuasive letter Persuasive letter</p>
Reading	<ul style="list-style-type: none"> Recap and build on Y3 KPIS: He/she can draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings. He/she can retrieve and record information from non-fiction texts. With support, I can infer characters' feeling and motives from their actions I can give an opinion on a moral dilemma presented in a story and give a simple reason for this. He/she can identify basic themes and conventions. I have read or listened to a range of texts, including myths, legends, fiction, poetry, plays, non-fiction and reference books, and I can answer questions about the texts. 		<ul style="list-style-type: none"> Build on term 1: I can discuss words and phrases from a book I have read and explain how they capture the reader's interest and imagination. I can retell stories and relay the main points of non-fiction texts in the correct sequence. I can identify the main ideas drawn from more than one paragraph. He/she can explain and justify personal opinion. I can participate in discussion about books, taking turns and listening to what others say. When reading aloud and reading for meaning, he/she can apply a growing knowledge of root words, prefixes and suffixes. (English Appendix 1: Spelling) 		<ul style="list-style-type: none"> Build on terms 1-2: I can discuss words and phrases from a book I have read and explain how they capture the reader's interest and imagination. He/she can draw on contextual evidence to make sense of what is read. I can identify the main ideas drawn from more than one paragraph. He/she can explain and justify personal opinion. I can participate in discussion about books, taking turns and listening to what others say. He/she can read further exception words & note the unusual correspondences between spelling and sound. 		<ul style="list-style-type: none"> Build on terms 1-3: I can discuss words and phrases from a book I have read and explain how they capture the reader's interest and their actions. He/she can comment on how language, including figurative language, is used to contribute to meaning. I can identify the key themes and conventions in a range of books He/she can read further exception words & note the unusual correspondences between spelling and sound. Imagination. He/she can draw on contextual evidence to make sense of what is read. He/she can deduce characters' feelings from 	<ul style="list-style-type: none"> Build on terms 1-4: I can use a dictionary to quickly check the meaning of a word that is unfamiliar to me. He/she can distinguish between statements of fact and opinion. He/she can deduce characters' feelings from their actions. He/she can comment on how language, including figurative language, is used to contribute to meaning. I can identify the key themes and conventions in a range of books I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Build on terms 1-5: I can use a dictionary to quickly check the meaning of a word that is unfamiliar to me. He/she can distinguish between statements of fact and opinion. He/she can deduce characters' feelings from their actions. I can predict what might happen in a story and I can find the evidence to justify my prediction. He/she make comparisons within and across different texts.

Term	1	2	3	4	5	6
Year 5 Core text	Holes	Street Child	Kick	Wizard of Oz	The Infinite Lives of Maisie Day	Running Wild
Key knowledge	Deserts and geography in America. Slavery and the civil rights movement. Racism in America	Victorian Britain and life for children in these times. History of Dr Barnardo.	Third world countries. Sweat shops and how they affect children. The power of money.	NEW TEXT – TO be updated	Flashbacks of two different timezones in a parallel universe. Railway Safety. Twists in a tale	Deforestation and the effects of hunting. Palm oil. Tsunamis and their devastating effects. Real life tsunamis and natural disasters. Jungle animals and campaigning to save them.
Grammar	<ul style="list-style-type: none"> To use expanded noun phrases, including with prepositions e.g. <i>There was a strange man with a dog/in the doorway...</i> To use adverbs to add detail to actions, e.g. glistening brightly To use commas after subordinating clauses that begin sentences To use commas after fronted adverbials. 	Secure grammar objectives for Term 1. <ul style="list-style-type: none"> I am starting to use expanded noun phrases to show complicated information clearly e.g. a terrifying creature with a huge, furry body and a small head; the wicker basket attached to the hot air balloon. I am starting to use modal verbs to show possibility Secure punctuation objectives from Term 1	Secure grammar objectives for Term 1. <ul style="list-style-type: none"> I am starting to use expanded noun phrases to show complicated information clearly e.g. a terrifying creature with a huge, furry body and a small head; the wicker basket attached to the hot air balloon. I am starting to use modal verbs to show possibility Secure punctuation objectives from Term 1	To be Updated (additional book)	Secure grammar objectives for Terms 1, 2, 3 and 4. <ul style="list-style-type: none"> I can use different techniques to make links in my writing, including adverbials of time, place and number, e.g. later, nearby, secondly. I can use more advanced verb chains to show different meaning e.g. I have been... I should have been, I would have been, I can't have been etc Secure punctuation objectives for Terms 1, 2, 3 and 4. I can use commas to make sure meaning is clear.	Secure Year 5 Objectives
Writing outcomes	Setting Description Persuasive Text Character Description Non-Chronological Report	Setting Description Character Dialogue Recount (Diary) Speech Biography	Setting Description Character Description Persuasive Text Narrative	TBC	Character Description Dialogue Flashback Writing Non-chronological Report	Setting Description Non-Chronological Report Narrative Persuasive Text Poetry
Reading	Recap and build on Y4 KPIS: <ul style="list-style-type: none"> I can use a dictionary to quickly check the meaning of a word that is unfamiliar to me. He/she can distinguish between statements of fact and opinion. He/she can deduce characters' feelings from their actions. I can predict what might happen in a story and I can find the evidence to justify my prediction. He/she make comparisons within and across different texts. 	Build on term 1: <ul style="list-style-type: none"> I can select and sort information from a range of sources and, with minimal support, record this information. I can retell stories and relay the main points of sequentially ordered non-fiction texts in the correct sequence. I can independently use a dictionary to check the meaning of a word that is unfamiliar to me and then explain the word's meaning to someone else. With support, I can review a book I have read, explaining why I would or 	Build on terms 1-2: <ul style="list-style-type: none"> I can select and sort information from a range of sources and, with minimal support, record this information. I can retell stories and relay the main points of sequentially ordered non-fiction texts in the correct sequence. He/she can comment on how language, including figurative language, is used to contribute to meaning. I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional 	Build on terms 1-3: <ul style="list-style-type: none"> He/she can use contextual evidence to make sense of what is read. He/she can identify key details that support main ideas. He/she can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. He/she can comment on how language, including figurative language, is used to contribute to meaning. I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, 	Build on terms 1-4: <ul style="list-style-type: none"> He/she can use contextual evidence to make sense of what is read. He/she can identify key details that support main ideas. He/she can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. He/she can make predictions based on details stated and implied. He/she can explain how language can contribute to the meaning of a text. He/she can make comparisons within different texts. 	Build on terms 1-5: <ul style="list-style-type: none"> He/she can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. He/she can make predictions based on details stated and implied. He/she can explain how language can contribute to the meaning of a text. He/she can make comparisons within different texts.

Assessment 1

Assessment 2

Assessment 3

		<ul style="list-style-type: none"> would not recommend the book to others. He/she can read aloud and understand the meaning of new words (English Appendix 1: Spelling). 	<ul style="list-style-type: none"> stories, modern fiction and books from other cultures and traditions. He/she can read aloud and understand the meaning of new words (English Appendix 1: Spelling). 	<ul style="list-style-type: none"> legends and traditional stories, modern fiction and books from other cultures and traditions. I can prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> I can prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. 	
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Term	1	2	3	4	5	6
Year 6 Core text	Kensuke's Kingdom	A Christmas Carol	Cogheart	Pig Heart Boy	SATS prep	Goodnight Mr. Tom
Key knowledge	Travelling around the world on a yacht, island life and its inhabitants. The atomic bomb and its aftermath.	Victorian Britain and life for children in these times, character transformation from bad to good.	Mechanicals, robotics and artificial intelligence and the dangers if in the wrong hands. Links to Victorian Britain.	For and against animal testing and xenotransplants. How a heart transplant works and why people may need them. How the press can affect people's lives.		World War Two: evacuation & life for evacuees, gas masks and their importance, how WWII started, air raid shelters, the Holocaust, the Blitz and life for soldiers.
Grammar	<ul style="list-style-type: none"> I can confidently use expanded noun phrases to show complicated information concisely, e.g. a grotesque creature, vastly overweight with a disturbingly misshapen head. I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with a missing relative pronoun. I can use modal verbs to show possibility, e.g. might, perhaps, clearly, surely. I can use different techniques to make links in my writing, including adverbials of time, place and number, e.g. later, nearby, secondly I can use commas to make sure meaning is clear 	Secure grammar objectives from Term 1. <ul style="list-style-type: none"> Use informal and formal language appropriately. Secure punctuation objectives from Term 2 Use semicolons, to mark boundaries between independent clauses e.g. It's raining; I'm fed up. Choose grammar and punctuation for effect. 	Secure grammar objectives for Term 1 and 2. <ul style="list-style-type: none"> Use passive verbs to change the presentation of information in a sentence e.g. 'I altered the wording to illustrate a point' vs 'The wording was altered to illustrate a point.' Use more advanced verb chains to show different meaning e.g. I have been... I should have been, I would have been, I can't have been etc. Secure punctuation objectives for Term 1 and 2. Use a colon to introduce a list and semi-colons within it. Use hyphens, e.g. man-eating shark. 	Secure grammar objectives for Term 1, 2 & 3. <ul style="list-style-type: none"> Use passive verbs to change the presentation of information in a sentence e.g. 'I altered the wording to illustrate a point' vs 'The wording was altered to illustrate a point.' Use more advanced verb chains to show different meaning e.g. I have been... I should have been, I would have been, I can't have been etc. Secure punctuation objectives for Term 1 and 2. Use a colon to introduce a list and semi-colons within it. Use hyphens, e.g. man-eating shark. 	Secure grammar objectives for Terms 1, 2, 3 and 4. <ul style="list-style-type: none"> I can use different techniques to make links in my writing, including adverbials of time, place and number, e.g. later, nearby, secondly. I can use more advanced verb chains to show different meaning e.g. I have been... I should have been, I would have been, I can't have been etc Secure punctuation objectives for Terms 1, 2, 3 and 4. I can use commas to make sure meaning is clear. 	Secure Year 6 objectives
Writing outcomes	Setting Description Character Description with Dialogue Non-chronological Report Recount (Journal) Narrative	Character Description Setting/Tension Building Narrative (transformation) Persuasive Speech Narrative (3 rd Person)	Newspaper report Persuasive leaflet Narrative (journey) Narrative (assessed)	Diary Entry Persuasive campaign Balanced Argument	Narrative (flashback) Explanation text	Character description Narrative (1 st person) Non-chronological report Persuasive Letter
Reading	Recap and build on Y5 KPIS: <ul style="list-style-type: none"> He/she can draw inferences such as inferring characters' feelings, 	Build on term 1: <ul style="list-style-type: none"> I can independently use a dictionary to quickly check the meaning of a word that is unfamiliar to me 	Build on term 1 and 2: <ul style="list-style-type: none"> I can independently use a dictionary to quickly check the meaning of a word that is unfamiliar to me and find 	Build on terms 1-3: <ul style="list-style-type: none"> He/she comment on how language, including figurative language, is used to contribute to meaning. 	Build on terms 1-4: <ul style="list-style-type: none"> He/she comment on how language, including figurative language, is used to contribute to meaning. 	Build on terms 1-5: <ul style="list-style-type: none"> He/she comment on how language, including figurative language, is used to contribute to meaning.

	<p>thoughts and motives from their actions.</p> <ul style="list-style-type: none"> • He/she can make predictions based on details stated and implied. • He/she can explain how language can contribute to the meaning of a text. • He/she can make comparisons within different texts. 	<p>and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary)</p> <ul style="list-style-type: none"> • He/she can in non-fiction, retrieve, record and present information to the reader. • He/she can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • He/she can identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph • I can participate in discussions about books, asking and answering questions, building on my own and others' ideas and challenging views courteously. 	<p>an alternative word or phrase with a similar meaning (using a thesaurus if necessary)</p> <ul style="list-style-type: none"> • He/she can distinguish between statements of fact and opinion. • He/she can explain how language, structure, and presentation, can contribute to the meaning of a text. • He/she can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • He/she can identify key details that support main ideas and use them to summarise content drawn from more than one paragraph. 	<ul style="list-style-type: none"> • He/she can distinguish between statements of fact and opinion. • He/she can explain how language, structure, and presentation, can contribute to the meaning of a text. • He/she can make predictions based on details stated and implied. • I can explain and discuss my understanding of what I have read through formal presentations and debates, using notes appropriately and answering some questions about it. • He/she can read aloud and understand the meaning of new words (Appendix 1). 	<ul style="list-style-type: none"> • He/she can make predictions based on details stated and implied. • I can track and retell a sequence of events in a longer and more complex novel or sequentially organised non-fiction text • I can explain and discuss my understanding of what I have read through formal presentations and debates, using notes appropriately and answering some questions about it. • He/she can read aloud and understand the meaning of new words (Appendix 1). • I can read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children 	<ul style="list-style-type: none"> • I can track and retell a sequence of events in a longer and more complex novel or sequentially organised non-fiction text • I can read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children
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Impact
 To ensure that all students successfully master the key knowledge and use of a broad and wide-ranging bank of ambitious vocabulary, terms and concepts, formative assessment will take place in the form of Comparative Judgement and an on-going portfolio of writing. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Swindon Academy pupils are developing the ambition, stamina, resilience and confidence needed to be excellent readers and writers. The impact of the curriculum is a journey not a destination and it will be continually redefined, shaped and honed to ensure that all students are able to succeed.