

West Kirby School and College
Year 1 of 3 English Curriculum Map Overview

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Y7	AUT1	AUT2	SPR1	SPR2	SMR1	SMR2
	PROSE/DRAMA	PROSE	MEDIA	POETRY	LANG EXAM SKILLS	DRAMA
READING	<p>Focus: Telling a story Modern Chaucer / Just-So stories Accelerated Reader for all N.B. Roald Dahl competition to link with RD Day.</p> <p><u>Alphas & As</u> Modern Chaucer</p> <p>Literacy Prog –Guided Reading ASSESSMENT En2 Comprehension on Just-So; Chaucer etc. REVIEW</p>	<p>Focus Novel (World or British) Accelerated Reader for all Kingdom; Skellig; U to Canada</p> <p><u>Alphas & As</u> Novel (World or British)</p> <p>Novella (World or British) Literacy Prog –Comparing 2 short stories ASSESSMENT En2 Literature essay / W.E.Q.I.A REVIEW</p>	<p>Focus: Newspapers, magazines & TV. Accelerated Reader for all</p> <p><u>Alphas & As</u> Comparing different newspapers.</p> <p>Analysis - what makes a TV. prog successful? ASSESSMENT En2 Comparing 2 articles / analysis of a TV prog. REVIEW</p>	<p>Focus Sonnets / Pre 1914 poetry Accelerated Reader for all</p> <p><u>Alphas & As</u> Sonnets (modern & pre 1914)</p> <p>Pre 1914 poetry (The Highwayman) ASSESSMENT En2 Comparative W.E.Q.I.A. Literacy Prog –Responding to ideas / Haikus REVIEW</p>	<p>Focus Reading comprehension. Theme: childhood Accelerated Reader for all</p> <p><u>Alphas & As</u> Comparing 2 newspaper articles</p> <p>Comparing 2 texts about a similar topic in different countries or at different times ASSESSMENT En2 End of year exam REVIEW</p>	<p>Focus Project – brochure & presentation for Y6s on Shakespeare. 1st half: brochure 2nd half: play extract or S's lang. Accelerated Reader for all</p> <p><u>Alphas & As</u> Short scene, Hamlet or Henry Vth.</p> <p>Shakespearean insults ASSESSMENT En2 Analysis of S's language. REVIEW</p>
WRITING (linked to reading focus)	<p>Focus (linked to Reading Focus) Journeys</p> <p><u>Alphas & As</u> Narrative about a journey / new beginning.</p> <p>Literacy Prog –Prediction & Summarising ASSESSMENT En3 Narrative about a journey / new beginning / Writing your own Just-So story REVIEW</p>	<p>Focus (linked to Reading Focus) News article</p> <p><u>Alphas & As</u> News (paper or website) article – writing to inform</p> <p>Literacy Prog –Describing a sports event ASSESSMENT En3 Writing to inform or advise REVIEW</p>	<p>Focus (linked to Reading Focus) Front page of a newspaper</p> <p><u>Alphas & As</u> Front page of a newspaper / website</p> <p>Literacy Prog –Writing a persuasive speech. ASSESSMENT En3 / En1 Persuasive article / speech REVIEW</p>	<p>Focus (linked to Reading Focus) Expressing ideas in poetry – writing your own poem / lyrics.</p> <p><u>Alphas & As</u> Writing your own poem</p> <p>Literacy Prog – Diary entry: character from poem. ASSESSMENT En3 Own poem / lyrics / haiku REVIEW</p>	<p>Focus (linked to Reading Focus) Writing to argue / persuade</p> <p><u>Alphas & As</u> Writing to argue / persuade</p> <p>Writing to argue / persuade</p> <p>ASSESSMENT En3 End of Year exam REVIEW</p>	<p>Focus (linked to Reading Focus) Presentation on Shakespeare & one of his plays - S&L</p> <p><u>Alphas & As</u> Presentation on Shakespeare & one of his plays</p> <p>Presentation on Shakespeare's life. ASSESSMENT En3 / En1 Presentation S&L REVIEW</p>
SPAG	<p><u>Alphas/As:</u> Revision of full range of punctuation; root words; prefixes & suffixes.</p> <p>Adjectives. Commas & full stops. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Verbs (present /past tenses) & adverbs. Adverbial phrases.</p> <p>Verbs & adverbs; apostrophes. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> auxiliary verbs (past & present); past tenses – simple past, present perfect & past continuous. Simple sentence structures; compound sentences. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Use of (extended) metaphors, similes and figurative language.</p> <p>Intro to figurative language. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> subordinate clauses; conjunctions. Discursive markers, modal verbs (could, should etc.) Present tense vs simple past. Irregular verbs. Sequencing ideas – paragraphs <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Review & consolidation of figurative language Review of similes & metaphors. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>

CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature.

SPAG: The NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs.

ENSURING PROGRESS IS MADE: The Literacy Prog will be used as an integral part of this Curriculum Map.

ACCELERATED READER PROGRAMME will be followed by all.

W.E.Q.I.A. = (Replaces P.E.E). – Use this formula to write a paragraph: **W**riter's intention / **E**xpand / **Q**uote / **I**nference / **A**udience (What was the writer's intention? Explain a bit more about it / Put in a word or quote from the text/ What does this mean or infer / What is the effect on the audience?)

SPELLING, PUNCTUATION & GRAMMAR

Spellings Y3 & 4

accident(ally)
circle actual(ly)
complete
address
consider
answer
continue
appear
decide
arrive
describe
believe
different
bicycle
difficult
breath
disappear
breathe
early
build
earth
busy/business
eight/eighth
calendar
enough
caught
exercise
centre
experience
century
experiment
certain extreme
famous

island
favourite
knowledge
February
learn
forward(s)
length
fruit
library
grammar
material
group
medicine
guard
mention
guide
minute
heard
natural
heart
naughty
height
notice
history
occasion(ally)
imagine
often
increase
opposite
important
ordinary
interest
particular

peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/ although
thought
through
various
weight
woman/women

Spellings Y5 & 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary

disastrous
embarrass
environment
equip (-ped, - ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy

occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety

vegetable
vehicle
yacht

Grammar & punctuation

Word	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix</p> <p>tense (past, present) apostrophe, comma</p>
<p>Formation of nouns using a range of prefixes, such as super–, anti–, auto–</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>

Word	Sentence	Text	Punctuation	Terminology
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p> <p>(e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials (e.g. As soon as he could, Tom jumped off the train)</p>	<p>determiner</p> <p>pronoun, possessive pronoun, adverbial</p>
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Word	Sentence	Text	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>