

**KS2 English Curriculum Map 2022**

This is a continuum and children are taught where their need is, based on baseline assessments each year.

Year group	Year 4	Year 5	Year 6	Ongoing - UKS2
<b>Spelling</b>	<p>Spelling.</p> <ol style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of <b>more than one syllable</b>. Including - ation, ous</li> <li>Adding prefixes (sub, inter, super, anti, auto, in, il, im, ir)</li> <li>The suffix -ly</li> <li>The suffix -ly is added to an adjective to form an adverb.</li> <li>Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</li> <li>Possessive apostrophe with plural words</li> <li>Homophones or near-homophones</li> </ol>	<p>Spelling</p> <ol style="list-style-type: none"> <li>Adding suffixes -cious, -tious, -cial, -tial, -ant, -ance, ancy, -ent, -ence, -able, ible, -ably, -ibly</li> <li>Adding suffix -fer (stressed and unstressed)</li> <li>Use a hyphen.</li> <li>Exceptions to the rule I before e.</li> <li>Words containing ough sound.</li> <li>Words with silent letters</li> <li>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ol>	<p>Spelling</p> <ol style="list-style-type: none"> <li>Add suffixes beginning with a vowel (ing, ed, ee, ence)</li> <li>Revise use of a hyphen.</li> <li>Distinguish between words that have a similar sound but a different meaning (lose/loose)</li> <li>Use a dictionary to check what words mean.</li> <li>Use a thesaurus to find more interesting words.</li> <li>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ol>	Revision and narrowing the gap interventions
<b>Spelling</b>	Year 4 NC. To include revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes. Use a dictionary to check spellings.	Year 5 NC. To include revision of previous spelling rules. Revisit I before e rule. Revisit homophones. Use a thesaurus..	To include revision of previous spelling rules from Y3 -6.	
<b>Grammar and punctuation</b>	Use inverted commas to indicate direct speech. Use correct verb inflections. Use expanded noun phrases, to incorporate prepositions. Use nouns and pronouns appropriately. Correctly punctuate fronted adverbials. To understand the following terminology: possessive pronoun, determiner.	To use relative clause and subordinate clauses To use, identify and understand the different types of effects of modal verbs To use and correctly punctuated adverbial phrases To use parenthesis To use brackets and dashes. To use and identify relative pronoun		
<b>Grammar and</b>	Revisit previously taught grammar and punctuation, to include: Word Noun Letter Singular Plural Capital letter Sentence Full stop Question mark Exclamation mark Noun phrase Statement Question Exclamation Suffix			

<b>punctuation</b>	Conjunction Tense Comma Apostrophe Command Adjective Adverb Vowel Consonant Conjunction Root word Paragraph Fronted adverbial Inverted commas			
<b>Texts</b>	To ensure reciprocity a wide variety of high-quality core texts (both fiction and non-fiction) are used to motivate and inspire pupils. A key part to the development of children's reading is to provide fulfilling experiences to promote and encourage a love of books. Embracing core texts, will allow children to participate meaningfully with texts; critically analyse and transform texts; break the code of texts and use texts functionally. Children will develop their oracy to enable them to comprehend texts by simultaneously drawing on a range of information sources (semantic, syntactic and graphophonic cues). Furthermore, children will develop their reading stamina to enable them to focus and read independently for longer periods of time.			
	<p><b>Core texts are:</b> The Firework Maker's Daughter by Philip Pullman Escape from Pompeii by Christina Balit</p> <p>How to Train Your Dragon by Cressida Cowell</p> <p>Non-Fiction Guides to Wirral &amp; New Brighton Why the Whales Came by Michael Morpurgo</p>	<p><b>Core texts are:</b> Beowulf by Michael Morpurgo. Holes by Louis Saher William Shakespeare - Macbeth (Andrew Mathews and video clips)</p>	<p><b>Core texts are:</b> Wild Boy by Rob Lloyd Jones Letters from a Lighthouse by Emma Carroll Long Walk to Freedom Poetry See Literacy/Poetry Spine and CDAT poems.</p>	<p><b>See year group curriculum maps</b></p>
<b>Reading Knowledge and skills, linking Reading &amp; Writing</b>	<p>A child should be given the opportunity to use knowledge and connections drawn from texts they have encountered. This will therefore enable them to become both composers and comprehenders of text and use texts as a springboard for writing.</p> <p>All writers need to see and hear how other writers compose particular forms of texts. Children need to be read to, and to have quality texts available for them to read independently and with others. Children will benefit from opportunities to discuss the texts read, critically evaluating how real authors achieve their purpose.</p> <ul style="list-style-type: none"> <li>• to integrate strategies to identify unknown words and to comprehend text.</li> <li>• increase bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content fluently and with expression.</li> <li>• Read and demonstrate comprehension of texts by: - identifying the main idea(s), citing supporting detail - selecting events from a text to suit a specific purpose -</li> </ul>	<p>A child should be given the opportunity to use knowledge and connections drawn from texts they have encountered. This will therefore enable them to become both composers and comprehenders of text and use texts as a springboard for writing.</p> <p>All writers need to see and hear how other writers compose particular forms of texts. Children need to be read to, and to have quality texts available for them to read independently and with others. Children will benefit from opportunities to discuss the texts read, critically evaluating how real authors achieve their purpose.</p> <ul style="list-style-type: none"> <li>• develop a multi-strategy approach to identify unknown words and comprehend demanding texts such as subject-specific textbooks, novels and essays.</li> <li>• select strategies appropriate to the purpose and complexity of the text.</li> <li>• ability to connect topic, grammatical, cultural/world and text-structure knowledge with what is new in the text.</li> <li>• identify the target audience of a text.</li> <li>• draw on evidence from their own experience to</li> </ul>	<p>A child should be given the opportunity to use knowledge and connections drawn from texts they have encountered. This will therefore enable them to become both composers and comprehenders of text and use texts as a springboard for writing.</p> <p>All writers need to see and hear how other writers compose particular forms of texts. Children need to be read to, and to have quality texts available for them to read independently and with others. Children will benefit from opportunities to discuss the texts read, critically evaluating how real authors achieve their purpose.</p> <ul style="list-style-type: none"> <li>• use a flexible repertoire of strategies and cues to comprehend texts and to solve problems with unfamiliar structure and vocabulary.</li> <li>• fluently read complex and abstract texts such as journal articles, novels and research reports.</li> <li>• access the layers of information and</li> </ul>	

	<p>linking ideas, both explicit and implicit, in a text.</p> <ul style="list-style-type: none"> <li>• Explains how known text forms vary by using knowledge of: - purpose, e.g. to persuade - text organisation, e.g. headings, subheadings, an index, glossary - language features, e.g. conjunctions</li> <li>• Increase knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary</li> <li>• Uses an increasing range of strategies to comprehend, e.g. creating images, determining importance.</li> <li>• Determine unknown words by using word-identification strategies, e.g. reading on, re-reading</li> <li>• To increase reading stamina, fluency and expression.</li> <li>• Active writing may be involved in planning, drafting, refining or publishing. Involving the children purposefully reading and re-reading the text.</li> </ul>	<p>challenge or question the text.</p> <ul style="list-style-type: none"> <li>• Read and demonstrate comprehension of texts by: - explaining how the main idea and supporting information relate to the author's purpose and the intended audience - selecting events from a text to suit a specific audience - linking ideas, both explicit and implicit, in a text.</li> <li>• evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g. validity, bias</li> <li>• discuss how the author has tailored the language, ideas and presentation to suit specific</li> <li>• Recognise text structures and organisations.</li> <li>• Recognise language selection features.</li> <li>• Determine unknown words by selecting appropriate word identification strategies.</li> <li>• Active writing may be involved in planning, drafting, refining or publishing. Involving the children purposefully reading and re-reading the text.</li> </ul>	<p>meaning in a text according to their reading purpose</p> <ul style="list-style-type: none"> <li>• Analyse the use of devices such as rhetoric, wit, cynicism and irony designed to position readers to take particular views</li> <li>• Use knowledge of one text form to help interpret another, e.g. literary features in informational texts.</li> <li>• Recognise the effectiveness of language features selected by authors</li> <li>• Active writing may be involved in planning, drafting, refining or publishing. Involving the children purposefully reading and re-reading the text.</li> </ul>	
<p><b>Method of teaching Reading and writing</b></p>	<p>Picture talk, when using picture books as specified in KS2 high quality picture book list.  Immersion in text to start a new text.  Summary to highlight key ideas  Questioning to discuss unclear information, puzzling details and draw connections  Clarification to address confusing parts  Prediction as to what will happen next in the story.  Analyse - breaking the text into parts to explore organisation, language features, create a 'set of rules' (success criteria)  Underlining and highlighting of key words and phrases.  Note taking  Weekly group guided reading (as deemed appropriate by class teacher)  Echo reading to increase fluency and stamina.  Whole class shared reading (teacher as model</p>	<p>Picture talk, when using picture books as specified in KS2 high quality picture book list.  Immersion in text to start a new text.  Summary to highlight key ideas  Questioning to discuss unclear information, puzzling details and draw connections  Clarification to address confusing parts  Prediction as to what will happen next in the story.  Analyse - breaking the text into parts to explore organisation, language features, create a 'set of rules' (success criteria)  Underlining and highlighting of key words and phrases.  Note taking  Weekly group guided reading (as deemed appropriate by class teacher)  Echo reading to increase fluency and stamina.  Whole class shared reading (teacher as model reader)  Individual reading</p>	<p>Picture talk, when using picture books as specified in KS2 high quality picture book list.  Immersion in text to start a new text.  Summary to highlight key ideas  Questioning to discuss unclear information, puzzling details and draw connections  Clarification to address confusing parts  Prediction as to what will happen next in the story.  Analyse - breaking the text into parts to explore organisation, language features, create a 'set of rules' (success criteria)  Underlining and highlighting of key words and phrases.  Note taking  Weekly group guided reading (as deemed appropriate by class teacher)</p>	

	<p>reader)  Individual reading  Reading corners  Writing (guided, shared and interactive, independent, language experience)  Word of the week.  Author's Chair provides opportunities for them to give and receive feedback on their writing.  Parent and carer reading and writing open lessons  Mystery readers  Volunteer readers  Whole school writing progression weeks linked to key focal text  Sample displays of texts for discussion and comparison to build children's awareness of common features.</p>	<p>Reading corners  Writing (guided, shared and interactive, independent, language experience)  Word of the week.  Author's Chair provides opportunities for them to give and receive feedback on their writing.  Parent and carer reading and writing open lessons  Mystery readers  Volunteer readers  Whole school writing progression weeks linked to key focal text  Sample displays of texts for discussion and comparison to build children's awareness of common features.</p>	<p>Echo reading to increase fluency and stamina.  Whole class shared reading (teacher as model reader)  Individual reading  Reading corners  Writing (guided, shared and interactive, independent, language experience)  Word of the week.  Author's Chair provides opportunities for them to give and receive feedback on their writing.  Parent and carer reading and writing open lessons  Mystery readers  Volunteer readers  Whole school writing progression weeks linked to key focal text  Sample displays of texts for discussion and comparison to build children's awareness of common features.</p>	
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