

## Date Valley School ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	SKINNY OLD LADY – Y1 Traditional Tales (Geography link to What a Wonderful World)	THE THREE LITTLE PIGS – Y1 TRADITIONAL TALES (Science link to Materials)	ANNA’S APPLE TREE WOMAN (Science through Storytelling) (Science link to Seasons)	JACK AND THE BEANSTALK –Y1 TRADITIONAL TALES (Science link to Plants)	STONE SOUP – Y1 TRADITIONAL TALES	THE MAGIC PORRIDGE POT – Y1 TRADITIONAL TALES
Y2	HONEY AND TROUBLE – Y2 Traditional Tales (Geography link to What a Wonderful World)	THE UNLUCKY MAN – – Y2 TRADITIONAL TALES (PSHE link to Think Positive)	JACK AND THE GIANT’S PEACH (Science through Storytelling) (Science link to Plants)	HOW COYOTE BROUGHT FIRE TO EARTH – Y2 TRADITIONAL TALES (History link to Great Fire of London)	THE MAGIC PAINTBRUSH - – Y2 TRADITIONAL TALES (Geography link to China)	THE DROP OF HONEY WOMAN (Science through Storytelling) (Science link to The Environment)
Y3	THE GIANT TURNIP (Science through Storytelling) (Science link to Forces)	LAZY JACK - Y3 Traditional Tales (Geography link to the UK)	UNCLE JACK (Science through Storytelling) (Science link to The Human Body)	THE FOSSIL WOMAN (Science through Storytelling) (Science link to Rocks)	HOW A BOY LEARNED TO BE WISE – Y3 Traditional Tales (Geography link to Rainforests)	EMILY’S BEES (Science through Storytelling)

**Each term children use a different text types of writing within a context of a story.**

- Non-fiction: - Explanation text, Persuasion, Discussion, Non chronological/Information text, Recounts and Instructions
- Poetry: - Free verse, Visual poetry and structured poetry
- Fiction: - Adventure, Mystery, Stories with Dilemmas, Myths, Legends, Fables, Historical Fiction and Fantasy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	LITTLE RABBIT GOES HOME (Science through Storytelling) (Science link to Sound)	THE BLIND MAN AND THE HUNTER – Y4 TRADITIONAL TALES	THE CHILDREN OF THE WATER GOD ((Science through Storytelling) (Science link to States of Matter)	THE BIRD AND THE FOREST FIRE (Science through Storytelling) (Science link to habitats / environment)	THE SMILING PRINCES (Science through Storytelling) (Science link to The Digestive System)	THE BIRTH OF OSIRIS – Y4 TRADITIONAL TALES (History link to Egypt)
Y5	APOLLO 13 (Science through Storytelling) (Link to Earth and Space in Science)	BERNIE’S BRIDGE (Science through Storytelling) (Science link to Forces)	NIMBLEFINGERS (Science through Storytelling) (Science link to Mixing and Separating Materials)	THE BOOTS OF ABU KASSIM - Y5 TRADITIONAL TALES (PSHE link to Money Matters)	JUMPING MOUSE - Y5 TRADITIONAL TALES (Geography link to The Americas)	WHO IS THE THIEF? - Y5 TRADITIONAL TALES
Y6	THE LIGHTHOUSE KEEPER’S SON (Science through Storytelling) (Science link to Electricity)	THE STORY OF EDWARD JENNER (Science through Storytelling) (Science link to Healthy Lifestyle)	QUETZALCOATL BRINGS CHOCOLATE TO EARTH – Y6 TRADITIONAL TALES (Geography link to Trade & Economics)	THE TORCH (Science through Storytelling) (Science link to Light)	THE WOODCUTTER AND THE SNAKE – Y6 TRADITIONAL TALES (transition to secondary school)	CHILDREN OF WAX – Y6 TRADITIONAL TALES (transition to secondary school)

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## Vocabulary, Grammar and Punctuation Curriculum Map

Each year group will have a specific set of word, sentence, text and punctuation criteria that will need to be included within the text type being taught.

	Word	Sentence	Text	Punctuation
Y1	<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using ‘and’</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Formation of adjectives using suffixes such as –ful, –less</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting.</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</li> </ul>

	Word	Sentence	Text	Punctuation
Y3	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation.</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Fronted adverbials [for example, later that day, I heard the bad news.]</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials.</li> </ul>

## Vocabulary, Grammar and Punctuation Curriculum Map



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	Word	Sentence	Text	Punctuation
Y5	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 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]</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>