



English Curriculum Map – Fox Class – 2024/2025– CYCLE A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: 20 th Century Conflict (WW1)	Topic: Topic: 20 th Century Conflict (WW2)	Topic: Ancient Egypt	Topic: Ancient Egypt	Topic: Marvellous Mere Brow	Topic: Marvellous Mere Brow
<i>Lighthouse Texts: Carrie's War (N. Bawden)</i>	<i>Lighthouse Texts: Friend or Foe (M. Morpurgo)</i>	<i>Lighthouse Texts: Secrets of a Sun King (E. Carroll)</i>	<i>Lighthouse Texts: Oh Mummy Mia! (M. Evans)</i>	<i>Lighthouse Texts: The Boy at the Back of the Class (O. Q. Rauf)</i>	<i>Lighthouse Texts: The Arrival (S. Tan)</i>
<i>Film Stimulus: "Beyond the Lines"</i>		<i>Film Stimulus: "Ancient Egypt"</i>		<i>Film Stimulus: "Home Sweet Home"</i>	
Writing Focus: <ul style="list-style-type: none"> • Descriptive • Diary • Letter • Book Review • Narrative • Settings Description 	Writing Focus: <ul style="list-style-type: none"> • Poetry • Balanced Argument • Non-Chronological Repoiert • Diary • Book Review 	Writing Focus: <ul style="list-style-type: none"> • Narrative Formal Letter • Informal Letter • Book Review • Description 	Writing Focus: <ul style="list-style-type: none"> • Narrative • Procedural (How to...) • Information • Book Review 	Writing Focus: <ul style="list-style-type: none"> • Narrative • Information Text • Discussion • Formal Letter • Newspaper • Book Review 	Writing Focus: <ul style="list-style-type: none"> • Persuasive Speech • Poetry • Descriptions • Journal Entries • Narrative • Flashback
Poetry Focus: 'How to Die' – S. Sassoon 'In Flanders Fields' – J. McCrae 'Digging For Victory' – C. Faulkner		Poetry Focus: Performance Poetry Nature Poetry		Poetry Focus: 'Cloud Busting' – M. Blackman	

Vocabulary, Grammar and Punctuation: Progression Steps

Lancashire learning and progression steps in writing:

Y5: Vocabulary, Grammar & Punctuation

- Create complex sentences by adding a relative clause using a relative pronoun.
- Create and punctuate complex sentences using ed opening clauses.
- Demarcate complex sentences using commas in order to clarify meaning.
- Identify and use brackets to indicate parenthesis.
- Link ideas across paragraphs using adverbials for time, place and numbers.
- Explore, identify, collect and use noun phrase.
- (Introduction of terminology for modal verbs).

Y6: Vocabulary, Grammar & Punctuation

- Use devices to build cohesion between paragraphs in narrative.
- Identify in texts, semi-colons which are used to mark the boundary between independent clauses.
- Identify the subject and object of a sentence.
- Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause.
- Identify and use colons to introduce a list, punctuate bullet points consistently.
- Use subjunctive forms in formal speech and writing, focusing on wish and if- clauses.

Lancashire learning and progression steps in writing:

Y5: Vocabulary, Grammar & Punctuation

- Create complex sentences by dropping in a relative clause.
- Use a range of relative pronoun.
- Create and punctuate complex sentences using ing opening clause.
- Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.
- Identify and use commas to indicate parenthesis.
- Identify and use dashes to indicate parenthesis.
- Use devices to build cohesion within a paragraph.
- Use expanded noun phrases to convey information concisely.

Y6: Vocabulary, Grammar & Punctuation

- Use devices to build cohesion between paragraphs in persuasive texts.
- Identify and use of semi-colons to mark the boundary between independent clauses.
- Explore and investigate active and passive.
- Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause.
- Identify and use semi-colons within lists.
- Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests.

Lancashire learning and progression steps in writing:

Y5: Vocabulary, Grammar & Punctuation

- Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within.
- Create complex sentences where the relative pronoun is omitted.
- Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing.
- Create and punctuate sentences using simile starters.
- Use commas to avoid ambiguity.
- Identify and use commas to indicate parenthesis.
- Use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing.
- Use expanded noun phrases to convey complicated information concisely.

Y6: Vocabulary, Grammar & Punctuation

- Use devices to build cohesion between paragraphs in discursive and explanatory texts.
- Edit and improve own writing by using semi-colons to mark the boundary between independent clause.
- Explore and investigate active and passive.
- Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause.
- Explore how hyphens can be used to avoid ambiguity.
- Edit and improve own formal writing and speech by using subjunctive forms.

Composition (Planning): Progression Steps

Lancashire learning and progression steps in writing:

Y5: Composition: Planning

- *Identifying the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.*
- *Plan writing by drawing on a writing model.*
- *Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.*
- *Examine how authors develop characters in books.*

Y6: Composition: Planning

- *Identifying the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.*
- *Plan writing by drawing on a writing model.*
- *Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.*
- *Examine how authors develop characters in books.*

Lancashire learning and progression steps in writing:

Y5: Composition: Planning

- *Identifying the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.*
- *Compare two similar texts and, with support, draw on these to create own plans*
- *Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.*
- *Examine how authors develop settings in books.*

Y6: Composition: Planning

- *Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing.*
- *Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.*
- *Examine and compare how authors develop settings in books.*

Lancashire learning and progression steps in writing:

Y5: Composition: Planning

- *Identifying the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.*
- *Drawing on reading and research, create own plan for writing.*
- *Examine how characters and settings are presented in films.*

Y6: Composition: Planning

- *Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing.*
- *Draw on similar writing models, reading and research to create own plan for writing.*
- *Compare how characters and settings are presented in films and Performances.*

Composition (Drafting and Writing): Progression Steps

Lancashire learning and progression steps in writing:

Y5: Composition: Drafting and Writing

- *Show characterisation through the use of description and dialogue.*
- *Improve a passage prepared by the teacher with a focus on different sentence structures.*

Y6: Composition: Drafting and Writing

Lancashire learning and progression steps in writing:

Y5: Composition: Drafting and Writing

- *Select appropriate structure, vocabulary and grammar to describe settings.*
- *During composition use different sentence structures.*
- *Orally compose alternatives, and select from these according to the effect created.*

Y6: Composition: Drafting and Writing

Lancashire learning and progression steps in writing:

Y5: Composition: Drafting and Writing

- *Blend action, dialogue and description within and across paragraphs.*
- *During and after composition, independently edit and improve own writing by using different sentence structures.*

Y6: Composition: Drafting and Writing

<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. • Blend action and dialogue within sentences and paragraphs to convey character and advance the action. • Revise the use of different sentence structures. • Improve sentence and short texts prepared by the teacher and discuss effects created. • Use synonyms and pronouns to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> • Explore, collect and use vocabulary typical of formal and informal speech and writing. • Blend action and description within sentences and paragraphs to convey character and advance the action. • Revise the different sentence structures. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. <p>Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials.</p>	<ul style="list-style-type: none"> • Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. • When writing and editing, consciously control the use of different sentence structures for effect. • Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, and synonyms. • Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing e.g. repeated use of 'and' to convey tedium, one word sentence.
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Composition (Evaluating and Editing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y5: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> • <i>Proofread to ensure: consistent and correct tense throughout.</i> • <i>Proofread to ensure: consistent subject and verb agreement.</i> • <i>Proofread to ensure spelling and punctuation errors are addressed.</i> <p><i>Y6: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> • Reflect upon the effectiveness of writing in relation to audience and purpose. • Proofread to ensure consistent and correct use of tense throughout. • Proofread to ensure consistent subject and verb agreement. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y5: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> • <i>Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</i> <p><i>Y6: Composition: Evaluating and Editing</i></p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</p>	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y5: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> • <i>Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</i> <p><i>Y6: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> • Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
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- Proofread to ensure spelling and punctuation errors are addressed.

Composition (Performing): Progression Steps

Lancashire learning and progression steps in writing:

Y5: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.

Y6: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.

Lancashire learning and progression steps in writing:

Y5: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.

Y6: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear.

Lancashire learning and progression steps in writing:

Y5: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate.

Y6: Composition: Performing

- Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate. Encourage and take account of audience engagement.

Spelling Rules

Spelling rules from the National Curriculum English Programme of Study:

- Words with silent letters.
- Homophones and other easily confused words.
 - -cious –tious endings
 - -able – ible –ably – ibly endings
- Adding suffixes beginning with vowel letters to words ending in –fer.
 - Used of hyphens to join a prefix to a root word.
 - -cial –tial endings
 - Words with ei after c and the rules.
 - Words with -ough string.
- -ant –ance/-ancy – ent ence/-ency endings

Lancashire Y5 Word List for Reading and Spelling
Learning and Progression Steps in Reading

Lancashire Y6 Word List for Reading and Spelling
Learning and Progression Steps in Reading



apparent cemetery determined explanation interfere occupy rhythm amateur communicate
develop familiar language occur secretary ancient community dictionary foreign leisure
persuade shoulder available conscience* environment forty lightning physical soldier average
convenience equip (-ped, -ment) government muscle programme stomach bargain curiosity
excellent hindrance neighbour queue temperature bruise desperate existence individual
nuisance recognise twelfth rhyme vegetable

accommodate category disastrous immediate(ly) privilege sincere(ly) accompany
committee embarrass interrupt profession sufficient according competition especially
marvellous pronunciation suggest achieve conscious* exaggerate mischievous
recommend symbol aggressive controversy frequently necessary relevant system
appreciate correspond guarantee opportunity restaurant thorough attached criticise
(critic + ise) harass parliament sacrifice variety awkward definite identity prejudice
signature vehicle yacht