

Molehill Primary Academy Curriculum Maps

English KS2 GPAS

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YEAR 3						
Handwriting	<p>Revising joins in a word: long vowel phonemes</p> <p>Revising joins in a word: le</p> <p>Revising joins in a word: ing</p> <p>Revising joins in a word: high frequency words</p>	<p>Revising joins in a word: new vocabulary</p> <p>Revising joins in a word: un, de</p> <p>Revising joins to and from s: dis</p> <p>Revising joins to and from r: re, pre</p> <p>Revising joins to and from f: ff</p>	<p>Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu</p> <p>Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po</p> <p>Practising joining b and p: diagonal join to ascender, bl, ph</p> <p>Relative sizes of letters, silent letters</p>	<p>Parallel ascenders: high frequency words</p> <p>Parallel ascenders: adding y to words</p> <p>Relative size and consistency: ly, less, ful</p> <p>Relative size and consistency: capitals</p> <p>Speed and fluency practice: er, est</p>	<p>Consistency in spacing: mis, anti, ex</p> <p>Consistency in spacing: non, co</p> <p>Consistency in spacing: apostrophes</p>	<p>Layout, speed and fluency practice: address</p> <p>Layout, speed and fluency practice: dialogue</p> <p>Layout, speed and fluency practice: poem</p> <p>Layout speed and fluency practice: letter</p> <p>Handwriting style: calligrams</p>
Punctuation and grammar	<p>Revision of Y2 where needed</p> <p>Progressive form of verbs</p> <p>Expressing time, place and cause, using prepositions: before, after, during, in, because of, next to, by the side of, in front of, during, though, throughout, because of</p> <p>Expressing time, place and cause using conjunctions: when, before, after, while, so, because</p> <p>Expressing time, place and cause using adverbs: then, next, soon</p> <p>Identifying all the word classes of a simple sentence</p> <p>Using paragraphs as a way to group related material</p>	<p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> <p>Pronouns – To know the difference between the subject and object with the personal pronoun</p> <p>Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs</p> <p>Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p>The difference between a phrase and a clause</p> <p>Complex sentences using subordinate conjunctions: until, although, even if</p> <p>Formation of nouns using prefixes: auto-, anti-, super-, under-</p>	<p>Headings and sub-headings to aid presentation</p> <p>Synonyms for verbs such as "said" or "go" to create more powerful verbs</p> <p>Verbs – Present perfect: "has/have" + past participle She has gone to the shops. Instead of She went to the shops.</p> <p>Verbs – Use irregular simple past-tense verbs awake – awoke blow – blew</p> <p>Verbs – Past perfect: "had" + past participle</p>	<p>Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble</p> <p>Compound sentences with co-ordinating conjunctions: for, nor, yet</p> <p>Identifying all the word classes of a compound sentence</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</p>
Vocabulary pupils must use (Words in brackets to be modelled by adults)	preposition, conjunction, word class, paragraph, progressive	subject, object, inverted commas, direct speech	article, prefix, clause, phrase, subordinate clause	(synonym)	word family consonant, consonant letter vowel, vowel letter, root word	

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YEAR 4						
Handwriting	<p>Revising joins in a word: ness, ship</p> <p>Revising joins in a word: ing, ed</p> <p>Revising joins in a word: s</p> <p>Revising joins in a word: ify</p> <p>Revising joins in a word: nn, mm, ss</p> <p>Revising parallel ascenders: tt, ll, bb</p>	<p>Revising parallel ascenders and descenders: pp, ff</p> <p>Revising joins to an anticlockwise letter: cc, dd</p> <p>Revising break letters: dictionary work and alphabetical order</p> <p>Linking spelling and handwriting: related words</p>	<p>Introducing sloped writing</p> <p>Parallel ascenders: al, ad, af</p> <p>Parallel descenders and break letters: ight, ough</p> <p>Size, proportion and spacing: ious</p> <p>Size, proportion and spacing: able, ful</p>	<p>Size, proportion and spacing: fs, ves</p> <p>Speed and fluency: abbreviations for notes</p> <p>Speed and fluency: note making</p> <p>Speed and fluency: drafting</p> <p>Speed and fluency: lists</p>	<p>Size, proportion and spacing: v, k</p> <p>Size, proportion and spacing: ic, ist</p> <p>Size, proportion and spacing: ion</p> <p>Size, proportion and spacing: its, it's</p>	<p>Speed and fluency: ible, able</p> <p>Speed and fluency: diminutives</p> <p>Print alphabet: captions, headings, labels</p> <p>Print capitals: posters</p> <p>Presentational skills: font styles</p>
Punctuation and grammar	<p>Revision of Y3 where needed</p> <p>Know the difference between a preposition and an adverb</p> <p>Fronted adverbials (where, when or how)</p> <p>Use of commas after fronted adverbials</p>	<p>Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> <p>Possessive apostrophes for regular and irregular singular and plural nouns</p> <p>The grammatical difference between plural and possessive -s</p>	<p>Specific determiners: their, whose, this, that, these, those, which</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Possessive pronouns: yours, mine, theirs, ours, hers, his, its</p> <p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</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) Changing 'The teacher' to 'The strict English teacher with the grey beard'</p> <p>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]</p>	<p>Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: Flying through the air, Harry crashed into a hidden tree.</p> <p>Drop-in clause with an "-ing" verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause.</p> <p>Manipulating sentences to change the function of a word e.g. I sleep under the cover. I covered the table in paint.</p>	<p>Verbs - Modal verbs: could, should, would</p> <p>Adjectives ending in "-ed": frightened, scared, etc.as sentence openers</p>
Vocabulary pupils must use	adverbial		determiner, pronoun, possessive pronoun	Standard English		

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YEAR 5						
Handwriting	Revision: practising sloped writing Revision: practising the joins	Developing style for speed: joining from t Developing style for speed: looping from g, j and y Developing style for speed: joining from f Developing style for speed: joining from s Developing style for speed: writing v.w, x and z at speed	Developing style for speed: pen breaks in longer words Different styles for different purposes	Letter project: making notes Letter project: structuring an argument Letter project: producing a draft Letter project: publishing a letter Letter project: evaluation	Speed writing	Speed writing
Punctuation and grammar	<i>Revision of Y4 where needed</i> <i>Relative pronouns: who, which, that, whom, whose</i> <i>Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun</i>	Devices to build cohesion within a paragraph 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]	Embellishing simple sentences Drop-in "-ed" clauses: Poor Tom, frightened by the fierce dragon, ran home. Moving parts of sentences around to create different effects Start a sentence with an expanded "-ed" clause: Frightened of the dark, Tom hid under the bed all night. Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause Extending the range of sentences with more than one clause by using a wider range of conjunctions	Brackets for parenthesis Dashes for parenthesis Commas for parenthesis Use of commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using modal verbs: might, should, will, must Indicating degrees of possibility using adverbs: perhaps, surely	Future tense verbs Rhetorical questions Onomatopoeia Personification Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil... Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	Colons for play scripts and to start a list Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"
Vocabulary pupils must use	relative pronoun, relative clause,	cohesion		modal verb, parenthesis, bracket, dash, ambiguity		

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YEAR 6						
Handwriting	Revision: practising the joins	Self-assessment: evaluating handwriting Self-assessment: checking the joins Self-assessment: consistency of size Self-assessment: letters resting on baseline Self-assessment: ascenders and descenders Self-assessment: consistency of size of capitals and ascenders	Writing at speed: inappropriate closing of letters Writing at speed: identifying unclosed letters Writing at speed: spacing within words Writing at speed: spacing between words	Playscript project: collecting information Playscript project: recording ideas Playscript project: producing a draft Playscript project: publishing a playscript Playscript project: evaluation	Information notice project: collecting and organising information Information notice project: organising information Information notice project: producing a draft Information notice project: publishing a	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.
Punctuation and grammar	Revision of Y5 where needed Informal and formal speech: find out / discover ask for / request go in / enter Using question tags for informality: He's in your class, isn't he? Recognise and use the subjunctive for formal writing: If I were you... 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] The difference between passive and active sentence and when to use the passive	Dashes to mark the boundary between independent clauses: It's raining - I'm fed up Semi-colons to mark the boundary between independent clauses: It's raining - I'm fed up Semicolons to demarcate within a list Colon and bullet points for a list Hyphens for compound words to avoid ambiguity: man eating shark or man-eating shark Colons to mark the boundary between independent clauses: It's sunny: I'm going out to play. Ellipses to create suspense and to show missing words in a quote	Synonyms: Realising that when you find a synonym, the word means something slightly different, eg. "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big". Antonyms: using prefixes 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 Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Combining complex and compound clauses to create a sentence Auxiliary verbs Subject and object of the sentence	Revision	Application for mastery
Vocabulary pupils must use	active, passive	ellipsis, hyphen, colon, semi-colon bullet points	synonym, antonym, conjunction	subject, object		

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Molehill Primary Academy Curriculum Maps

English KS2 GPAS

	T1	T2	T3	T4	T5	T6
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Molehill Primary Academy Curriculum Maps

English KS2 GPAS

	T1	T2	T3	T4	T5	T6
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