

English Whole School Curriculum Map

Year Group:	Autumn Term:	Spring Term:	Summer Term:
Reception:	<p>Daily phonic lessons:</p> <ul style="list-style-type: none"> 42 phonic sounds Develop segmenting and blending Begin to write simple words and sentences Order the alphabet and learning the letter names. Hears and says the initial sound in words. Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Writes own name Coverage of Phase 2 phonics <p>Stimulus: Julia Donaldson</p>	<p>Daily phonics lessons:</p> <ul style="list-style-type: none"> Recap digraphs CVC words writing simple sentences Developing confidence with tricky words. Segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet <ul style="list-style-type: none"> Exploring non-fiction books Retell the main events of a story Introduce using full stops, capital letters and finger spaces. Features of texts and character descriptions Continue a rhyming string Re-cap Phase 2 and cover Phase 3 <p>Handwriting:</p> <ul style="list-style-type: none"> correct letter formations using some clearly identifiable letters Representing some sounds correctly and in sequence. <p>Stimulus: Chinese New Year Traditional tales – Goldilocks, Three Billy Goats, Jack and the Beanstalk, Little Red Riding Hood, The Gingerbread Man</p>	<p>Daily phonics lessons:</p> <ul style="list-style-type: none"> Recap digraphs CVC words writing simple sentences Developing confidence with tricky words. Segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet <ul style="list-style-type: none"> Attempts to write short sentences in meaningful contexts Writing at length and including key features of narrative Writing own stories, challenge some to write extended sentences Features of non-fiction texts Ensure coverage of Phase 2 and 3 phonics <p>Stimulus: Handa's Surprise Postcards The Very Hungry Caterpillar We're Going on a Bear Hunt</p>

	Autumn Term:	Spring Term:	Summer Term:
Year 1	<p>Reading</p> <ul style="list-style-type: none"> Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes Read words with contractions, e.g. I'm, I'll and we'll Reread texts to build up fluency and confidence in word reading Link what they have read or have read to them to their own experiences Join in with discussions about a text, taking turns and listening to what others say Discuss the significance of titles and events Check that a text makes sense to them as they read and to self-correct 	<ul style="list-style-type: none"> Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently Retell familiar stories in increasing detail Discuss word meaning and link new meanings to those already known Read words containing -s, -es, -ing, -ed and -est endings Begin to make simple inferences Recite simple poems by heart Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Continue to embed reading skills previously taught Ensure fluency and understanding at an age appropriate level
	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Blend sounds in unfamiliar words using the GPCs that have been taught Read words containing taught GPCs Accurately read texts that are consistent with developing phonic knowledge, that do not require them to use other strategies to work out words Participate in discussion about what is read to them, taking turns and listening to what others say 		

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	<ul style="list-style-type: none"> • Read words of more than one syllable that contain taught GPCs • Recognise and join in with predictable phrases • Understand the books they can read accurately and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. • Check that the text makes sense to them as they read and correcting inaccurate reading • Clearly explain their understanding of what is read to them 		
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		
Spelling / Phonics	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes • common exception words • days of the week • name and order the letters of the alphabet • using letter names to distinguish between alternative spellings of the same sound • Re-cap Phase 3 and teach Phase 4 	<ul style="list-style-type: none"> • adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • colours • Re-cap Phase 3 and 4 • Teach Phase 5 	<ul style="list-style-type: none"> • Revision of Phase 3, 4 and 5 • Continue to cover common exception words
Composition	<ul style="list-style-type: none"> • Orally rehearsing a sentence • Sequencing sentences to form short narratives • re-reading to check for sense • read aloud and discuss their own writing • Discuss what they have written with the teacher or pupils • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Genres:</p> <ul style="list-style-type: none"> • Recount, letters, narrative, traditional tales, instructions, poetry, diary, non-chronological 		
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Separating words with spaces • punctuate sentences using a capital letter and a full stop • capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Joining words and joining clauses using and • Question marks • Exclamation marks 	
Terminology	capital letters, sentences, plurals, alphabetical order question mark, exclamation mark plural, suffix, prefix compound words.		

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	Autumn Term:	Spring Term:	Summer Term:	
Year 2	Reading	<ul style="list-style-type: none"> • Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts • Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far in a text • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Read most words containing common suffixes. 	
		<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent. • Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation, and reread these books to build up fluency and confidence in word reading. • Check that the text makes sense to them as they read and to correct inaccurate reading. • Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • Discuss the sequence of events in books and how items of information are related. • Ask and answer questions about a text. • Make links between the text they are reading and other texts they have read (in texts that they can read independently). • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases • Being introduced to non-fiction books that are structured in different ways • Re-read these books to build up their fluency and confidence in word reading 		
	Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters. 		
	Spelling / Phonics	<ul style="list-style-type: none"> • ai, ay, a_e • ee, ea • ie, y, i_e, igh • oa, o_e, ow • ue, u_e, ew • k or ck • er, ir, ur • oi, oy • ou, ow • or, al, au, aw • ey • y at the end of words • Spelling plural nouns ending in y • Numbers • Homophones and near homophones 	<ul style="list-style-type: none"> • The /l/ or /əl/ sound spelt '-el' at the end of words • The /l/ or /əl/ sound spelt '-al' at the end of words • The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) • The -l- or -el/ sound spelt -el at the end of the words • The /ɔ:/ sound spelt 'a' before 'l' and 'll' • The /ɔ:/ sound spelt 'ar' after 'w' • The /ʌ/ sound spelt 'o' • The /ɜ:/ sound spelt 'or' after 'w' • Common exception words not taught so far • Words ending in -tion • -ful, -less, -ly -dge, -ge • '-ment', '-ness', • Homophones and near homophones 	

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	<ul style="list-style-type: none"> • Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant sound before it • Adding -ing, -ed, -er, -est, and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted) 		
Composition	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ Record key ideas and new vocabulary ○ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear • Some features of Standard English <p>Genres:</p> <ul style="list-style-type: none"> • Letters, non-chronological report, instructions, diary, postcard, persuasive argument, narrative, poetry, balanced argument 		
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Embedding basic punctuation (capital letters, full stops and finger spaces, exclamation marks, question marks) • Statements, commands, exclamations, questions • Co-ordinating conjunctions • Subordinating conjunctions • Expanded noun phrases • Present and past tense (focus on verb forms) 	<ul style="list-style-type: none"> • Apostrophes for contraction • Apostrophes for possession • Prefixes and suffixes • Adverbs • First person and third person viewpoints • Variety of sentence starters 	<ul style="list-style-type: none"> • Commas in a list • Focus on writing at length and application of SPAG skills independently in spaced practise.
Terminology	<p>noun, noun phrase statement, exclamation, questions, command compound, suffix adjective, adverb, verb tense (present, past) apostrophe, comma</p>		

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Year Group:		Autumn Term:	Spring Term:	Summer Term:
Year 3/4	Reading	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives Draw inferences from characters' feelings thoughts and motives that justifies their actions supporting their views with evidence from the text Justify predictions using evidence from the text (stated and implied) Retrieve and record information from non-fiction texts Use dictionaries to check the meaning of words Etymology and morphology Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> Apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud Apply growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud Identify main ideas drawn from more than one paragraph and summarise these Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently
		<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Read books that are structured in different ways and reading for a range of purposes Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify themes and conventions in a wide range of books Identify how language, structure and presentation contribute to meaning Check that the text makes sense, discussing understanding and explaining the meaning of words in context Discuss vocabulary used to capture readers' interest and imagination. Read further exception words and recognise unusual correspondences between spelling and sound 		
	Handwriting	<ul style="list-style-type: none"> Accurate letter formation Using diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Using diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality 	
Spelling	<p>Year 3:</p> <ul style="list-style-type: none"> Prefixes – 'un', 'pre-', 'dis-', 'mis-', 're-'. Suffixes: '-s', '-es', '-ed', '-ing', '-er' The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones Apostrophes for contractions Adding suffixes beginning with vowel letters to words of more than one syllable Words from the 3/4 spelling list Using a dictionary <p>Year 4:</p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' Word ending /ure/ Prefixes: 'in-', 'il-', 'im-' and 'ir-' 	<p>Year 3:</p> <ul style="list-style-type: none"> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes Suffixes: '-ness', '-ful', 'less' and 'ly' The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones Apostrophes for singular nouns and contractions Words from the Year 3/4 list. <p>Year 4:</p> <ul style="list-style-type: none"> The /g/ sound spelt 'gu' Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' Prefixes 'anti-' and 'inter-' Suffixes '-ation' Homophones The suffix –ous 	<p>Year 3:</p> <ul style="list-style-type: none"> Suffix '-ly' with root words ending in 'le' and 'ic' The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch) Homophones Words from the Year 3/4 list. Using a dictionary and word families <p>Year 4:</p> <ul style="list-style-type: none"> Prefixes: 'in-', '-', 'inter-', 'anti-' Suffix '-ly' including exceptions, '-ous'. Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt '-sion' Homophones Apostrophe for possession, including singular and plural nouns Words from the 3/4 list Using a dictionary and word families 	

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	<ul style="list-style-type: none"> • Suffixes: -ing, '-en', '-er', 'ed') • Homophones • Apostrophe for singular possession • Words from the 3/4 spelling list • Using a dictionary 	<ul style="list-style-type: none"> • Apostrophe for plural possession (regular and irregular) and contractions • Words from the 3/4 list • Using a dictionary and word families 	
Composition/ Transcription	<ul style="list-style-type: none"> • Paragraphs to group related information • Preparing poems and play scripts to read aloud to perform, showing understanding through intonation, tone, volume and action • Using headings and sub-headings in non-narrative writing • 	<ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Using and punctuating direct speech 	
	<ul style="list-style-type: none"> • Pupils are taught to: <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u> ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Write simple sentences dictated by the teacher that includes words and punctuation taught so far <p>Genres: Narrative, non-chronological report, explanation text, recount, instructions, persuasion, chronological report, diary, letter, poetry, biography</p>		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Simple and compound sentences • Commas to separate clauses • Conjunctions including: when, if, because, although. • A or an (determiners), was or were • Conjunctions to express time and cause • Nouns or pronouns effectively • Possessive apostrophe with singular nouns • Paragraphs 	<ul style="list-style-type: none"> • Present perfect form of verbs • Verb inflections • Expanded noun phrases using modifying adjectives, nouns and preposition phrases • Adverbs to express time and cause • Fronted adverbials accurately using commas • Possessive apostrophe with plural nouns • Inverted commas to punctuate speech • Headings and sub-headings • The grammatical difference between plural and possessive -s 	<ul style="list-style-type: none"> • Prepositions to express time and cause • Possessive apostrophe for irregular plurals • Accurate use of punctuation taught so far
Terminology	<preposition, conjunction<br=""></preposition,> word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas determiner pronoun, possessive pronoun		

English Whole School Curriculum Map

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Year Group:		Autumn Term:	Spring Term:	Summer Term:	
Year 5/6	Reading	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Recognise more complex themes in what is read (such as loss or heroism). Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Identify main ideas drawn from more than one paragraph and to summarise these. Discuss vocabulary used by the author to create effect including figurative language. Draw inferences from characters' feelings, thoughts and motives, make predictions based on details stated and implied, justifying them in detail with evidence from the text. Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues. 	<ul style="list-style-type: none"> Draw out key information and to summarise the main ideas in a text. Compare characters, settings and themes within a text and across more than one text. Evaluate the use of authors' language and explain how it has created an impact on the reader. Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books/textbooks 	<ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Asking questions to improve their understanding Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Selecting the appropriate form of writing and using other similar writing as a model for their own Noting and developing initial ideas When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Understand how grammar and vocab choices can change and enhance meaning Evaluate and edit; not all sub-headings are present Converting nouns or adjectives into verbs using suffixes Relative clauses 	
		<ul style="list-style-type: none"> Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend texts to peers based on personal choice. Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). 			
	Handwriting	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose 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. 			
Spelling	Year 5: <ul style="list-style-type: none"> 'ough' spelling string 	Year 5: <ul style="list-style-type: none"> apostrophes for possession 	Year 5 Spelling <ul style="list-style-type: none"> -cial and -tial 		

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	<ul style="list-style-type: none"> • Silent letters • -ible and –able suffixes • Homophones • Revise plurals – s, es, ies • Revise – apostrophes for contraction and possession • hyphens • -tious suffix • -cious suffix • Revise 3 and 4 Statutory words • Using a dictionary and thesaurus <p>Year 6:</p> <ul style="list-style-type: none"> • Words from Statutory Word Lists (3/4 and 5/6) • =ible and –able. –ibly and –ably • -fer • Homophones (ce and se) • -cious and tious • Using a dictionary and thesaurus 	<ul style="list-style-type: none"> • Rare GPC's (bruise, immediately) • -ibly and –ably suffixes • dis-, de-, mis-, over-, re- prefixes • Homophones • Building words from root words • ie and ei • Revise 3 and 4 Statutory words • Using a dictionary and thesaurus <p>Year 6 Spelling</p> <ul style="list-style-type: none"> • Words from Statutory Word Lists (3 and 4 and 5 and 6) • 'ough' • =cial and -tial • -fer • Homophones • Using a dictionary and thesaurus 	<ul style="list-style-type: none"> • -ant and –ance • -ent and –ence • Adverbs of time and possibility • Suffix: -fer • Homophones • Revision • Year 5/6 Word lists • Using a dictionary and thesaurus <p>Year 6 Spelling</p> <ul style="list-style-type: none"> • Words from Statutory Word Lists (3/4 and 5/6)Root words and meanings • Rare GPCs • Homophones • -ant, -ance and –ancy • -ent, -ence and -ency • Using a dictionary and thesaurus
Composition / Transcription	<ul style="list-style-type: none"> • Choose appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Using dialogue to advance the action • Building cohesion within and across paragraphs (repetition, adverbials and ellipsis) • Organisation and presentation devices • Evaluate and edit work 	<ul style="list-style-type: none"> • Layout devices: headings, sub-headings, columns, bullets or tables • Précis a longer text • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • 	
	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> • Planning writing – identify audience and purpose, reading and researching, using what they have learnt from other texts in their work • Drafting and re-reading • Proof-reading and editing • Perform compositions using appropriate intonation, volume and movement <p>Genres: Narrative, diary, instructions, informal letter, non-chronological report, chronological report, explanation text, biography, balanced argument, explanation, poetry</p>		
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Formal and informal speech • Active/Passive • Subjunctive forms • Perfect form of verbs • Expanded noun phrases to convey complicated information • Modal verbs • Adverbs of possibility, time, place and number • Relative clauses and relative pronouns • Commas to clarify meaning or avoid ambiguity • Hyphens for ambiguity • Brackets, dashes or commas for parenthesis • Semi-colon, colon and dash to mark boundary between independent clauses • Colon to introduce a list and semi-colon within lists • Synonyms and antonyms 	<ul style="list-style-type: none"> • Punctuating bullet points consistently • Use and apply all elements previously taught, with increasing independence, across a range of genres 	<ul style="list-style-type: none"> • Use and apply all elements previously taught, with increasing independence, across a range of genres

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	Terminology	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash, cohesion, ambiguity Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points
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