

## Trewidland English Curriculum

EYFS Year A <small>(see separate EYFS progression document for further info)</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>CLL and English</b>	Attention Mark making	Understanding Letter formation	Speaking Have a go writing – Little Red text map	Mother's Day presentation Have a go writing – Toys in Space	Partner discussion Have a go writing – Yeti and the Bird text map	Perform a poem Recount writing based on trip
<b>Writing opportunities adult led</b> (child led planned to meet needs and interests)	Writing initial sounds, early writing steps	Post Box and post office role play for writing and sending letters	Description of weather	Lists	Diary entry for the Bird	Three-sentence story Recounts using photos from class trip to Looe Lifeboat Station
<b>Key Rhymes</b>	This little piggy 1,2,3,4,5 one I caught a fish alive 5 little speckled frogs 5 little monkeys Big red Combine harvester Dingle Dangle Scarecrow	Humpty Dumpty Jack and Gill Hay Diddle Diddle 5 little men in a flying saucer Hickory Dickory Dock Incy Wincy spider	Hot cross buns Mary had a little lamb This old man Simple Simon I hear thunder Tommy thumb	The wheels on the bus If you're happy and you know it Row row row your boat London's Burning Head shoulders knees and toes Cold and frosty morning	The grand old duke of York Oh we're on the train again She'll be coming round the mountain Goosey Goosey Gander There's a worm at the bottom of the garden 3 blind mice	Sing a song of sixpence The big ship sails through the ally ally oh Old King Cole Kookaburra sits in the old gum tree Oranges and lemons There was an old lady
<b>Handwriting</b>	Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines	Angled patterns Eights Spirals Left to right orientation Mix of patterns Review of patterns	L, l, u, t, j, y	r, b, n, h, m, k, p	c, a, d, o, s, g, qu, e, f	z, v, w, x capital letters
<b>Spellings</b>		<b><i>l, the, no</i></b>	<b><i>go, to, into</i></b>	<b><i>he, they, you, be, my</i></b>	<b><i>are, she, was, we, me</i></b>	<b><i>all, her</i></b> <b><i>Review all spellings</i></b>

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EYFS Year B <small>(see separate EYFS progression document for further info)</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>CLL and English</b>	Attention Mark making	Understanding Letter formation	Speaking Have a go writing – Minpins text map	Mother's Day presentation Have a go writing – Tadpole's Promise text map	Partner discussion Have a go writing – Ocean Meets the Sky text map	Perform a poem Recount writing based on trip
<b>Writing opportunities adult led</b> (child led planned to meet needs and interests)	Writing initial sounds, early writing steps	Post Box and post office role play for writing and sending letters	Map making	Fire station role play for recording details of fire responses.	Label changes to the local area	Three-sentence story Recounts using photos from castle visit
<b>Key Rhymes</b>	This little piggy 1,2,3,4,5 one I caught a fish alive 5 little speckled frogs 5 little monkeys Big red Combine harvester Dingle Dangle Scarecrow	Humpty Dumpty Jack and Gill Hay Diddle Diddle 5 little men in a flying saucer Hickory Dickory Dock Incy Wincy spider	Hot cross buns Mary had a little lamb This old man Simple Simon I hear thunder Tommy thumb	The wheels on the bus If you're happy and you know it Row row row your boat London's Burning Head shoulders knees and toes Cold and frosty morning	The grand old duke of York Oh we're on the train again She'll be coming round the mountain Goosey Goosey Gander There's a worm at the bottom of the garden 3 blind mice	Sing a song of sixpence The big ship sails through the ally ally oh Old King Cole Kookaburra sits in the old gum tree Oranges and lemons There was an old lady
<b>Handwriting</b>	Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines	Angled patterns Eights Spirals Left to right orientation Mix of patterns Review of patterns	L, l, u, t, j, y	r, b, n, h, m, k, p	c, a, d, o, s, g, qu, e, f	z, v, w, x capital letters
<b>Spellings</b>		<i><b>I, the, no</b></i>	<i><b>go, to, into</b></i>	<i><b>he, they, you, be, my</b></i>	<i><b>are, she, was, we, me</b></i>	<i><b>all, her</b></i> <i><b>Review all spellings</b></i>

KS1 Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Once upon a time		Bears, bears, bears		Amazing Animals		Where do I live?		School, School, School		Saving Lives at Sea	
	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
<b>Literary Theme</b>	<b>Recount</b>	Nature & Environment - narrative	<b>Instructional</b>	Overcoming Shyness - narrative	<b>Instructions</b>	Overcoming Obstacles - narrative	<b>Report</b>	Fantasy World - narrative	<b>Report</b>	Friendship & Kindness - narrative	<b>Recount</b>	Imagination & Creativity poetry
<b>Text</b>	<b>Recount of a journey (geog link – maps in stories)</b>	Stanley's stick by John Hegley	<b>How to make a cup and ball game (history link – toys in the past)</b>	Halibut Jackson – David Lucas	<b>How to make a rain gauge (geog link- hot/cold places)</b>	Little Red	<b>England (geography link)</b>	Toys in Space – Mini Grey	<b>Victorian Schools (history link – Schools in the past)</b>	Yeti and the bird by Nadia Shireen	<b>Short biography of Grace Darling</b>	Julian is a mermaid by Jessica Love
<b>Dazzling event</b>	Orienteering around the school grounds	Children begin by finding their own sticks, turning them into their own	Trip to the museum	Clothes scattered around the classroom and a letter from	Make rain gauge take home	Making fizzy drinks to "sell" in a shop	Imaginary bus trip to various countries	Toys scattered around the classroom with remnants of an adventure	Victorian School Day	A snowy footprint on the carpet and a letter	Role play event	Arrive to class to discover a scattering of shells, sand

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		imaginary objects.		the king inviting to a party				occurred overnight		addressed to the class.		and an ocean treasure chest and a scroll tied to it.
<b>Writing outcomes for a purpose</b>	Recount of orienteering	Plan and write their own version of Stanley's Stick in past tense using their own object	Display	Make a book to share at home	Share with parents	Plan their own version before drafting, editing and publishing Little Red	Display in school	Display in school	Display in the hall	Own version narrative about an unlikely friendship	Send to RNLI	3 verse poems based on the idea of movement
<b>Sentence Focus</b>	N/A		Double A		Short		Un-		Repetition for effect		Consolidate previous sentences	
<b>Grammar Spellings</b>	As per RWI											
<b>Handwriting</b>	As per RWI Stage 1a		As per RWI Split Stage 1a and 1b		As per RWI Stage 1b		Handwriting through RWI spellings through yellow and pink group books		Handwriting through RWI spellings through yellow and pink/orange group books			
<b>Key Class Readers</b>	All traditional tales (different versions) Nursery rhymes The magic box (poem)  Add in here the new traditional tale stories with twist endings.		Rainbow Bear This is the bear series Little Bear series Polar Bear The Christmas Unicorn The Christmas Present		Superworm Amara and the bats The bad tempered ladybird The very busy spider Don't hog the hedge The mixed up chameleon Slowly. slowly, slowly said the sloth We're going on a lion hunt The ugly five The leopards drum Ellie Jackson's books involving Hunter, bees, koalas.		Katie Morag series The prince of Ireland and the three magic stallions Tom Percival books – the river, the invisible, seasaw, ruby's worry.		The velveteen rabbit Mr Tick the Teacher The little match girl Oliver Twist – abridged version! The day the crayons quit The day the crayons came back How to catch a star The great paper caper Michael Rosen – Poems for the very young – a great big cuddle		The singing mermaid The Lighthouse Keepers Lunch and other stories Ellie Jackson books involving sea animals. Duffy's Lucky Escape Nelson's Dangerous Dive The Three Pirate series The Storm Whale	

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KS1 Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Going on Safari		Care for One and All		Out and About		The Great Fire of London		Lovely Liskeard		Castles	
	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
Genre	Persuasion	Persuasive	Recount	Narrative sequel	Instruction	Adventure narrative	Recount	Own version narrative	Report	Fantasy narrative	Instructions	Own version narrative
Text	Move to Kenya! (geog link – Dobwalls/Kenya)	The journey home by Frann Preston-Gannon	Biography of Florence Nightingale (history link)	Jim and the Beanstalk by Raymond Briggs	How to draw a map... (Geog link – map skills)	The Minpins by Roald Dahl	Diary of Samuel Pepys (history link – Great Fire)	Tadpole's promise by Jeanne Willis	How has our high street changed? (history link)	Ocean meets sky by Eric Fan and Terry Fan	How to build a castle  (Geog link – Hills, valleys, vegetation)	Last stop on Market Street by Matt de la Pena
Dazzling event	Zoo trip	Children come in to find various footprints all over the floor. Give children the booklet to identify animals by their footprints.	Dress up as nurses for the day.	Children discover a beanstalk and footprint in the classroom	Walk around Trewidland grounds	backing paper with brick patterns on it to make this look like a wall and a sign that says, "Keep out! Beyond is the Deep, Dark Forest!"	Looking at Samuel Pepys' real diary	Promises on lily pads to float in their class pond	Visit Liskeard	. Show the class a picture of the Fan Brothers first book which their mum helped them to make.	Visit Castle	Jewels sent into school
Main Writing outcome for a purpose	Persuasive text on Kenya	Persuasive letter	Writing a biography about Florence Nightingale to share with Year 1.	Sequel story	Instruction text: How to draw a map of Trewidland.	Own version adventure narrative	Publish book with all work in from Great Fire of London	Own version narrative / extended explanation	Write a report on how and why Liskeard's high street has changed and create a book.	Extended fantasy narrative	Make a book	Own version narrative
Sentence Focus	Est		As, -ly		Commas in lists		Conjunction		The Ws questions in letter.		Alliteration	
Grammar	Ready to write Commas Word Classes (1) Conjunctions Sentence types (1)				Word classes (2) Apostrophes Sentence types Tenses Suffixes (1)				Recap punctuation Word class recap Conjunction recap Sentence type recap Tenses recap Consolidation			
Spellings	-The sound /n/ spelt 'kn' and (less often) 'gn' at the beginning of words - The sound /r/ spelt 'wr' at the beginning of words. - The sound /s/ spelt 'c' before e, i and y - The sound /j/ spelt with '-dge' and '-ge' at the end of words		- The sound /l/ spelt with '-le' at the end of words - The sound /l/ spelt with '-el' at the end of words - The sound /l/ spelt with '-il' and '-al' at the end of words - The sound /ai/ spelt with '-y' at the end of words -Adding -ies to nouns and verbs ending in -y		- Adding -ed, -er and -est to a word ending in -y with a consonant before it - Adding -ing to a word ending in -y with a consonant before it - Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it - Adding -ing, -ed, -er, -est and -y to words of one syllable		- The sound /u/ spelt with 'o' - The sound /ee/ spelt with '-ey' - The /o/ sound spelt with 'a' after w and qu - The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w - The sound /zh/ spelt 's' - Common exception words		- The suffixes -ment, -ness and -ful - The suffixes -less and -ly - Words ending in -tion - Contractions The possessive apostrophe - Common exception words		- Homophones and near homophones - Homophones and near homophones - Homophones and near homophones conjunctions - Months of the year/time - Months of the year/time - Question words and SPaG	

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	- The sound /j/ oftenspelt with 'g' before e, l and y The sound /j/ always spelt with 'j' before a, o and u - Common exception words	- Common exception words	ending in a single consonant after a single vowel - The sound /or/ spelt 'a' before l or ll - Common exception words			terms
<b>Handwriting</b>	Practising diagonal join to ascender: <b>th, ch</b> Practising diagonal join, no ascender: <b>ai, ay</b> Practising diagonal join to ascender: <b>ir, er</b> Practising diagonal join, no ascender: <b>wh, oh</b> Practising diagonal join to ascender: <b>ow, ou</b> Introducing diagonal join to e: <b>ie, ue</b> Introducing horizontal join to e: <b>oe, ve</b> Introducing <b>ee</b> Practising diagonal join, no ascender: <b>ie</b> Writing numbers 1-100		Introducing diagonal join to anticlockwise letters: <b>ea</b> Practising diagonal join to anticlockwise letters: <b>igh</b> Introducing diagonal join to anticlockwise letters: <b>dg, ng</b> Practising diagonal join to anticlockwise letters: <b>oo, oa</b> Introducing diagonal join to anticlockwise letters: <b>wa, wo</b> Introducing mixed joins for three letters: <b>air, ear</b> Practising mixed joins for three letters: <b>oor, our</b> Practising mixed joins for three letters: <b>ing</b> Size and spacing End of term check		Building on diagonal join to ascender: <b>ck, al, el, at, il, ill</b> Building on diagonal join no ascender: <b>ui, ey, aw, ur, an, ip</b> Building on diagonal join to ascender: <b>ok, ot, ob, ol</b> Building on diagonal join no ascender: <b>oi, oy, on, op, ov</b> Building on diagonal join to anticlockwise letters: <b>ed, cc, eg, ic, ad, ug, dd, ag</b> Introducing joins to s: <b>as, es, is, os, ws, ns, ds, ls, ts, ks</b> Practising joining <b>ed</b> and <b>ing</b> Assessment	
<b>Key Class Readers</b>	Rumble in the Jungle The Lion inside We all went on Safari First come the Zebra Lila and the Secret of the rain Non-fiction Africa, Amazing Africa Country by Country	Tidy The runaway pea When Jelly had a wobble The bad seed Christmas stories – a story a day for the month of December including: One snowy night, Cat in the manger, The night before Christmas, The lighthouse keepsers Christmas, Sam's snowflake, The Little Reindeer.	Shifty McGifty and Slippery Sam series.	The baker's boy and the great fire of London. The Great Fire a city in flames. The Great fire of London. Poems about fire. Katie is in London Vlad and the Great Fire of London	Toto the Ninja Cat series	Toto the Ninja Cat series Roald Dahl stories – The Magic Finger, The Twits.

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KS2 Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Land of the Pharaohs		Rivers		Stone Age		Settlements		Our Cornwall		Cousin Jack	
Genre	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
<b>Genre</b>	Instructional	Dilemma Narrative	Explanation	Fantasy Narrative	Report	Own version Narrative	Formal Letter Writing	Suspense Narrative	Persuasion	Mystery Narrative	Recount	Own version Narrative
<b>Text</b>	How to mummify a pharaoh (history link – Ancient Egypt)	The Heart and the Bottle by Oliver Jeffers	Flooding of Boscastle (geog link – river valleys/river Nile)	The BFG by Roald Dahl	Life in The Stone Age (history link – Stone Age)	The Last Garden by Rachel Ip	Describing Settlements (geog link – Map work)	Black Dog by Levi Pinfold	Visit Cornwall (geog link - Cornwall)	Flotsam by David Wiesner	Diary of a Tin Miner (history link – Mining)	The Day I swapped my Dad for two Goldfish by Neil Gaiman
<b>Dazzling event</b>	Box of objects	Set up classroom as the scene from, ‘...until the day she found an empty chair’.	Film of the flooding Newspaper reports	- Children arrive to find a giant handprint (with particularly long fingers if possible...) on the window	Art work in Wild Tribe area	A box of seed packets arrives in class labelled, “From Zara. Peace starts with a seed.”	Follow compass directions to treasure	Cards of fear and ask them to rank them in order of ‘scariness’.	Film of Cornwall	Collection of objects that could have been washed up on the shore.	Photos of the tin mines in Cornwall	Show an image of two goldfish in a bowl. Play Fair swap game.
<b>Writing outcome for a purpose</b>	Display in corridor	Own version ‘dilemma’ narrative	Read reports to year 5	Own version narrative (fantasy)	Send home to parents	Own version extended narrative	Display in corridor	Own version ‘suspense’ narrative	Brochures on school notice board	Sequel (mystery narrative)	Display in corridor	Own version narratives
<b>Sentence Focus</b>	Double ly		Fronted adverbials		Action, conjunction, more action		Onomatopoeia		Similes		Fronted Adverbials/ Revision	
<b>Grammar</b>	Ready to Write Proof reading Determiners Conjunctions				Recap proof reading and word classes Adverbs Prepositions Speech Tenses				Recap proof reading and word classes Nouns Paragraphs Word families Prefixes Consolidate			
<b>Spellings</b>	<ul style="list-style-type: none"> <li>- Words with short /i/sound spelt with ‘y’</li> <li>- Words with the long /ei/ sound spelt with ‘ei’</li> <li>- Words with the long /ei/ sound spelt with ‘ey’</li> <li>- Words with the long /ei/ sound spelt with ‘ai’</li> <li>- Words with /ur / sound spelt with ‘ear’</li> <li>- Homophones and near homophones</li> </ul>		<ul style="list-style-type: none"> <li>- Creating adverbs using the suffix -ly (no change to root word)</li> <li>- Creating adverbs using the suffix -ly (root word ends in ‘-y’ with more than one syllable)</li> <li>- Creating adverbs using the suffix -ly (root word ends in ‘-le’)</li> <li>- Creating adverbs using the suffix -ly (root word ends in (-ic) or (al)</li> <li>-Creating adverbs using the suffix – ly (exception to the rules)</li> </ul>		<ul style="list-style-type: none"> <li>- Homophones and near homophones</li> <li>- Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</li> <li>- Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final syllable consonant)</li> <li>- Creating negative meanings using prefix mis-</li> <li>- Creating negative meanings</li> </ul>		<ul style="list-style-type: none"> <li>- Homophones and near homophones</li> <li>- Homophones and near homophones</li> <li>- Adding the prefix bi- (meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again’ or ‘back’)</li> <li>- Words ending in the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’</li> <li>- Words with a /sh/ sound spelt with ‘ch’</li> <li>- Statutory spellings challenge words</li> </ul>		<ul style="list-style-type: none"> <li>- Words ending in -ary</li> <li>- Words with a short /u/ sound spelt with ‘o’</li> <li>- Words with a short /u/ sound spelt with ‘ou’</li> <li>- Word families based on common words, showing how words are related in form and meaning</li> <li>- Word families based on common words, showing how words are related in form and meaning</li> <li>- Word families based on common words, showing how words are related in form and</li> </ul>		<ul style="list-style-type: none"> <li>- Words ending in the suffix -al</li> <li>- Words ending with an /zhuh/ sound spelt with ‘sure’</li> <li>- Words ending with a /chuh/ sound spelt with ‘ture’</li> <li>- Words ending with a /chuh/ sound spelt as ‘ture’</li> <li>- Silent letters revision</li> <li>- Silent letters revision</li> </ul>	

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		- Statutory spelling challenge words	using prefix dis- - Words with a /k/ sound spelt with 'ch'		meaning	
<b>Handwriting</b>	Practising joining through a word in stages: no ascenders or descenders Practising joining through a word in stages: parallel ascenders Introducing joining s to ascender: <b>sh, sl, st, sk</b> Introducing joining s, no ascender: <b>sw, si, se, sm, sn, sp, su</b> Introducing joining s to an anticlockwise letter: <b>sa, sc, sd, sg, so, sq</b> Introducing joining r to an ascender: <b>rb, rh, rk, rl, rt</b> Introducing joining r, no ascender: <b>ri, ru, m, rp</b> Introducing joining r to an anticlockwise letter: <b>ra, rd, rg, ro</b> Introducing joining r to e: <b>are, ere, ure, ore, ire</b> Introducing break letters: <b>g, j, y, f, b, p, x, z</b>		Introducing joining f to: <b>if, ef, af, of</b> Introducing joining f to an ascender: <b>fl, ft,</b> Introducing joining f, no ascender: <b>fe, fi, fu, fr, fy</b> Introducing joining f to an anticlockwise letter: <b>fo, fa</b> Introducing <b>ff</b> Introducing <b>rr</b> Introducing <b>ss</b> Introducing <b>qu</b> Revising parallel ascenders and descenders End of term check		Revising joins: letter spacing Revising joins: spacing between words Revising joins: consistency of size Revising joins: fluency Revising joins: parallel ascenders Revising joins: parallel ascenders and descenders Revising horizontal join from r to an anticlockwise letter: <b>rs</b> Revising break letters Assessment Revising capital letters	
<b>Key Class Readers</b>	Esio Trot by Rod Dahl	The Storm Dog – Holly Webb Diary of a Christmas Elf by Ben Miller	Eagle Warrior by Gill Lewis	Green Smoke - Rosemary Manning My Name is Not Refugee - Kate Milner	The Mousehole Cat - Antonia Barber	Featherlight by Peter Bunzl.
<b>VIPERS texts for WCR</b>	<i>Holes</i>	<i>The Explorer- Katherine Rundell</i>	<i>Cosmic by Frank Cottrel-Boyce</i>	<i>When the sky falls</i>	<i>Cinderella of the Nile</i>	<i>Varjak Paw- S.F Said</i>

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KS2 Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Plymouth		Disaster		Roman Invasion		Rainforest		Anglo Saxons		European Neighbours	
Genre	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
<b>Text</b>	<b>Recount</b>  Biography of Francis Drake/Diary of the Blitz  (History link – Francis Drake & Plymouth)	Legends  The Mermaid of Zennor by Charles Causley	<b>Explanation</b>  Explanation of natural disasters  (Geog link- Natural disasters)	Mystery Narrative  The Iron Man by Ted Hughes	<b>Argument/Debate</b>  Did the Romans have a lasting impact on Britain?  (History link - Romans)	Fantasy  Winter's Child by Angela McAllister	<b>Explanation</b>  Stages of the water cycle  (Geog link – water cycle)	Alternative perspective  Odd and the Frost Giants by Neil Gaiman & Chris Riddell	<b>Informal letter</b>  Write a letter from the point of an Anglo-Saxon  (History link – Anglo Saxons)	Narrative sequels  The ever changing Earth by Grahame Baker-Smith	<b>Persuasion</b>  Travel brochure of a European city  (Geog link – Central Europe))	Nonsense poems  The Jabberwocky by Lewis Carroll
<b>Dazzling event</b>	Visit to The Box - Museum	A 'strange' visitor	Erupt home-made volcano	A robotic arm	Roman Day	Wishes and Consequences	Visit to Eden	Mind map	Film	Ammonite or fossil	European day	Word play
<b>Writing outcome for a purpose</b>	Share in Tavistock	Own version legends	Share to parents	Mystery narrative	Debate	Fantasy Story sequence	Send to Eden	Retelling from an alternative perspective	Informal Letter	Narrative sequel as a class book	Travel agent share with another class	Nonsense poem
<b>Sentence Focus</b>	Verb, person		Personification & location		Emotion,		The question is . . .		If, if, if then		With an action, more action	
<b>Grammar</b>	Ready to Write Proof reading Expanded noun phrase Pronouns Consolidation				Recap proof reading and word class Fronted adverbials Speech Apostrophes Suffixes				Recap proof reading and word class Recap conjunction Recap speech Recao expanded nouns phrases Recap apostrophes Consolidation			
<b>Spellings</b>	- Words with /aw/ spelt with 'augh' and 'au' - Adding the prefix in- (meaning 'not' or 'into') - Adding the prefix im- (before a root word starting with 'm' or 'p') - Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') - Homophones and near homophones - Words with 'ough' to make a long /o/, /oo/ or /or/ sound		- Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') - Words with a /shuhn/sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') - Words with a /shuhn/sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') - Words with a /shuhn/sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) - Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs') - Statutory spellings challenge words		- Nouns ending in the suffix -ation - Nouns ending in the suffix -ation - Adverbials of frequency and possibility - Adverbials of manner - Adding the prefix sub (meaning 'under') and adding the prefix super- (meaning 'above') - Statutory spellings challenge words		- Words with the /s/ sound spelt with 'sc' - Words with a 'soft c' spelt with 'ce' - Words with a 'soft c' spelt with 'ci' - Word families based on common words, showing how words are related in form and meaning - Word families based on common words, showing how words are related in form and meaning - Plural possessive apostrophes with plural words		- Adding the prefix inter- (meaning 'between' or 'among') - Adding the prefix anti- (meaning 'against') - Adding the prefix auto- (meaning 'self' or 'own') - Adding the prefix ex- (meaning 'out') - Adding the prefix non- (meaning 'not') - Words ending in -ar/-er		- Adding the suffix -ous (No change to root word) - Adding the suffix -ous (No definitive root word) - Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') - Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') - Homophones and near homophones Homophones and near homophones	
<b>Handwriting</b>	Introducing diagonal join from p and b to ascender: <b>ph, pl, bl</b> Introducing diagonal join from p and b, no ascender: <b>bu, bi, be, pu, pi, pe</b> Introducing diagonal join from p and b to an anticlockwise letter: <b>pa, po, ps, ba, bo, bs,</b>				Revising parallel ascenders Revising parallel ascenders and break letters Relative size of letters Proportion of letters				Consistency of size Proportion Spacing between letters and words Size, proportion, and spacing Fluency: writing longer words			



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	Revising parallel ascenders and descenders: <b>bb, pp</b> Break letters: <b>x, z</b> Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency End of term check		Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency		Speed and fluency Revising break letters Print alphabet: presentation Assessment Capital letters: presentation	
<b>Key Class Readers</b>	Dead Mans Cove by Lauren St John	The Last Bear By Hannah Gold	The Land of Roar by Jenny McLachlan	A midsummer night's dream by William Shakespeare.	The Elephant in the room by Holly Goldberg Sloan	Henry and the Guardians of the Lost by Jenny Nimmo
<b>VIPERS texts for WCR</b>	Viking Boy by Tony Bradman	The Land of Roar	The Lion, the witch and the wardrobe	Cogheart	Boy at the back of the class by Onjali Q. Raúf	Firework Makers Daughter – Philip Pullman

## Trewidland English Curriculum

KS2 Year C	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	North America		Ancient Greece		Cruising the Mediterranean		Earth and Space		Vikings		Backpackers	
Genre	Fiction	<b>Non-Fiction</b>	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction
Text	Setting Description	<b>Biography</b>	<b>Instructions</b>	Mystical narratives	<b>Report</b>	Sequels	<b>Argument/ Debate</b>	Alternative prequels	<b>Recount</b>	Analytical essay	<b>Persuasion</b>	Expanded explanations
	Concrete Jungle – Life in a Canadian city.	<b>The man who walked between the towers</b> By Mordical Gerstein	<b>How to become an Olympian</b>	Percy Jackson and the lightening thief by Rick Riordan	<b>Magazine article about Mediterranean countries</b>  (geog link – Mediterranean maps)	The Island by Armin Greder	<b>Was the space race a success?</b>  (history link – space)	The Lost Happy Endings by Carol Ann Duffy	<b>Newspaper report about Viking invasion</b>	Alte Zachen – Old Things by Ziggy Hanaor	<b>Come to live in Scandinavia</b>  (Geog link)	Curiosity by Markus Motum
<b>Dazzling event</b>	Film of North America	<b>Discover an old backpack containing clues to the book and a diary entry.</b>	<b>Mini Olympics</b>	Children arrive in class to discover a sword to which a scroll is tied	<b>Videos of adverts about holidays in the Mediterranean</b>	From hostility to hospitality	<b>Video of first manned rocket to reach the moon</b>	A sack full of unhappy endings	<b>Viking day</b>	Arrive to :- walking stick, shopping bag, the circular image of tattooed arms in classroom	<b>Video of Scandinavia</b>	Ask them to lie on the floor with their eyes closed and play them some 'space' music
<b>Main Writing outcome for a purpose</b>	Setting description	<b>Biography Descriptions</b>	<b>Display in corridor</b>	Own version mythical narrative	<b>Send magazines home</b>	Narrative sequel from a different character's perspective	<b>Class debate in front of year 6</b>	Alternative perspective prequels	<b>Send to Cornish Times</b>	Analytical essay on what we can learn from other generations	<b>Brochure to be put on school noticeboard</b>	Expanded explanation for a new rover
<b>Sentence Focus</b>	Imagine 3		Irony		Question 3		Emotion-action		Two Pairs		O: (i)	
<b>Grammar</b>	Ready to write Proof reading Relative clauses Modal verbs Adverbs				Recap proof reading and word classes Parenthesis Expanded noun phrases Tenses Commas				Recap proof reading and word classes Cohesion Prefixes Suffixes Recap speech Recap adverbials Recap relative clauses Recap parenthesis			
<b>Spellings</b>	-Words with endings that sound like /shuhs/ spelt with -cious  - Words with endings that sound like /shuhs/ spelt with -tious or -ious  - Words with the short vowel sound /i/ spelt with y  - Words with the long vowel sound /i/ spelt with y		- Words with 'silent' letters - Words with 'silent' letters - Modal verbs - Words ending in 'ment' - Adverbs of possibility and frequency - Statutory Spelling Challenge Words		- Creating nouns using -ity suffix - Creating nouns using -ness suffix - Creating nouns using -ship suffix - Homophones & Near Homophones - Homophones & Near Homophones - Homophones & Near Homophones		- Words with an /or/ sound spelt 'or' - Words with /or/ sound spelt 'au' - Convert nouns or adjectives into verbs using the suffix -ate - Convert nouns or adjectives into verbs using the suffix -ise - Convert nouns or adjectives into verbs using the suffix -ify - Convert nouns or adjectives into verbs using the suffix -en		- Words containing the letter string 'ough' - Words containing the letter string 'ough' - Adverbials of time - Adverbials of place - Words with an /ear/ sound spelt 'ere' - Statutory Spelling Challenge Words		- Unstressed vowels in polysyllabic words - Adding verb prefixes de- and re- - Adding verb prefix over- - Convert nouns or verbs into adjectives using suffix -ful - Convert nouns or verbs into adjectives using suffix -ive - Convert nouns or verbs into adjectives using suffix -al	

## Trewidland English Curriculum

	- Homophones & near homophones - Homophones & near homophones					
<b>Handwriting</b>	<p>Introducing sloped writing in letter families</p> <p>Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st</p> <p>Practising sloped writing: diagonal join no ascender: ai, ay, kn, er, ie, en</p> <p>Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho</p> <p>Practising sloped writing: diagonal join to ascender: wh, wl, oh, ol, of, ob</p> <p>Practising sloped writing: diagonal join no ascender: oi, oy, ou, op, ve</p> <p>Practising sloped writing: diagonal join to an anticlockwise letter: Oo, oa, wa, wo, va, vo</p> <p>Practising sloped writing: joining from r: ra, re, ri, ro, ru</p> <p>Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</p> <p>End of term check</p>	<p>Practising sloped writing proportion – joining from f to ascender: fl, ft,</p> <p>Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu</p> <p>Different styles for different purposes: writing a paragraph</p> <p>Practising sloped writing: speed: ff</p> <p>Practising sloped writing: speed and legibility: rr</p> <p>Practising sloped writing: size, proportion and spacing: ss</p> <p>Practising sloped writing: building speed: qu</p> <p>Different styles for different writing purposes: decorative alphabets</p> <p>Different styles for different purposes</p> <p>End of term check</p>	<p>Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl</p> <p>Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr</p> <p>Practising sloped writing: parallel downstrokes: pp, bb</p> <p>Practising sloped writing: all double letters</p> <p>Practising sloped writing for speed: tial, cial</p> <p>Practising sloped writing for fluency</p> <p>Personal style</p> <p>Handwriting for different purposes: print alphabet</p> <p>Assessment</p> <p>Capitals</p>			

## Trewidland English Curriculum

<b>VIPERS texts for WCR</b>	The Puffin Keeper	Can you see me?	Wonder by RJ Palacio	Breakfast Club Adventures Beast Beyond the Fence – Marcus Rashford	Song of the River	The Curse of the Maya
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## Trewidland English Curriculum

KS2 Year D	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Armistice and the First World War		Trewidland		Mystic Maya		Wonderful World		Healthy Body, Healthy Mind		Under review	
	Non-Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction Non-Fiction	Fiction Non-Fiction	Non-Fiction	Fiction
<b>Genre</b>	Recount	Narrative from a particular point of view	Persuasion	Fiction – setting descriptions	Report	Biography	Balanced Argument/Debate	Independent Invention write	Independent Invention write	Newspaper article Write own version	Persuasion	
<b>Text</b>	Trench diaries / Newspaper article about war (history link-WW1)	Armistice runner	Leaflet - Persuading people to visit Trewidland (geog link)	Film: A shadow of blue	Non-chronological report about Maya civilization	Charles Darwin	Deforestation of the Amazon (geog link)?	Holes	Holes	Romeo and Juliet	Sports Manager – speech	How to survive Secondary School – more info
<b>Dazzling event</b>	War memorial	Exploration of artifacts	Village walk	Film	Road to Eldorado Film & Model building	Quiz night on Darwin				Romeo and Juliet death scene lesson	Question of Sport Quiz	
<b>Writing outcome for a purpose</b>	Bodmin war museum	Corridor display boards	Liskeard Museum	Year 5 to be read to	Display on Mayans	Parent link to science showcase (Class museum)		Fiction writing of own prequal chapter.		Class display board	Record speeches to send to Argyle	
<b>Grammar Umbrella and pupil conferencing focus</b>	Punctuation		Conjunctions		Vocabulary				Tense		Proof Reading	
<b>Grammar</b>	Dashes Hyphens Ellipses	Semicolons Colons & bullet points	Conjunctions to create cohesive Modal verbs Relative clauses Auxiliary verbs	Compound sentences Complex sentences Combining compound and complex sentences	Formal & informal speech Inverted commas	Relative and possessive pronouns Abstract nouns Collective nouns	Similes Metaphors Personification	Repetition for effect Alliteration	Tense Fronted adverbials	Passi and active Determiners and generalisers	Revision of all grammar	Revision of all grammar
<b>Spellings</b> The Spelling Book	Week 1 Investigation & Go Grapheme Grafters Week 2 Daily fast track Week 3 Investigation & Go Grapheme Grafters		Week 7 Investigation & Go Grapheme Grafters Week 8 Daily fast track Week 9 Investigation & Go Grapheme Grafters		Week 13 Investigation & Go Grapheme Grafters Week 14 Daily fast track Week 15 Investigation & Go Grapheme Grafters		Week 19 Investigation & Go Grapheme Grafters Week 20 Daily fast track Week 21 Investigation & Go Grapheme Grafters		Week 25 Investigation & Go Grapheme Grafters Week 26 Daily fast track Week 27 Investigation & Go Grapheme Grafters		Week 31 Investigation & Go Grapheme Grafters Week 32 Daily fast track Week 33 Investigation & Go Grapheme Grafters	

## Trewidland English Curriculum

	<p>Week 4 Daily fast track</p> <p>Week 5 Investigation &amp; Go</p> <p>Week 6 Daily fast track</p>	<p>Week 10 Daily fast track</p> <p>Week 11 Investigation &amp; Go</p> <p>Grapheme Grafters</p> <p>Week 12 Daily Fast track</p>	<p>Week 16 Daily fast track</p> <p>Week 17 Investigation &amp; Go</p> <p>Grapheme Grafters</p> <p>Week 18 Daily fast track</p>	<p>Week 22 Daily fast track</p> <p>Week 23 Investigation &amp; Go</p> <p>Grapheme Grafters</p> <p>Week 24 Daily Fast track</p>	<p>Week 28 Daily fast track</p> <p>Week 29 Investigation &amp; Go</p> <p>Grapheme Grafters</p> <p>Week 30 Daily Fast track</p>	<p>Week 34 Daily fast track</p> <p>Week 35 Investigation &amp; Go</p> <p>Grapheme Grafters</p> <p>Week 36 Daily fast track</p>
<b>Handwriting</b>	<p>Style for speed: crossbar join from t: th, ti, tr, ta, tt</p> <p>Style for speed: looping from g: gl,gi,gr, ga, gg</p> <p>Style for speed: looping from j and y: je, jo, ye, yr, yo</p> <p>Style for speed: looping from f</p> <p>Style for speed: different joins to s</p> <p>Style for speed: looping from b</p> <p>Style for speed: joining from v,w,x and z</p> <p>Handwriting for different purposes: abbreviations</p> <p>Spacing between words</p>		<p>Improving handwriting: the importance of consistent sizing</p> <p>Improving handwriting: the importance of proportion</p> <p>Improving handwriting: the importance of spacing</p> <p>Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders</p> <p>Improving handwriting: the importance of closed and open letters</p> <p>Improving handwriting: pen breaks in longer words</p> <p>Handwriting for different purposes: annotations</p> <p>Handwriting for different purposes</p> <p>Choice of handwriting tools</p> <p>End of term check</p>		<p>Handwriting for different purposes: fast joined and print letters</p> <p>Handwriting for different purposes: note making</p> <p>Handwriting for different purposes: neat writing</p> <p>Handwriting for different purposes: print letters for personal details</p> <p>Different styles of writing</p> <p>Handwriting for different purposes: presentation</p> <p>Handwriting for different purposes: decorated capitals</p> <p>Handwriting for different purposes: layout</p> <p>Assessment</p> <p>Handwriting for different purposes: handwriting patterns</p>	
<b>Sentence focus</b>	<p>Double description</p> <p>Some others?</p>		<p>The more, the more</p>		<p>Consolidate and embed sentences</p>	

## Trewidland English Curriculum

<b>VIPERS texts for WCR</b>	Stone Age Boy	<b><i>Anglo-Saxon Boy- Tony Bradman</i></b>	Armistice Runner	Who let the Gods out by Maz Evans	<b><i>Empire's End: A Roman Story</i></b> by Leila Rasheed	<i>Flat Stanley the Great Egyptian Grave Robbery</i> by Jeff Brown
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