

Forest Academy **Year 1** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught:</p> <p>words containing each of the 40+ phonemes</p> <p>already taught common exception words</p> <p>the days of the week</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>use a capital letter for names of people, places, the days of the week,</p> <p>and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in <u>English Appendix 2</u></p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>name the letters of the alphabet</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses</p> <p>using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>use the grammatical terminology in <u>English Appendix 2</u> in discussing their writing</p>
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					<p>apply simple spelling rules and guidance, as listed in <u>English Appendix 1.</u></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	
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Forest Academy **Year 2** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught to spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>learning how to use both familiar and new punctuation correctly (see <u>English Appendix 2</u>), including full stops, capital letters, exclamation marks, question marks and commas for lists</p>	<p><u>Spelling</u> Pupils should be taught to spell by:</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Spelling</u> Pupils should be taught to spell by:</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to learn how to use:</p> <p>the grammar for year 2 in <u>English Appendix 2</u></p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in <u>English Appendix 2</u> in discussing their writing</p>
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	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far				write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
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Forest Academy **Year 3** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>)</p> <p>spell further homophones</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to: develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>spell words that are often misspelt (<u>English Appendix 1</u>)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to: develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in <u>English Appendix 2</u></p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p>
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						use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
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Forest Academy **Year 4** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p>
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						use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
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Forest Academy **Year 5** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u></p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately in discussing their writing and reading</p>
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		<p>relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in <u>English Appendix 2</u></p>		<p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>		
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Forest Academy **Year 6** Long-term Curriculum Map 2017-18

SPaG	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u></p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p><u>Spelling</u> Pupils should be taught to:</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p>	<p><u>Vocabulary, Punctuation and Grammar</u> Pupils should be taught to:</p> <p>use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately in discussing their writing and reading</p>
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		<p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in <u>English Appendix 2</u></p>		<p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>		
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