



## English Assessment Schedule

### Term One

CEW spelling assessment from previous years and gap analysis

Establish Book Bands

Benchmarking of on entry standards.

Identify prior attainment groups and establish progress trajectory

**(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)**

### Term Two

**CEW reading**

**Phonics Test**

Check Book Bands

CEW spelling assessment (current year)

Spelling age/Reading age

Identify prior attainment groups and establish progress trajectory.

NFER assessment for reading

NFER assessment for GPS

TA (using school statements) for writing

### Term Three

Y2/Y6 3 x writing samples assessed against AF

Check Book Bands

**(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)**

### Term Four

**CEW reading**

**Phonics Test**

Y2/Y6 3 x writing samples assessed against AF

CEW spelling assessment (current year)

Spelling age/Reading age

establish progress trajectory.

TA (using school statements) for writing

### Term Five

Y2/Y6 3 x writing samples assessed against AF

Check Book Bands

**(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)**

### Term Six

**CEW reading**

**Statutory Phonics Test/ Y2 Y6 SATS**

Check Book Bands

CEW spelling assessment (current year)

Spelling age/Reading age

NFER assessment for reading

NFER assessment for GPS

TA (using school statements) for writing



## 2021-2022 English Progression Maps

	Y1	Y2	Y3	Y4	Y5	Y6
Entertain	Retell Description (setting/ character) Narratives <u>Acrostic poem</u> <u>Structured poem</u>	Character description Diary Narrative Setting Description <u>Rhyming poem</u> <u>Shape poem</u> <u>Simile poem</u>	Linear Narrative Short Story Adventure Narrative Character Description Setting Description Myths & Legends <u>Haiku</u> <u>Free Verse</u> <u>Kenning</u>	Mystery Narrative Character Description Cliffhangers Diary <u>Simile</u> <u>Free verse poetry</u> <u>Narrative poetry</u>	Quest Narrative Biography Autobiography Non-linear narrative Character Description <u>Cinquain</u> <u>Sonnet</u> <u>Narrative poetry</u>	Short Story Character Description Viewpoint narrative <u>Limerick</u> <u>Calligram</u> <u>Sonnet</u>
Inform	Instruct Travel Guide Report Letter Recount	Recount Explanation Diary Letter Non-Chronological report Instructions Leaflet	Non-Chronological re- port Letter Tabloid News Report Explanation Historical Recount	Biography Newspaper (broadsheet) Non-Chronological report	Explanation Essay Biography Autobiography Instructions	Recount Essay Non-Chronological Re- port Journalistic Writing
Persuade			Persuasive poster	Persuasive leaflet Travel Brochure	Speech	Campaign
Discuss					Letter Advertisement	Balanced Argument News Report Advert

**In addition to the above opportunities, pupils will be provided regular opportunity to write freely in their own personal writing jotter. Jotters will provide learners opportunity to reflect on learning from previous PoS to help consolidate learning and reinforce retrieval.**

# Malvern Primary School– English curriculum Mapping/ Term One



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Into The Woods	Marvellous Mixtures	Ages Ago!	Why Rome wasn't built in a day...	Walk like an Egyptian!	We'll Meet Again...
Key Text	The Gruffalo Errol's Garden	George's Marvellous Medicine	Stone Age Boy by Satoshi Kitamura	Queen of Darkness	The Phoenix Code	Blitzed by Robert Swindell
Read2Write	Major Glad Major Dizzy	Bog Baby	The Rhythm of the Rain	The Lost Happy Endings	The Lost Book of Adventure	Rose Blanche
Writing For a Purpose?	<b>To Entertain</b> Retell with emphasis on oral retelling first with opportunities to read their writing aloud.	<b>To Entertain</b> Character description of grandma <b>To inform</b> Recount (Imagine That)	<b>To Entertain</b> Linear Narrative <b>To inform</b> Non-chronological report	<b>To Entertain</b> Setting description <b>Inform</b> Biography	<b>To inform</b> Explanation Text <b>Entertain</b> Quest Narrative	<b>To inform</b> Non Chronological Report <b>Entertain</b> Setting Description
Punctuation	Finger spacing Capital Letters (formation) Capitalisation of personal pronoun	Commas in a list Exclamation/Question Marks Capital letters and full stops (revisit)	Use of bullet points to list items Capital letters for proper nouns	Inverted commas for direct speech Begin to use dashes for emphasis	Parenthesis using brackets, dashes and commas. Quotation marks	Use of semi-colons to punctuate complex lists, including when using bullet points
Grammar	Building a full idea to form a complete sentence	Exclamatory Sentence Word classes– Nouns, verbs, adjectives	Use of subordinating and coordinating conjunctions	Use of expanded noun phrases to inform Use of determiners	Use of passive voice Expanded Noun Phrases 1st/3rd person / Present/past tense	Use of adverbials including meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to and For example Use of passive voice
Spelling	Common Exception Words,	Common Exception Words, numbers, days of the week	Y3/4 Word lists using spelling policy	Y3/4 word lists	Y5/6 word lists	Y5/6 word lists assess and teach to gaps using spelling policy
What will we revisit?	Lower case letter formation	Common Exception Words Y1 revisit Capital letter formation Accurate sentence boundaries Adjectives/nouns	Common exception words Y2 revisit and target any gaps Full stops and capital letters Question marks Comma lists Exclamatory sentences	Apostrophes for possession and contraction Four sentence types	Y3/4 CEW words Commas to mark fronted adverbials <i>After lunch, we went into the museum</i> Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of commas to mark clauses including relative and subordinate clauses Use of apostrophes for plural possession Use of apostrophes for contraction and singular possession

# Malvern Primary School– English curriculum Mapping/ Term Two



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Dinosaur Roar!	Fire, Fire!	Extreme Earth	Route 66	The Sky at Night	Mayan Mysteries
Key Text	Tyrannosaurus Drip  Dinosaur Lady	Vlad and the Great Fire of London by Katie Cunningham	The Firework Maker's Daughter by Philip Pullman(LTR)  Pebble in My Pocket	Kidnap on the California Comet  The Crows Tale	Cosmic  Hidden Figures	Holes by Louis Sachar  Frida Kahlo and Her Animatios
Writing For a Purpose?	<b>To Entertain</b> Write a description of a chosen dinosaur  <b>To Inform</b> T Rex recount (real life experience)	<b>To Entertain</b> Diary  <b>To Inform</b> Letter	<b>To Entertain</b> Short Story  <b>To inform</b> Letter	<b>To Entertain</b> Mystery Narrative  <b>To inform</b> Newspaper Article (broadsheet)	<b>To Entertain</b> Character Description  <b>To inform</b> Essay	<b>To Entertain</b> Diary Entry  <b>To Inform</b> Advert
Punctuation	Identifying nouns as naming words and understanding a sentence needs a noun.	Secure use of apostrophes for contraction and singular possession.	Full use of including before and within the inverted commas.  Use of paragraphs	Use of paragraphs to organise in time sequence  Comparing different forms of past tense (progressive/simple)	Use brackets and dashes to explain technical vocabulary and mark relative clauses  Secure use of commas to mark clauses, including opening subordinating clauses	Using semi-colons to join related clauses  Using hyphens to avoid ambiguity
Grammar	Using the coordinating conjunction 'and' within an accurately punctuated sentence with finger spaces	Use a range of subordinating and coordinating conjunctions  Expanded noun phrases	.Use of expanded noun phrases to add detail and description.	Use of commas to mark fronted adverbials and subordination.  Use of prepositions to express time and cause	To use subordinating conjunctions in varied positions  Begin to use colons to link related clauses	Use subordinating conjunctions in varied positions  Use relative clauses to add further detail
Spelling	nk, ng, tch, ll, ff, ss, zz, ck,	Common exception words, dge/ge, g or j, soft/hard c, kn/gn, wr, le/el	Y3/4 Word lists using spelling policy	Year 3/4 spelling words	Y5/6 word lists using spelling policy	Y5/6 word lists assess and teach to gaps using spelling policy
What will we revisit?	Common exception words  Oral retell	<b>Identifying nouns as naming words</b>  <b>Jotter– what do you remember about Dinosaurs?</b>	<b>Apostrophes for possession and contraction</b>	<b>Inverted commas to punctuate direct speech</b>	<b>Apostrophes for possession and contraction</b>  <b>Four sentence types</b>  <b>Commas to mark subordination</b>  <i>When he was a boy, Dahl did not like reading</i>	<b>Use of commas to mark fronted adverbials and subordination.</b>  <b>Use brackets and dashes to explain technical vocabulary and mark relative clauses</b>

# Malvern Primary School– English curriculum Mapping/ Term Three



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Research Project</b>	Chasing Space	Splendid Structures	There are places I'll remember...	Journey through the human body	Terrible Tudors?	Call of the Wild
<b>Key Text</b>	Little People Big Dreams: Neil Armstrong  Look Up!	Iggy Peck Architect  Little People Big Dreams: Zaha Hadid	Henry's Freedom Box	The Dentist of Darkness	<u>Diver's Daughter: A Tudor Story</u>	The Last Bear  The Journey Home
<b>Writing For a Purpose?</b>	<b>To Entertain</b> Narrative  <b>To inform</b> Travel guide about Earth	<b>To Entertain</b> Narrative– Change a song into a narrative  <b>To inform</b> Non-chronological report about castles	<b>To Entertain</b> Adventure Narrative  <b>To Persuade</b> Persuasive poster	<b>To Entertain</b> Character Description  <b>To Persuade</b> Persuasive leaflet	<b>To inform</b> Biography  <b>To Persuade</b> Speech	<b>To Entertain</b> Narrative  <b>To Persuade</b> Campaign
<b>Poetry</b>	Acrostic	Shape Poetry	Free verse	Riddle	Sonnet	Calligram
<b>Punctuation</b>	Identifying verbs as action words and understanding a sentence needs a verb.	Apostrophes for plural possession	Ensure accurate use of capitalisation for proper nouns.  Use of nouns and pronouns for clarity and cohesion	Use of !? For rhetorical/exclamatory sentence.  Use of commas to mark relative clauses  Use commas to mark fronted adverbials and subordinate clauses.	Use of ?, ! For exclamatory/rhetorical sentences  Use of colons and semi-colons to list features, attractions or arguments  Use of brackets and dashes for parenthesis	Use of brackets and dashes for parenthesis  Use colons and semi-colons to mark clauses
<b>Grammar</b>	.Using the subordinating conjunction 'because' within an accurately punctuated sentence with finger spaces	Use of progressive verb forms Adverbials for how  Use of coordinating and subordinating conjunctions in the middle of a sentence	Use of the imperative to convey urgency  Use of noun phrases to add detail and description  Use of 2nd person	Use of rhetorical questions to engage  Use of imperative verbs to convey urgency  Use a wider range of subordinating conjunctions  Use of relative clauses to provide additional enticement	Use of imperative and modal verbs to convey urgency  Use adverbials to convey sense of certainty  Use of short sentences for emphasis	Use of subjunctive form for formal structure.  Use of varying sentence structure including short and complex sentence structures to build pace.
<b>Spelling</b>	2x syllables, 'v' at the end of a word, s/se, est, ing, ed, er, s	Al/il, ending in y, y to l before es, er/est, ing, a before l/ll, o sounds like u	Ey/eigh, sc, gue, ch sounds like sh, ch sounds like c,	Homophones and near homophones,	Cious, tious, tial, cial, ant, ance, ation	Homophones and near homophones, HFW 4C
<b>What will we revisit?</b>	Common Exception Words Coordinating conjunctions Mondrian Jotter	Identifying verbs Subordination using because Y2 Common Exception words	Confident use of ! For exclamatory sentences Y2 CEW spelling	Use of the imperative to convey urgency  Use of noun phrases to add detail and description	Use of rhetorical questions to engage the reader  Use of relative clauses to provide additional enticement  Use of the imperative to convey urgency	Use of the imperative to convey urgency Confident use of ! For exclamatory sentences Use of short sentences for emphasis

# Malvern Primary School– English curriculum Mapping/ Term Four



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Carnival!	Ship Mate, Navigate!	Iron Man	Invasion	When I grow up...	Creative Curations
Key Text	Jabuti the Tortoise  My World Your World	The Owl and the Pussycat  Along Came A Different	Iron Man  The Tin Forest	Monster Slayer by Brian Patten	Frozen In Time  King of the Sky	Framed  Dancing Through Fields of Colour
Writing For a Purpose?	<b>To Entertain</b> Setting Description (Rainforest) <b>To Inform</b> Report about Rio	<b>To Entertain</b> Retell Narrative <b>To inform</b> Letter from alternative perspective	<b>To Entertain</b> Character Description <b>To inform</b> Newspaper Article (tabloid)	<b>To Entertain</b> Narrative with cliff-hanger <b>To inform</b> Non-Chronological report	<b>To Entertain</b> Autobiography <b>To Inform</b> — Instructions	<b>To Entertain</b> - Narrative <b>To Discuss</b> —News Report
Punctuation	Begin to form accurate sentences orally that constitute a full idea.	Inverted commas to mark direct speech introduction  Comma lists	Consolidate four main punctuation marks . , ! !  Inverted commas for direct speech  Use of paragraphs	Correct dialogue punctuation including accurate use of new line, new speaker.  Use of commas to mark relative clauses, adverbial phrases and subordinate clauses  Use of commas after fronted adverbials and subordination	Use brackets for incidentals  Use of dashes to emphasise additional information	Use of colons to add further detail in a new clause  Use of semi-colons to join related clauses
Grammar	Understand the difference between past and present tense. Order events in time order.	Subordination and coordination.  Adverbials to sequence time	Use of pronouns and nouns to add detail and cohesions  Use of relative clauses to add further detail  Use of perfect present tense	Use of subordinate clauses to add detail or context.  Use of fronted adverbials to show how/when and event occurs.	Use subordinate clauses to add detail or context, including in varied positions.  Use relative clauses to add detail or context	Use of a range of adverbials and conjunctions  Use the perfect form of verbs to mark relationships of time and cause
Spelling	ai/ay, oy/oi, a_e, i_e, u_e, o_e, u_e, ar, ee, ea, ir, ur	ey, a sounds like o, or sounds like ir, s sounds like zsh, ment, less/ ness	Ssion/sion, tion/cian, less/ness, ous, sure/ture,	Il-, Im-, Ir—, HFW 3c/3d,	Ent, ence, ency, able, ible, hypeenated words	HFW 4c, 4D
What will we revisit?	Coordination and subordination using and because  Upper/lower case letter formation diagnostic	Y2 common exception words  Accurate letter formation in print/cursive  Jotter– Setting description of the Rainforest	Comma lists  Subordination and coordination	Revisit use of apostrophes for possession (plural/singular) and contraction.  Ssion/tion spelling rule  Use of nouns/pronouns for cohesion	Use of relative clauses to add further detail  Correct dialogue punctuation including accurate use of new line, new speaker.  Use of commas to mark relative clauses, adverbial phrases and subordinate clauses	Use subordinate clauses to add detail or context, including in varied positions.  Use relative clauses to add detail or context

# Malvern Primary School– English curriculum Mapping/ Term Five



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Memory Makers	Critique Crawlies	Circle of Life	Where My Wellies Take Me	Cool Chemistry	This is Me
Key Text	Old Bear  The Truth About Old People	The Boy Who Lost His Bumble	Wangari's Tree of Peace: A True Story from Africa	Leaf	The Lion, the Witch and the Wardrobe	Wonder  My Shadow is Purple
Read2Write	The Secret of Black Rock	Night Gardner	Jemmy Button	The Whale	The Promise	Origin of Species
Writing For a Purpose?	Entertain Precious things narrative  Inform Letter to Ducks	Entertain Setting description  Inform Instructions to build a wormery	Entertain Setting description  Inform Explanation	To Entertain Narrative  To inform Report	To Entertain Nonlinear Narrative  Setting Description	To Discuss Balanced Argument  To Inform Essay
Punctuation	Record sentences accurately in written form with finger spaces. Begin to demarcate sentence boundaries.  Question marks.	Apostrophes for contraction and possession  Four sentence types revisit	Compare different forms of past tense including progressive and simple	Use of paragraphs to group related ideas  Use of subheadings  Bullet points	Use of semi colons to mark relative clauses.	Use commas, brackets and dashes for parenthesis, including for emphasis.  Use of commas to mark relative clauses  Colons and semi colons to punctuate a complex list
Grammar	Begin to understand nouns and identify within a sentence.	Conjunctions (subordinating and coordinating)  Noun phrases  Tenses including past, present and progressive	Word class consolidation including noun, verb, adjective, adverb, determiner.  Introduce prepositions.	Word class consolidation including noun, verb, adjective, adverb, determiner, prepositions	Use of passive voice  Use colons to introduce lists or sections	Expanded noun phrases to describe in detail  Use of adverbials to provide cohesion across a full text  Use modal verbs to convey degrees of probability  Use relative clauses to provide supporting detail  Use passive voice to maintain an impersonal tone
Spelling	Oo, oa/oe, Days of week, Mr, Mrs, Miss, ow/ou, or, ew.ue, ie/igh	Ful, contractions, tion, common homophones	Ally/ ly, ation, super, anti, auto, inter, sub,	Re-, -que, possessive apostrophe plural, HFW 4a,	Hyphenated words, l before e except after c, ough	Months, ent, ence, ency, hypens
What will we revisit?	Letter formation  Oral retell  Y1 common exception words	Cursive letter formation  Y1 common exception words  Jotter– Instructions	Subordination and coordination	Compare different forms of past tense including progressive and simple	Four sentence types revisit  Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of modal verbs to indicate degrees of possibility  Relative clauses to provide supporting detail

# Malvern Primary School– English curriculum Mapping/ Term Six



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	All creatures great and small	Plant a little seed...	Ancient Greek Legacy...	Mountain High	Fantastic Beasts	Back to the Future
Key Text	Slinky Malinki  What the Jackdaw Saw	Jack and the Beanstalk  The Boy with Flowers in His Hair	Greek Myths for Young Children by Heather Amery (LTR)	King of the Cloud Forests  The Boy Who Grew a Forest: The True story of Jadav Payeng	Darkmouth  The Flower	The Flower Boy  A Story like the Wind
Writing For a Purpose?	Entertain Character description  Inform Big Cat Report	Entertain Narrative  Inform Information leaflet	Entertain Myths & Legends  Inform Historical Recount	Entertain Free verse/ Diary  Inform Travel Brochure	To Persuade / Discuss Advertisement  To Discuss Letter	To Discuss Argument  Speech
Poetry	Poem using structure scaffold	Simile poem	Kenning Poetry	Narrative poetry/blank verse	Narrative Poem	Sonnet
Punctuation	Demarcate simple sentences accurately using finger spaces, accurate letter formation, capitalisation and full stops.  Question marks.	Commas in a list  Four sentence types  Apostrophes for contraction and possession	Using paragraphs to order events chronologically  Using paragraphs to group related ideas  Using sub-headings and bullet points	Use of ellipsis  Using subheadings, bullet points and captions	Use commas, brackets and dashes for parenthesis, including for emphasis.  Use of commas to mark relative clauses  Colons and semi colons to punctuate a complex list	Use of colons and semi colons to punctuate complex lists  Consolidation of all punctuation taught at KS2 including , "" !?; ...
Grammar	Begin to understand adjectives and identify within a sentence/	Use of the progressive form for verbs  Past/Present tense	Use of expanded noun phrases  Use nouns and pronouns for clarity and cohesion	Use of simile and metaphor to engage	Use modal verbs to convey degrees of probability  Use relative clauses to provide supporting detail  Use adverbials to provide cohesion across a text  Use passive voice to maintain an impersonal tone	Consolidate appropriate use of cohesive devices  Use of the subjunctive form when needed
Spelling	Ore, au/au, air, ear, are/ir/ur, y, ph.wh, k before e/l/y, un, compound words	Revise any gaps in CEW and areas of weakness identified in teaching.	in, mis, dis, ou like u, y like l	HFW 4a, CEW, revisit Y3 rules	Silent letters: b,c,g,k,h,n,m,d,t,p,u,w	Gap analysis and revisit based on common misconceptions.
What will we revisit?	Diagnostic assessment of spelling rules and teach to gaps.  Nouns/Verbs	All KS1 common exception words  Cursive Handwriting	Revisit Y3/4 common exception words and provide gap analysis for Y4	Revisit Y3/4 common exception words and provide gap analysis for Y5	Use of the progressive form for verbs  Using paragraphs to group related ideas  Using sub-headings and bullet points	Use commas, brackets and dashes for parenthesis, including for emphasis.  Use of commas to mark relative clauses  Colons and semi colons to punctuate a complex list