

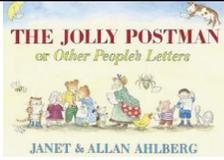
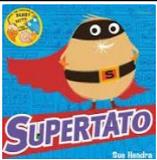
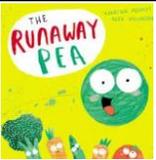
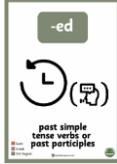
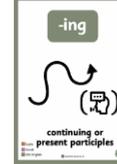
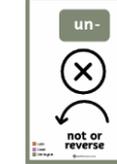
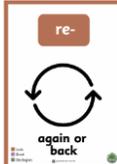
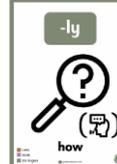


# Cusgarne English Map



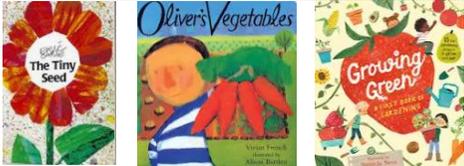
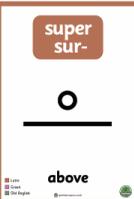
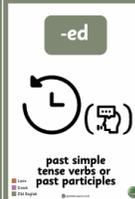
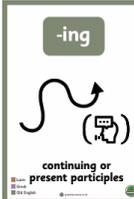
## Year 1/2

### Spring

<p><b>Core Texts</b></p> 	   	       
<p><b>Writing</b></p> 	 <p>Narrative  <b>Mighty Marrow</b>  Triumph over terror story path  Third person  Past tense  Rhetorical questions  Statements and exclamation sentences  Exciting action verbs  Expanded noun phrases  Adverbials of time  Adverbials of place  Adverbials of manner  Question marks  Exclamation marks</p>	 <p>Instructions  <b>How to be a Mighty Explorer</b>  Title statement  List of equipment or materials  Sequence, chronological steps  Diagrams or illustrations  Present tense  Commands  Detailed information  Co-ordinating conjunctions  Subordinating conjunctions  Expanded noun phrases  Direct address using 'you'  Adverbials of place  Adverbs/adverbials of time  Adverbs/adverbials of manner  Question marks  Commas for lists  Apostrophes for possession (GDS)  Apostrophes for omission</p> <p style="text-align: right;"><b>Poetry  Diamantes</b></p> <p>The poem is presented in the shape of a diamond.  The line structure is as follows:</p> <ul style="list-style-type: none"> <li>- Line 1: Beginning subject;</li> <li>- Line 2: Two adjectives about line 1;</li> <li>- Line 3: Three verbs or words ending 'ing' about line 1;</li> <li>- Line 4: A short phrase about line 1, a short phrase about line 7;</li> <li>- Line 5: Three verbs or words ending 'ing' about line 7;</li> <li>- Line 6: Two adjectives about line 7;</li> <li>- Line 7: End subject.</li> </ul> <p>Precise verbs and adjectives are used in the relevant lines indicated above.  Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>
<p><b>Spelling</b></p> 	   	    
	<p>Pupils continue to refine their letter formation, spacing and size.</p> <p>c o a g q d    i l t k j    v w u y f    r n m h p b    e s x z</p>	

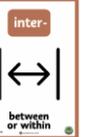
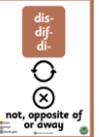
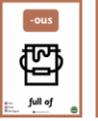
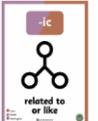
# Year 1/2

## Summer

<p><b>Core Texts</b></p> 										
<p><b>Writing</b></p> 	 <p>Instructions</p> <p><b>How to Grow a Plant</b></p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequence, chronological steps</p> <p>Diagrams or illustrations</p> <p>Present tense</p> <p>Commands</p> <p>Detailed information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Direct address using 'you'</p> <p>Adverbials of place</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Question marks</p> <p>Commas for lists</p> <p>Apostrophes for possession (GDS)</p> <p>Apostrophes for omission</p>		 <p>Poetry</p> <p><b>Seaside Poetry:</b></p> <p><b>Haikus</b></p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> <li>- Line 1: 5 syllables;</li> <li>- Line 2: 7 syllables;</li> <li>- Line 3: 5 syllables. (17 in total).</li> </ul> <p>Each line starts with a capital letter.</p>	 <p>Narrative</p> <p><b>Jack and the Beanstalk</b></p> <p>Third person</p> <p>Past tense and the suffix -ed</p> <p>Irregular verbs</p> <p>Capital letters for proper nouns</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Co-ordinating conjunctions (and to join clauses)</p> <p>Exclamation mark</p>	 <p>Recount</p> <p><b>Seaside postcard</b></p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Commas in a list</p> <p>Exclamation marks</p>					
<p><b>Spelling</b></p> 										
	<p>Pupils continue to refine their letter formation, spacing and size. By the end of Year 2, more able pupils may begin learning and applying horizontal and vertical joins, laying the groundwork for joined handwriting.</p> <p>c o a g q d i l t k j v w u y f r n m h p b e s x z</p>									

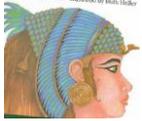
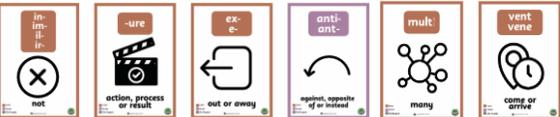
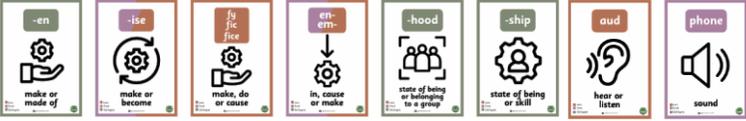
# Year 3/4

## Spring

<p><b>Core Texts</b></p> 										
<p><b>Writing</b></p> 	 <p><b>Instructions</b></p> <p><b>How to mummify your best friend</b></p> <p>Title statement List of equipment or materials Sequenced, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Statements using the pronoun 'you' Adverbs of manner Adverbs of time Commas for lists Apostrophes for possession Apostrophes for omission</p>	 <p><b>Explanation</b></p> <p><b>How the water cycle works</b></p> <p>Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Commas for fronted adverbials Apostrophes for possession</p>	 <p><b>Setting description</b></p> <p><b>The Tomb of Wonders</b></p> <p>Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases, sights, sounds and smells Adverbials for manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Apostrophes for omission</p>	 <p><b>Poetry</b></p> <p><b>Ancient Egypt</b></p> <p>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognising some different forms of poetry (for example, free verse, narrative poetry).</p>						
<p><b>Year 3 Spelling</b></p> 										
<p><b>Year 4 Spelling</b></p> 										
	<p><b>Yr 3: Introducing joins.</b> Letter formation is further embedded, and pupils begin learning to join letters. This stage focuses on building fluency and consistency in the early stages of joined writing. <b>Yr 4: Securing joins.</b> Pupils consolidate their understanding of joins, working towards confident and automatic use of joined handwriting across subjects.</p> <p>il th hi lu in mu cc ca ad as sc da oo oc ol re wa os</p>									

# Year 3/4

## Summer

<p><b>Core Texts</b></p> 												
<p><b>Writing</b></p> 	 <p>Persuasive advert <b>Visit your locality</b> Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commands Commas for lists Apostrophes for possession (GDS)</p>	 <p>Narrative <b>Land of Whale songs</b> Third person Past tense Co-ordinating conjunctions Subordinating conjunctions Adverbials of time Adverbials of place Adverbials of manner Apostrophes for possession</p>	 <p>Biography <b>The Evil Fairy</b> Heading Brief introduction Subheadings Chronological order Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Perfect tense Adverbs/adverbials of time Commas for lists Apostrophes for possession</p>	 <p>Characterising speech <b>Egyptian Cinderella</b> Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases &amp; clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Inverted commas</p>								
<p><b>Year 3 Spelling</b></p> 							<p>Buffer weeks (plug gaps from assessments)</p>					
<p><b>Year 4 Spelling</b></p> 												
	<p><b>Yr 3: Introducing joins.</b> Letter formation is further embedded, and pupils begin learning to join letters. This stage focuses on building fluency and consistency in the early stages of joined writing. <b>Yr 4: Securing joins.</b> Pupils consolidate their understanding of joins, working towards confident and automatic use of joined handwriting across subjects.</p> <p><i>il th hi lu in mu cc ca ad as sc da oo oc ol re wa os</i></p>											

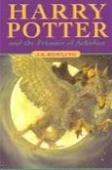
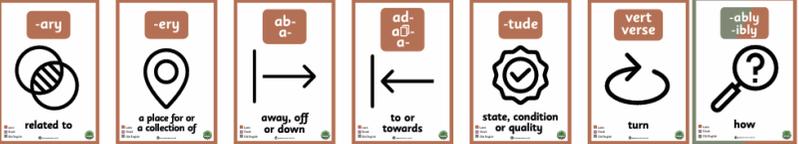
# Year 5/6

## Spring

<p><b>Core Texts</b></p> 					
<p><b>Writing</b></p> 	 <p>Consequence story  <b>Danger at the lighthouse</b>          Consequence story path          Past tense          Characterising speech (emotion, action, thought)          Colloquial language          Idioms          Contractions          Rhetorical questions          Adverbials of time          Adverbials of place          Adverbials of manner          Relative clauses          Ellipses to show pause          Semi-colons</p>	 <p>Poetry  <b>The Kraken (Alfred Lord)</b>          -Maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          -Preparing 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</p>	 <p>Instructions  <b>How to train your dragon</b>          Title statement          List of equipment or materials          Sequence, chronological steps          Diagrams or illustrations          Present tense          Imperative verbs (commands)          Detailed information          Co-ordinating conjunctions          Subordinating conjunctions          Expanded noun phrases          Commands, using the imperative          Adverbs of manner          Adverbs of time          Commas in a list          Parentheses          Apostrophes for possession          Apostrophes for omission          Commas for fronted adverbials          Colons</p>	 <p>Poetry  <b>The Jabberwocky</b>          -Maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.          -Preparing 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.</p>	
<p><b>Year 5 Spelling</b></p> 					
<p><b>Year 6 Spelling</b></p> 	 <p style="text-align: center;"><b>SATS SMASHERS</b></p>				
	<p><b>Upper Key Stage 2 – developing fluency and presentation.</b> Children practise joined handwriting with a focus on speed, fluency, and presentation. They apply these skills consistently across all written work.</p> <p><b>Upper Key Stage 2 – embedding legibility and style.</b> Pupils refine their handwriting style, ensuring legibility, fluency, and appropriate presentation. Joined handwriting becomes a natural and efficient tool for written communication.</p>				

# Year 5/6

## Summer

<p><b>Core Texts</b></p> 				
<p><b>Writing</b></p> 	 <p>Setting description  <b>Whitby Abbey</b>          Introduction          Paragraphs pan the setting          Figurative language          Short sentences for effect          Rhetorical questions          Conclusion including a cli hanger          Expanded noun phrases sights, sounds and smells          Adverbials of manner including similes          Participial phrases (-ing and -ed openers)          Relative clauses          Adverbials of place          Apostrophes for possession</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SATS (11.05.26)</b></p>	 <p>Non-chronological report  <b>Famous Outlaws</b>          Heading          Brief introduction          Subheadings          Technical vocabulary          Pictures and captions          Third person – formal          Statements giving factual information          Passive voice          Subordinating conjunctions          Relative clauses          Subjunctive form          Conjunctive adverbs          Semi-colons          Colons          Apostrophes for possession          Parentheses</p>	<p>Poetry  <b>Haikus</b>          Line 1: 5 syllables;          Line 2: 7 syllables;          Line 3: 5 syllables. (17 in total).</p>
<p><b>Year 5 Spelling</b></p> 		<p>Buffer weeks (plug gaps from assessments)</p>		
<p><b>Year 6 Spelling</b></p> 	 <p><b>SATS SMASHERS</b></p>	<p>Buffer weeks (plug gaps from assessments)</p>		
	<p><b>Upper Key Stage 2 – developing fluency and presentation.</b> Children practise joined handwriting with a focus on speed, fluency, and presentation. They apply these skills consistently across all written work.</p> <p><b>Upper Key Stage 2 – embedding legibility and style.</b> Pupils refine their handwriting style, ensuring legibility, fluency, and appropriate presentation. Joined handwriting becomes a natural and efficient tool for written communication.</p>			