

English Curriculum Map 2022 - 2023



| | Autumn 1 (7 weeks) | Autumn 2 (6 weeks 4 days) | Spring 1 (5 weeks 4 days) | Spring 2 (5 weeks 4 days) | Summer 1 (5 weeks 4 days) | Summer 2 (6 weeks 4 days) |
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| Units: | -Stories by the same author -Non-chronological report | -Stories with repetitive patterns and a structure -Traditional rhymes including innovations | -Recount -Fantasy | -Animal stories -Instructions -Poems to learn off by heart | -Explanation Text -Traditional tales with a twist | -Stories on a theme – seaside -Poems on a theme - seaside |
| Enrichment/Kickstart/visit/visitor | Mystery penguin appears in the classroom | Fire Brigade Visit | An explorer’s bag is found in the class. Children reveal different items. Who may have left it behind? | Wanted poster for Mr Toad appears in school. The police are after him. | Plant magic beans | Create seaside role play area with a boat and lighthouse |
| Class Novel: Key Texts Fiction Key Texts Non-fiction: | <u>The Owl Who Was Afraid of the Dark</u> Fiction Lost and Found Up and Down How to Catch a Star (Books by Oliver Jeffers) Non-fiction Kidzone penguin facts +other books from the library about Penguins | <u>The Snow Dragon</u> Fiction Zog Poetry Nursery rhymes London’s Burning London Bridge is Falling Down | <u>Where the Wild Things Are</u> Fiction The Man on the Moon A Day in the Life of Bob Non-fiction Neil Armstrong (Little People, Big Dreams +other books from the library about Neil Armstrong | <u>The Wind in the Willows</u> Fiction Extracts of Dick King Smith books Non-fiction How to Wash a Woolly Mammoth i-Read Finger puppets Shadow Puppets Poetry | <u>The Secret Garden</u> Fiction Jim and the Beanstalk Maximus and the Beanstalk Non-fiction Various examples of explanation texts | <u>Dolphin Boy</u> Fiction The Lighthouse Keeper’s Lunch The Storm Whale Poetry Seaside Poems Jill Bennett and Nick Sharratt Seaside Things Maureen Warner Treasures on the Beach Brenda Williams |
| Narrative Unit & Skills | *Making predictions based on what has been read so far. | *Recognise and join in with language patterns and repetition | *Listening to a range of fantasy texts at a level beyond that at | *Read accurately words of two or more syllables that contain | *Apply phonic knowledge and skills to read words until | *Listen, discuss and express views about a range of texts at a |

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| | <p>*Identify and discuss the main events in stories. *Identify and discuss the main characters in stories. *Relate texts to own experiences. *Orally retell familiar stories (small world)</p> <p>*Orally compose every sentence before writing. *Separate words with spaces *Punctuate simple sentences with capital letters and full stops. *Use familiar plots for structuring the opening, middle and end of their stories. + corresponding Y2 objectives</p> <p>Y2 *Select, generate and effectively use adjectives *Make simple notes from non-fiction texts e.g highlighting and noting key words</p> | <p>*Orally retell familiar stories (storytelling) *Identify and discuss the main events in stories. *Identify and discuss the main characters in stories. *Use patterns and repetition to support oral retelling. *Make basic inferences about what is being said and done</p> <p>*Sequence ideas and events in narrative. *Compose and sequence their own sentences to write short narratives. *Re-read every sentence to check it makes sense. *Add suffixes to verbs where no spelling change is needed (ed) *Use the joining word and to link words and clauses *Identify and use exclamation marks + corresponding Y2 objectives</p> <p>Y2*Use past tense for narrative.</p> | <p>which they can read independently. *Re telling familiar stories in a range of contexts (role play) *Identifying and discuss the main events in stories *Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>*Write simple sentences that can be read by themselves and others *Re-read every sentence to check it makes sense *Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i> *Sequence ideas/events in order *Use familiar plots for structuring the opening, middle and end of their stories *Read aloud their writing to adults and peers. + corresponding Y2 objectives</p> | <p>alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping.</i> *Check that texts make sense while reading and self-correct. *Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories. *Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. *Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> *Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> *Explain and discuss their understanding, giving opinions and supporting with reasons</p> | <p>automatic decoding has become embedded and reading is fluent. *Listen to a range of texts at a level beyond that at which they can read independently including stories. *Activate prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> *Make contributions in whole class and group discussion. *Give opinions and supporting with reasons e.g. <i>Was the Prince/Goldilocks/ Jack etc. a good or a bad character?</i> *Make personal reading choices and give reasons for choices. *Make inferences about characters and events using evidence from the text.</p> | <p>level beyond that at which they can read independently, including stories. *Read further common exception words, noting tricky parts. *Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. *Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised.</i> *Make predictions based on what has been read so far. *Explain and discuss their understanding, giving opinions and supporting with *Sequence and discuss the main events in stories. *Orally retell a wider range of stories. *Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></p> |
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| | | <p>*Orally rehearse each sentence prior to writing.</p> <p>*Develop a positive attitude to writing.</p> | | <p>*Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>*Select, generate and effectively use adverbs.</p> <p>*Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i></p> <p>*Use past tense for narratives, recounts and historical reports.</p> <p>*Plan and discuss what to write about.</p> <p>*Secure the use of exclamation marks and question marks.</p> <p>+ corresponding Y1 objectives</p> | | <p>*Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i></p> <p>*Select, generate and effectively use nouns.</p> <p>*Select, generate and effectively use noun phrases for description.</p> <p>*Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i></p> <p>*Use past tense for writing narrative.</p> <p>*Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>*Develop a positive attitude to writing.</p> <p>*Develop stamina for writing in order to write at length.</p> <p>*Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain.</i></p> <p>*Write about fictional events.</p> <p>*Edit and improve own writing in relation</p> |
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| | | | | | | to audience and purpose. *Evaluate their writing with adults and peers. + corresponding Y1 objectives |
| Non-Fiction Unit & Skills | <ul style="list-style-type: none"> *Recall specific information in texts. *Introduce and discuss key vocabulary. *Activate prior knowledge e.g. <i>what do you know about this animal?</i> *Identify and use question marks *Write in different forms with simple text type features (reports) <p>+ corresponding Y2 objectives</p> <p>Y2 Use present tense for non-chronological reports</p> | | <ul style="list-style-type: none"> *Recall specific information in texts. *Introduce and discuss key vocabulary. *Sequence and discuss the main events in recounts. *Read a range of non – fiction texts which are structured in different ways (recounts) *Activate prior knowledge and raise questions *Use subordination for time when, before and after *Use past tense for recounts *Write about real events | <ul style="list-style-type: none"> *Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. *Read a range of non-fiction texts including instructions. *Consider other points of view. *Use sentences with different forms: commands, questions *Select, generate and effectively use verbs *Use specific text type features to write for a range of audiences and purposes (instruct) <p>+ corresponding Y1 objectives</p> <p>*Compose and sequence their own sentences to write</p> | <ul style="list-style-type: none"> *Introduce and discuss words within the context of a text, linking new meanings *Identify how specific information is organised within non-fiction texts. *Use subordination for time when, before and after *Use subordination for reason using because and if *Use specific text type features to explain *Proofread to check for correct form of verbs within sentences <p>+ corresponding Y1 objectives</p> | |

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| | | | | short non-fiction texts (instructions) *Sequence ideas and events in non-fiction | | |
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| Poetry Unit & Skills (stand-alone poetry unit or integrated within above units) | | <ul style="list-style-type: none"> *Listen to a range of poems at a level beyond that at which they can read independently. *Recognise and join in with language patterns and repetition. *Enjoy and recite rhymes and poems by heart. *Use patterns and repetition to support oral retelling. *Make personal reading choices and explain reasons for choices. *Orally plan and rehearse ideas. *Write poems with simple text type features. *Write simple sentences that can be read by themselves and others. *Use capital letters for names of people, places and days of the week. | | <ul style="list-style-type: none"> *Spilt two and three syllable words into the separate syllables to support blending for reading. *Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. *Listen to a range of texts at a level beyond that at which they can read independently including poems. *Recognise and join in with language patterns and repetition. *Enjoy and recite rhymes and poems by heart. *Introduce and discuss key vocabulary. *Give opinions and support with reasons. | | <ul style="list-style-type: none"> *Listen, discuss and express views about a range of poems at a level beyond that at which they can read independently. *Learn and recite a range of poems using appropriate intonation. *Use tone and intonation when reading aloud. *Participate in discussion about what is read to them, taking turns and listening to what others say. *Make contributions in whole class and group discussion. *Listen and respond to contributions from others. *Make personal reading choices and explain reasons for choices. *Select, generate and effectively use adjectives. |

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| | | <p>*Separate words with spaces.</p> <p>*Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</p> <p>*Read aloud their writing audibly to adults and peers.</p> | | <p>*Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p> <p>*Orally plan and rehearse ideas.</p> | | <p>*Write simple poems based on models.</p> <p>*Edit and improve own writing in relation to audience and purpose.</p> <p>+ corresponding Y1 objectives</p> |
| Cross-curricular writing opportunities | <p>Science</p> <p>Children design and make their own animal and write a report about it.</p> | <p>History</p> <p>Diary entries from the Great Fire of London</p> <p>Innovated poems</p> | <p>History</p> <p>Letters & Recount in the role of Christopher Columbus</p> | <p>DT</p> <p>Instructions for finger puppet</p> | <p>Science</p> <p>Life cycles of plants</p> <p>DT</p> <p>Instructions for a healthy snack</p> | <p>History</p> <p>Postcards and poems about seaside holidays in the past</p> |
| Literacy Shed | <p>Film unit – The Way Back Home</p> | | <p>Film unit – Something Fishy</p> | | <p>Film unit - The Clocktower</p> <p>Book unit – VIPERS Guide</p> | <p>Film unit - Bubbles</p> |

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Year 3 and 4

| | Autumn 1 (7 weeks) | Autumn 2 (6 weeks 4 days) | Spring 1 (5 weeks 4 days) | Spring 2 (5 weeks 4 days) | Summer 1 (5 weeks 4 days) | Summer 2 (6 weeks 4 days) |
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| Units: | Fables (Y3- 3 weeks) Poems with a Structure (Y3- 1.5 weeks) Persuasion Letters (Y3- 2.5 weeks) | Novel as a theme (Charlotte's Web) (Y3- 4 weeks) Non-Chronological report (Y3-2 Weeks) | Fairy Tales (Y4- 3 Weeks) Classic Narrative Poetry (Y4- 1 weeks) Recount: Newspapers (Y4-2 weeks) | Myths (3 weeks) Recount: Diaries (Y3- 2 Weeks) | Discussions: For and Against (Y3- 3 weeks) Poems on a theme (Y3- 2 weeks) | Playscripts (Y3- 3 weeks) Explanation Texts (Y4- 3 weeks) |
| Enrichment/Kickstart/visit/visitor | Writing treasure hunt (treasure hunt around school that gives hints at what fables are) | Spider has visited the classroom with her friend the pig and want to tell us a story (cover the class in silly string with the children) | Leave items linked to popular fairy tales around the school and see if the children can complete the clues to find out their topic. | Painting myths like they were painted on Greek pottery. | Class discussion/ argument | What a performance by a theatre group on either YouTube or live then discuss with director/ cast. |
| Class Novel: Key Texts Fiction Non-fiction: | The Bolds Key Texts Fiction <ul style="list-style-type: none"> Aesop's Fables by Michael Rosen. Penguin and Ostrich YouTube clip (here). Little Fables – The Lion and the Mouse YouTube clip (here). Aesop's Fables – BBC School Radio (here). The Hare and the Tortoise – BBC Learning Zone (here). Sesame Street: Kermit Reports News on the Tortoise and the Hare YouTube clip (here). The Sun and the Wind – BBC Learning Zone (here). The Town Rat and the Country Rat – BBC Learning Zone (here). Non-fiction: <ul style="list-style-type: none"> Rumblewick Letters: My | Charlotte's Web Key Texts Fiction <ul style="list-style-type: none"> Mousehole Cat The Waterhorse Water Dance poem Non-fiction: <ul style="list-style-type: none"> Various books from the library on Ancient Egypt National Geographic | Why the Whales Came Key Texts Fiction Various different fairytales Non-fiction: <ul style="list-style-type: none"> First news Newspapers BBC News 'Hamelin: German town hit by new plague of rats' (here). Fairy Tale News by Colin and Jacqui Hawkins. The Fairy Tale Times by Sherill B Flora and J. Browning Wroe. Extra! Extra!: Fairy-Tale News from Hidden Forest by Alma Flor Ada (<i>be aware of American spellings</i>). Sesame Street News Flash - The Pied Piper YouTube clip (here). | The Lion, the Witch, and the Wardrobe Key Texts Fiction Non-fiction: <ul style="list-style-type: none"> Range of diary extracts. Diary models written by the teacher at an appropriate for the class. My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by Kees Moerbeek. The Diary of Dennis the Menace by Stephen Butler. Diary of a Wimpy Kid by Jeff Kinney. Recounts page from the BBC Bitesize website (here). | The Magic Faraway Tree Key Texts Fiction <ul style="list-style-type: none"> The Old Dry Stone Wall by Ann Perrin YouTube clip (here). My Teacher Is a Dinosaur: And Other Prehistoric Poems, Jokes, Riddles and Amazing Facts. Cavem an Manners and Other Polite Poems by David Steinberg. | The Iron Man Key Texts Fiction <ul style="list-style-type: none"> Play Time by Julia Donaldson (The Three Billy Goats Gruff; The Boy Who Cried Wolf; Turtle Tug; The Magic Twig). Stage Start 20 Plays for Children by Julie Meighan. Further range plays for children according to reading level. Non-fiction: <ul style="list-style-type: none"> Cracking Contraptions by Nick Park (Aardman Animations). The Shirt Machine. Until I Met Dudley By Roger McGough. |

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| | <p>Unwilling Witch by Hiawyn Oram.</p> <ul style="list-style-type: none"> ▪ Dear Greenpeace by Simon James. ▪ Dear Teacher by Amy Husband. ▪ The Jolly Postman by Allan Ahlberg. ▪ Letters to Edward by Wendy Body. ▪ Little Wolf's Book of Badness by Ian Whybrow. ▪ An Introduction to Letter Writing – Reading Rockets website (here). | | <p>The Pied Piper: News report from the Makewaves website (here).</p> <p>Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.</p> | | <p>Non-fiction:</p> <ul style="list-style-type: none"> ▪ Range of discussion texts. ▪ Uniform vs non-uniform clip from the BBC Bitesize website (here). ▪ Ideas for content linked to cross-curricular contexts, such as volcanoes on the CBBC Newsround website (here). | <ul style="list-style-type: none"> ▪ Heath Robinson pictures. |
| <p>Narrative Unit & Skills</p> | <p>Reading Year 3:</p> <ul style="list-style-type: none"> • Retell a range of fables • Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i> • Discuss their understanding of the text • Make predictions based on details • Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text | <p>Reading Year 3:</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Use intonation, tone and volume when reading aloud. • Listen to and discuss a range of fiction. • Regularly listen to whole novels read aloud by the teacher. • Use dictionaries to check meanings of words they have read. | <p>Reading: Year 3:</p> <ul style="list-style-type: none"> • Retell a fairy tale • Listen to read and discuss a range of fiction. • Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i> • Explain the meaning of unfamiliar words by using the context. • Make predictions based on details stated. | <p>Reading: Year 3:</p> <ul style="list-style-type: none"> • Retell a Myth • Listen to read and discuss a range of fiction (Myths) • Sequence and discuss the main events in stories. • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Participate in a discussion about what is read to | <p>Reading: Year 3:</p> <ul style="list-style-type: none"> • Read discussion texts • Discuss their understanding of the text • Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i> • Read books and texts for a range of purposes • Identify a key idea in a paragraph • Evaluate how specific information is organised within a discussion text | <p>Reading: Year 3:</p> <ul style="list-style-type: none"> • Use intonation, tone and volume when reading aloud. • Take note of punctuation when reading aloud. • Listen to and discuss plays. • Analyse and evaluate texts looking at language, structure and presentation. |

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| | <p>Year 4:</p> <ul style="list-style-type: none"> Retell a range of fables Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i> Discuss their understanding of the text Make predictions based on information stated and implied. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text using point and evidence <p>Writing</p> <p>Year 3:</p> <ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i> Read and analyse fables in order to plan and write their own versions Create and develop characters for a fable Discuss and record ideas for planning Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type Group related material into paragraphs <p>Year 4:</p> | <ul style="list-style-type: none"> Sequence and discuss the main events in stories. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Justify responses to the text using the PE prompt (Point and Evidence). <p>Year 4:</p> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of fiction Regularly listen to whole novels read aloud by a teacher. Use dictionaries to check the meanings of words that they have read. Sequence and discuss the main events in a story. Identify discuss and collect effective words and phrases which capture the readers | <ul style="list-style-type: none"> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Identify and discuss conventions, e.g. numbers three and seven in fairy tales, magical sentence repeated several times. <p>Year 4:</p> <ul style="list-style-type: none"> Retell a fairy tale Listen to, read and discuss a fairy tale Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust</i> Explain the meaning of key vocabulary within the context of the text Make predictions based on information stated and implied Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence <p>Writing:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Select generate and effectively use adverbs e.g., <i>suddenly, silently, soon, next, eventually.</i> Use commas to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> | <p>them and books they have read independently</p> <ul style="list-style-type: none"> Take turns and listen to what people have to say. Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i> Make predictions based on details Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text <p>Year 4:</p> <ul style="list-style-type: none"> Retell a Myth Listen to read and discuss a range of fiction (Myths) Sequence and discuss the main events in stories. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Participate in a discussion about what is read to them and books they have read independently Take turns and listen to what people have to say. Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i> Make predictions based on details Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text <p>Writing</p> | <ul style="list-style-type: none"> Use point and evidence to structure and justify responses Develop and agree on rules for effective discussion <p>Year 4:</p> <ul style="list-style-type: none"> Read discussion texts Discuss their understanding of the text Analyse and evaluate texts looking at language, structure and presentation e.g. <i>discussion texts</i> Read books and texts for a range of purposes Identify a key idea in a paragraph Evaluate how specific information is organised within a discussion text Use point and evidence to structure and justify responses Develop and agree on rules for effective discussion <p>Writing</p> <p>Year 3:</p> <ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i> Read and analyse discussion texts in order to plan and write their own versions Identify and discuss the purpose, audience, language and structures of discussion texts for writing Discuss and record ideas for planning Generate and select from vocabulary banks e.g. <i>technical language,</i> | <ul style="list-style-type: none"> Sequence and discuss the main events in stories. Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. Discuss their understanding of the text Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i> <p>Year 4:</p> <ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to and discuss plays. Analyse and evaluate texts looking at language, structure and presentation. Sequence and discuss the main events in stories. Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action. Discuss their understanding of the text |
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| | <ul style="list-style-type: none"> Identify, select and use determiners including: - articles: a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action. Read and analyse fables in order to plan and write their own versions Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Generate and select from vocabulary banks, e.g. adverbial phrases, technical language, persuasive phrases, alliteration Use paragraphs to organise writing in fiction and non-fiction texts. Link ideas across paragraphs using fronted adverbials for when and where, e.g. Several hours later..., Back at home... | <p>interest and imagination e.g. metaphors.</p> <ul style="list-style-type: none"> Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around character thoughts feelings action and motive and justify with evidence from the text using point and evidence. Justify responses using Point and Evidence. <p>Writing: Year 3:</p> <ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i> Read and analyse narrative in order to plan and write own versions. Identify and discuss the purpose, audience, structure, vocabulary, and grammar of narrative. Create and develop settings for narrative. Create and develop characters for narrative. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs,</i> | <ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech (speech marks) Read and analyse a fairy tale to plan and write their own versions Discuss and record ideas for planning e.g. <i>chunk a plot.</i> <p>Year 4:</p> <ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use commas to mark clauses in complex sentences Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Read and analyse a fairy tale to plan and write their own versions Discuss and record ideas for planning e.g. <i>chunk a plot</i> | <p>Year 3:</p> <ul style="list-style-type: none"> Identify clauses in sentences Explore, identify and create complex sentences using a range of conjunctions, e.g. while, since, until. Identify, select, generate and effectively use prepositions for where, e.g. above, below, beneath, within, outside, beyond. Explore and collect nouns with prefixes super, anti, auto Improvise, create and write dialogue Create and develop plots based on a model Use different sentence structures. <p>Year 4:</p> <ul style="list-style-type: none"> Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain. Create sentences with fronted adverbials for where, e.g. in the distance. Use nouns for precision e.g. burglar rather than the man. | <p>appropriate to discussion texts</p> <ul style="list-style-type: none"> Group related material into paragraphs <p>Year 4:</p> <ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although</i> Read and analyse discussion texts in order to plan and write their own versions Identify and discuss the purpose, audience, language and structures of discussion texts for writing Discuss and record ideas for planning Generate and select from vocabulary banks e.g. <i>technical language, appropriate to discussion texts</i> Group related material into paragraphs and link ideas across paragraphs using fronted adverbials. | <ul style="list-style-type: none"> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i> <p>Writing Year 3:</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> Read and analyse plays in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of playscripts. Discuss and record ideas for planning. Create and developing characters for narrative. Creating and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type. Proofread to check for errors in spelling, grammar and |
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| | | <p><i>technical language, synonyms for said</i> appropriate to text type.</p> <ul style="list-style-type: none"> Group related material into paragraphs. <p>Year 4:</p> <ul style="list-style-type: none"> Create sentences with fronted adverbials for when , e.g. As the clock struck 12, the soldiers sprang into action. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i> Read and analyse narrative in order to plan their own versions. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense. <i>Generate and select from vocabulary banks.</i> Use paragraphs to organise fiction texts and link ideas across paragraphs using fronted adverbials for when and where. | | <ul style="list-style-type: none"> Use standard English verbs. Improvise and compose dialogue, demonstrating their understanding of standard and non standard English. Plan and write an opening paragraph that combines settings and characters. Use different sentence structures. Use apostrophes for singular and plural possessive, e.g. the dog's bone and the dogs' bone. | | <p>punctuation in own and others' writing.</p> <ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. Use appropriate intonation, tone and volume to present their writing to a group or class. <p>Year 4:</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> Read and analyse plays in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of playscripts. Discuss and record ideas for planning. Create and develop characters for narrative. Creating and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type. Proofread to check for errors in spelling, |
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| | | | | | | <p>grammar and punctuation in own and others' writing.</p> <ul style="list-style-type: none"> • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. • Use appropriate intonation, tone and volume to present their writing to a group or class. |
| Non-Fiction Unit & Skills | <p>Reading Year 3:</p> <ul style="list-style-type: none"> • Listen to and discuss a range of letters including persuasive letters • Read a range of letters including persuasive letters • Analyse and evaluate letters by looking at language, structure and presentation • Discuss their understanding of the text • Discuss the purpose of paragraphs • Identify a key idea in a paragraph <p>Evaluate how specific information is organised within a persuasive letter</p> <p>Year 4:</p> <ul style="list-style-type: none"> • Listen to and discuss a range of letters including persuasive letters | <p>Reading Year 3:</p> <ul style="list-style-type: none"> • Listen to and discuss non-fiction. • Analyse and evaluate texts looking at language, structure and presentation. • Discuss their understanding of the text. • Explain the meaning of unfamiliar words by using the context. • Raise questions during the reading process to deepen understanding. • Discuss the purpose of paragraphs. • Identify a key idea in a paragraph. • Evaluate how specific information is organised within a non-fiction text | <p>Reading Year 3:</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of newspapers in print and on screen. ▪ Raise questions to deepen understanding. ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Analyse and evaluate how specific information is organised within a newspaper text. ▪ Navigate texts in print and on screen ▪ Discuss the purpose of paragraphs <p>Year 4:</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of newspapers in | <p>Reading Year 3:</p> <ul style="list-style-type: none"> • Listen to and discuss a range of diaries. • Read a range of recounts: diaries. • Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries</i>. • Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination. • Discuss their understanding of the text. • Make predictions based on details stated. • Use point and evidence to structure and justify responses. • Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>. <p>Year 4:</p> | | <p>Reading: Year 3:</p> <p>Year 4:</p> <ul style="list-style-type: none"> • Listen to, read and discuss a range of explanation texts • Analyse and evaluate texts looking at language, structure and presentation. • Analyse and evaluate how specific information is organised within an explanation text. • Explain how paragraphs are used to order an explanation text. <p>Writing Year 3:</p> <ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, because, when, as, while</i> • Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> |

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| | <ul style="list-style-type: none"> • Read a range of letters including persuasive letters • Analyse and evaluate letters by looking at language, structure and presentation and how these contribute to meaning. • Discuss their understanding of the text • Explain how paragraphs are used to order or build up ideas, and how they are linked. • Identify main ideas drawn from more than one paragraph and summarise these, e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text • Evaluate how specific information is organised within a persuasive letter <p>Writing Year 3:</p> <ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions - <i>if, so, although</i> and | <p>e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></p> <ul style="list-style-type: none"> • Quickly appraise a text to evaluate usefulness. • Navigate texts in print and on screen. • Develop and agree on rules for effective discussion. • Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups.</i> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. <p>Year 4:</p> <ul style="list-style-type: none"> • Listen to and discuss a range of non fiction. • Analyse and evaluate texts looking at language, structure and presentation and how it contributes to meanings. • Explain how paragraphs are used to order or build up | <p>print and on screen.</p> <ul style="list-style-type: none"> ▪ Demonstrate active reading strategies e.g. <i>generating questions, finding answers.</i> ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Analyse and evaluate how specific information is organised within a newspaper text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Explain how paragraphs are used to order ideas, and how they are linked. ▪ Scan for dates, numbers and names. <p>Writing: Year 3:</p> <ul style="list-style-type: none"> ▪ Identify and select nouns and pronouns ▪ Read and analyse non-fiction in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, | <ul style="list-style-type: none"> • Listen to and discuss a range of diaries. • Read a range of recounts: diaries. • Analyse and evaluate texts looking at language, structure and presentation e.g. <i>diaries.</i> • Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination e.g. metaphors and similes. • Discuss what has been read to them and what they have read taking it in turns to listen to what others say. • Make predictions based on details stated and implied • Use point and evidence to structure and justify responses • Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i> <p>Writing: Year 3:</p> <ul style="list-style-type: none"> • Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> • Read and analyse diaries in order to plan and write own versions. • Draw inferences around characters thoughts, feelings and actions, and | | <ul style="list-style-type: none"> • Organise paragraphs in explanations • Link ideas within paragraphs • Generate and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, If, therefore, consequently), technical language</i> appropriate to explanations <p>Year 4:</p> <ul style="list-style-type: none"> • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, because, when</i> • Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> • Organise paragraphs in explanations • Link ideas within paragraphs • Generate and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, If, therefore, consequently), technical language</i> appropriate to explanations |
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| | <p>demarcate with commas</p> <ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> to indicate a completed action e.g. <i>In Year 3 we <u>have</u> been researching the different foods which are healthy.</i> Read and analyse letters in order to plan and write their own Identify and discuss the purpose, audience, language and structures of persuasive letters Discuss and record ideas for planning Group related material into paragraphs Proofread to check for errors in spelling, grammar and punctuation in own and others' writing Discuss and propose changes with partners and in small groups <p>Improve writing in the light of evaluation</p> <p>Year 4:</p> <ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions - <i>if, so, although</i> and demarcate with commas Use perfect form of verbs using <i>have</i> to indicate a | <p>ideas and how they are linked.</p> <ul style="list-style-type: none"> Explain the meaning of key vocabulary in the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> Retrieve information in print and on screen. Develop agree and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i> Prepare for research by identifying what is already known about the subject | <p>language and structures of non-fiction for writing.</p> <ul style="list-style-type: none"> Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Organise paragraphs in a newspaper report <p>Year 4:</p> <ul style="list-style-type: none"> Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. <i>The stranger, dressed in red and yellow...</i> Read and analyse non-fiction in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Organise paragraphs in a newspaper report. | <p>justify with evidence from the text.</p> <ul style="list-style-type: none"> Identify and discuss the language and structures of diaries for writing. <p>Year 4:</p> <ul style="list-style-type: none"> Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/th</i>eir - quantifiers: <i>some, any, no, many, much, every</i> Read and analyse diaries in order to plan and write own versions. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Identify and discuss the language and structures of diaries for writing. | | |
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| | <p>completed action e.g. <i>In Year 3 we <u>have been</u> researching the different foods which are healthy.</i></p> <ul style="list-style-type: none"> • Read and analyse letters in order to plan and write their own • Identify and discuss the purpose, audience, language and structures of persuasive letters • Discuss and record ideas for planning • Use paragraphs to organise writing in fiction and non-fiction texts. • Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later..., Back at home...</i> • Discuss and propose changes with partners and in small groups and make changes to own and others writing. <p>Improve writing in the light of evaluation</p> <ul style="list-style-type: none"> • | <p>and key questions to structure the task.</p> <ul style="list-style-type: none"> • Record information from a range of non fiction texts. <p>Writing Year 3:</p> <ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, before, after.</i> • Read and analyse non-fiction in order to plan and write own versions. • Identify and discuss the purpose, audience, language and structures of non-fiction for writing. • Discuss and record ideas for planning. • Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type. • Group related material into paragraphs. • Use headings and sub headings to | | | | |
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| | | <p>organise information.</p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. <p>Year 4:</p> <ul style="list-style-type: none"> • Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. | | | | |
| <p>Poetry Unit & Skills (stand-alone poetry unit or integrated within above units)</p> | <p>Year 3: Reading:</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Read texts for a range of purposes e.g. <i>enjoyment</i>. • Recognise some different forms of poetry e.g. <i>narrative</i>. | | <p>Year 3: Reading:</p> <ul style="list-style-type: none"> • Listen to and discuss a classic narrative poem. • Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. | | <p>Reading: Year 3:</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words. • Recognise some different forms of poetry e.g. <i>narrative</i>. • Identify, discuss and collect favourite words and phrases which capture the | |

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| | <ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. <p>Writing:</p> <ul style="list-style-type: none"> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry. Generate and select from vocabulary banks appropriate to text type. Use appropriate intonation, tone and volume to present their writing to a group or class. <p>Year 4</p> <p>Reading:</p> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Read texts for a range of purposes e.g. <i>enjoyment</i> Recognise some different forms of poetry e.g. <i>narrative</i> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. metaphors, similes. Prepare poems to read aloud, showing understanding through | | <ul style="list-style-type: none"> Explain the meaning of unfamiliar words by using the context. Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character....</i> Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. <p>Writing:</p> <ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes with partners and in small groups. Improve writing in light of evaluation Use appropriate intonation, tone and volume to present their writing to a group or class <p>Year 4:</p> <p>Reading:</p> <ul style="list-style-type: none"> Listen to, read and discuss a classic narrative poem. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating | | <p>reader's interest and imagination.</p> <ul style="list-style-type: none"> Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. <p>Year 4:</p> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Recognise some different forms of poetry e.g. <i>narrative</i>. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination e.g. similes and metaphors Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. <p>Writing</p> <p>Year 3:</p> <ul style="list-style-type: none"> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry. Generate and select from vocabulary banks appropriate to text type. Use appropriate intonation, tone and volume to present their writing to a group or class. | |
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| | <p>intonation, tone, volume and action.</p> <p>Writing:</p> <ul style="list-style-type: none"> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry. Generate and select from vocabulary banks appropriate to text type. Use appropriate intonation, tone and volume to present their writing to a range of audiences | | <p>questions, finding answers, constructing images.</p> <ul style="list-style-type: none"> Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. <p>Writing:</p> <ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. Use appropriate intonation, tone, and volume to present their writing to a range of audiences. | | <p>Year 4:</p> <ul style="list-style-type: none"> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Read and analyse poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry. Generate and select from vocabulary banks appropriate to text type. Use appropriate intonation, tone and volume to present their writing to a group or class. | |
| Cross-curricular writing opportunities | we will write: fables based on some of Aesop's fables, poems with structures (Shape poems and Calligrams) and letters of persuasion. | we will write: a story based on Charlottes Web, and write information booklets and non chronological reports about Egypt. | We will write: a classic narrative poem based on Macavity the Mystery Cat (learnt for a performance), a fairy tale and a newspaper report. | We will write: myths based on Roman myths (such as Romulus and Remus), and explanation text and non-chronological reports about Rome. | We will write: discussions that present both sides of a topic and present them in writing and verbally, and poems on a theme such as animals and our world. | We will write: playscripts based on the Iron Man and recounts (diaries) as well as explanation texts and non- chronological reports. |
| Literacy Shed | The Bridge: Fable video Tabula rasa: Persuasion | Charlottes Web book study guide vipers discussion. Marshmallows: Non Chronological report. Once in a Life time: Non chronological report | The Tale of Three Brothers: Fairy Tale The Windmill farmer: Poetry Dreamgiver: Newspaper Reverso: Newspaper | Various Myths comprehensions and Vipers. Reverso: Diary Taking Flight: Diary Tadeo Jones: Diary | | Home sweet home: Play script Shirt Machine: Explanation texts |

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Year 5 and 6

| | Autumn 1 Inventors and Inventions (7 weeks) | Autumn 2 Food, Glorious Food (6 weeks 4 days) | Spring 1 Evolution (5 weeks 4 days) | Spring 2 Great British History (5 weeks 4 days) | Summer 1 Great British History (5 weeks 4 days) | Summer 2 London (6 weeks 4 days) |
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| Units: - - - | -Novel as a Theme -Hybrid texts: magazines -Poetry- classic narrative | -Classic Fiction -Discussion- debate | -Detective/Crime -Explanations | -Poetry free verse: songs and lyrics -Legends | -Persuasion - Radio or TV Broadcast -Stories with historical setting | -Figurative Poetry -Film and Play scripts -Reports |
| Enrichment/Kickstart/ visit/visitor | English Kickstart: mystery box with objects linked to novel Stem challenge in School or Blackburn Museum- bridge the gap workshop? | English Kickstart: Charles Dickens novel/character quiz | English Kickstart: mystery box with objects linked to a detective | English Kickstart: riddles quiz of well- known legends Philharmonic Orchestra(link to poetry unit) | Persuasion - Radio or TV Broadcast Film and share on the website etc | End of Year Summer production- invite parents and members of the community London Visit |
| Class Novel: Key Texts Fiction Non-fiction: | <u>Clockwork</u> The Incredible Adventures of Professor Branestawm Magazines aimed at children (e.g Amazing) and science magazines aimed at adults (e.g How it Works) Pupils will also study classic narrative poems (the Highway Man and the Raven) | <u>Oliver Twist</u> A Christmas Carol Great Expectations Discussion (stand alone) Animals in the entertainment world <ul style="list-style-type: none"> ■ Norman Barrett MBE and his budgie circus act on YouTube ■ Sea World, Knowsley Safari Park & Blackpool Zoo: <ul style="list-style-type: none"> - Sea Lion Trainer and Orca shows - Conservation ■ Wild Animals in Captivity on the RSPCA website | <u>The Guggenheim Mystery</u> Sherlock Holmes Beetle Boy The London Eye Mystery <ul style="list-style-type: none"> ■ Why? Encyclopaedia by DK. ■ A Really Short History of Nearly Everything by Bill Bryson. The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer | <u>There's a boy in the girls' bathroom (stand alone)</u> King Arthur Bed Gelert Outlaw Poetry: <ul style="list-style-type: none"> ■ What a Wonderful World by Louis Armstrong. ■ I am a Rock by Simon and Garfunkel. ■ Bridge over Troubled Water by Simon and Garfunkel. 1066 and before that- history poems | <u>Anglo-Saxon Boy</u> Viking Boy Beowulf Persuasion: Junior Dragons' Den BBC Children in Need Horrible history series Greta Thunberg | <u>The Imaginary</u> <ul style="list-style-type: none"> ■ Inkheart script extracts from the Scholastic website (here). Oliver Twist scene from the Film Education website (here). ■ Oliver! (1968). Figurative poems: <ul style="list-style-type: none"> - A Poem to be Spoken Silently by Pie Corbett. - Sunset by Gina Douthwaite. - Smiles Like Roses by Helen Dunmore. - Cat Began by Andrew Matthews. - Don't be Scared by Carol Ann Duffy. |

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| <p>Narrative Unit & Skills Year 5 objectives <u>Year 6 objectives</u></p> | <ul style="list-style-type: none"> to make predictions from concrete information and that which is implied. to use speculative language to comment on information which is implied. to identify and generate fact and opinion questions. to demonstrate understanding of a theme. to select evidence and explain their opinions using the PEE prompt to use knowledge of root words to support understanding. to use knowledge of prefixes to support understanding. Complex sentences with relative clauses using pronouns 'who', and 'where'. Blend action, dialogue and description. Features/techniques appropriate for an action scene, e.g. carefully selected verbs. | <ul style="list-style-type: none"> <u>Listen to and discuss a range of fiction which they might not choose to read themselves.</u> Understand underlying themes, causes and consequences within whole texts. <u>Compare texts written in different periods.</u> Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story. Explore new vocabulary in context. Making comparisons within <u>and across texts.</u> Justify opinions and elaborating by referring to the text e.g. Point + Evidence + Explanation. <u>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</u> <u>Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.</u> Select appropriate vocabulary and language | <ul style="list-style-type: none"> Understand underlying themes, causes and consequences within whole texts. Recognise authors' techniques to influence and manipulate the reader. Analyse the conventions of different types of writing, e.g. detective fiction: Infer characters feelings, thoughts and motives from their actions, Predict what might happen from information stated and implied. Justify opinions and elaborate by referring to the text e.g. Point; Evidence; Explanation. <u>Identify the subject and object of a sentence.</u> <u>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</u> <u>Introduce and develop characters through blending action, dialogue and description</u> | <ul style="list-style-type: none"> Explore themes within and <u>across</u> texts e.g. heroism, friend or foe. Explore meaning of words in context. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. Create and punctuate complex sentences using ' -ed' openers. Demarcate complex sentences using commas and explore ambiguity of meaning. Identify the audience and purpose. Blending action, dialogue and description within and across paragraphs. <u>Discrete reading (novel) skills:</u> Participate in discussions about books that are read to them building on their own and others ideas and challenging views courteously. Reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this. | <ul style="list-style-type: none"> Listen to and discuss a range of fiction which they might not choose to read themselves. Explore meaning of words in context. Explain and discuss their understanding of what they have read, maintaining a focus on the topic Create and punctuate complex sentences using <u>-ing</u> openers. Identify and use brackets and dashes. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | <ul style="list-style-type: none"> Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Identifying the audience and purpose. Select the appropriate language and structures. Think how authors develop characters and settings in films and performances. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| <p>Non-Fiction Unit & Skills Year 5 objectives <u>Year 6 objectives</u></p> | <ul style="list-style-type: none"> Children will be able to identify and describe the features of different non-fiction text types. Children will be able to describe the features of a magazine page. Children will be able to justify opinions by selecting appropriate evidence and elaborating. | <ul style="list-style-type: none"> <u>Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.</u> Analyse the conventions of different types of writing e.g. <u>persuasive language.</u> <u>Distinguish between statements of fact or opinion across a range of texts.</u> | <ul style="list-style-type: none"> <u>Understand the structures writers use to achieve coherence;.</u> Analysing the conventions of different types of writing. Exploring new vocabulary in context. <u>Using a combination of skimming, scanning and close reading across a text to locate specific detail.</u> | | <ul style="list-style-type: none"> Analyse the conventions of different types of writing e.g. formal presentations, persuasion. Scanning for key words and text marking to locate key information. Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech. | <ul style="list-style-type: none"> Distinguish between statements of fact or opinion within a text. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one |

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| | <ul style="list-style-type: none"> Create complex sentences by using relative clauses with pronouns. Using organisation and presentational devices e.g. <u>headings, sub headings, bullet points, diagrams, text boxes.</u> | <ul style="list-style-type: none"> Prepare formal presentations individually or in groups. Participate in debates on issues related to reading (non-fiction). Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. <u>on the other hand.</u> Investigate and collect a range of synonyms and antonyms e.g. <u>bad: awful.</u> Combine text-types to create hybrid texts e.g. <u>persuasive speech.</u> Make conscious choices about techniques to engage the reader including <u>appropriate tone and style e.g. rhetorical questions, direct address to the reader.</u> Use active and passive voice to achieve intended effects. | <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning e.g. <u>persuasive leaflet, balanced argument.</u> Identify and use colons to introduce a list. Use active and passive voice to achieve intended effects e.g. in explanations Evaluate and edit by: Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. <ul style="list-style-type: none"> Proofreading for grammatical, spelling and punctuation errors. | | <ul style="list-style-type: none"> Explaining the effect on the reader of the authors' choice of language. Preparing formal presentation individually or in groups. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Select the appropriate language and structures for audience and purpose Draw on reading and research. Select appropriate grammar and vocabulary. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | <p>paragraph and identify key details which support this.</p> <ul style="list-style-type: none"> Create and punctuate complex sentences using -ed openers. Create and punctuate complex sentences using -ing openers. Use similar writing models. Draw on reading and research. Use organisation and presentational devices e.g. <u>headings, sub headings, bullet points, diagrams, text boxes.</u> |
| <p>Poetry Unit & Skills (stand-alone poetry unit or integrated within above units) Year 5 objectives <u>Year 6 objectives</u></p> | <ul style="list-style-type: none"> to create and punctuate sentences with simile starters. to use the term simile. to explore the meaning of words in context. to compare poems. to prepare, rehearse and perform a poem. Learn a wider range of poems by heart. | | | <ul style="list-style-type: none"> Recognise themes within and across texts e.g. <i>friendship, loneliness, happiness, hope.</i> Discuss and evaluate how authors use language including figurative language. Learn a wider range of poems by heart. Prepare poems to read aloud and perform using dramatic effects. Choose appropriate text-form and type for all writing. Selecting appropriate vocabulary and language effects for precision and impact. Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> Intonation and volume. | | <ul style="list-style-type: none"> Participate in discussions about poems Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Learn a wider range of poems by heart. Prepare poems to read aloud and perform.. Select the appropriate language and structures. Use similar writing models. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. |

English Curriculum Map 2022 - 2023



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| | | | | <ul style="list-style-type: none"> - <u>Gesture and movement.</u> - <u>Audience engagement.</u> | | |
| Cross-curricular writing opportunities | we will write: a selection of narrative pieces linked to our novel 'Clockwork', newspaper articles and hybrid-texts in the form of a magazine articles on how inventions work (Lego story) | we will write: a series of narrative pieces linked to Oliver Twist, leading on to the creation of a new chapter of our own. Children will also write speeches designed to be presented verbally within a class debate. Food Glorious food is the overarching topic this half term. | we will write: a detective/mystery story inspired by our class novel. Our non-fiction unit on 'explanations' will link to the Science unit on Evolution. Pupils will create pieces of writing focussed on adaption. | we will write: a story inspired by the 'legend' texts studied. As well as this, pupils will produce a range of non-fiction pieces linked to our history unit. Linking to our music unit and visit, pupils will create their own song lyrics within our poetry unit. | we will write: a story set between 400Ad and 1066AD as studied in our history unit. A persuasive speech for a radio or TV broadcast will also form the core task to showcase what pupils have learnt from their history unit. | we will write: a range of reports on London, create our own play script and produce a collection of figurative poems |
| Literacy Shed linked units/videos | Clockwork-writing unit The Lego Story-magazine unit | The Biography of Charles Dickens | Alma | There's a boy in the girls' bathroom- vipers guide | The Tiny Crusader The Tale of the three brothers Anglo-Saxon by writing unit Outlaw- viper guides | |