English Curriculum Map



"Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full."

English Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2 World Book Day	Summer 1 St.Bede's Week	Summer 2
Key Texts	SUPER CONTROL OF THE PROPERTY	We're Going on a LEAF NUMT	BEUE PENGUIN PAN Hordek BEARS Snow Bears Martin Wieldell attenuety Serah Fox-Davies	Jack and the Beanstalk Beanstalk Diameter by Little Red Riding Hood The Three Little Pigs	Jazzy in the Jungle Course on A LEGISTON HUNTER SURPRISE SURPRISE	Gea Creatures Sharing a Shell
Communication, Language and Literacy	Features which make a superhero – senses What makes a superhero? What makes a baddie? Comic strip – writing simple captions, speech bubbles,	Nativity story Writing list to Father Christmas What do we do with our old toys? Writing simple letter Labelling a toy	Non-fiction writing — fact files/sentences about animals/Polar regions Retell with more detail Starting letters on the line — magic wands	Traditional Tales — Rhyme and poetry Reading refrains/retell- features of Fairy Tales Letter writing Instruction writing	Story retells and non- fiction writing about animals Fact about jungle/animals List writing How are we similar and different to Handa?	Non-fiction — under the sea , sea animals Commotion in the Ocean Tiddler Longer pieces of writing ELG

CLPE's TAKE 5 EXPLORE IT ILLUSTRATE IT TALK ABOUT IT IMAGINE IT CREATE IT	simple retell. Emergent writing, mark making, shadow writing. Phase 2 sounds, s, a, t, p, i, n, m, d, g, o, c, k, ck Phase 1 — Environmental Sounds, Nursery Rhymes What songs did your parents learn when they were your age? ELG - Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Spell CVC words e.g. hat, can, dog Spell some HFW Write own name, using a capital letter.	Writing about different festivals – floorbook captions Emergent writing, mark making, shadow writing. Phase 2 - e, u, r, h, b, f, ff, I, II, ss Phase 1 – Instrumental Sounds ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation Dictate a simple sentence. Begin to write simple sentences.	Can you help the Polar bears all the way from England? Phase 3 - j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng Phase 1 - Body Percussion ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation Begin to use capital letters and full stops to punctuate a sentence. Attempt to spell unfamiliar words using a phonemic strategy (including analogy	Should little Red Riding hood have spoken to the wolf? Phase 3 -Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. Phase 1 – Rhythm and Rhyme ELG - Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Write letters using the correct sequence of movements. Begin to use some story language, such as 'Once upon a time' Write simple labels, captions and sentences.	Phase 4 – bl, cl, fl, fr, cr, sl, etc Phase 1 – Alliteration and Voice Sounds ELG - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. Dictate and invent own compositions. Think about what to write ahead of writing.	Where does my plastic straw go? Phase 4 and consolidation (Phase 5) Phase 1 — Oral Blending and Segmenting ELG - Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. Retell a narrative or a recount. Begin to write simple narratives and recounts. Invest writing with meaning.
Key Texts	JOURNEY Aaron Becker	Lucy Rouland Ben Meatle Red Red Red Red Red Red Red Red Ref Red Ref Red Ref Red	Alexis Deacon BEEGU From international hystories OCIVER JEFFERS BACK HOME	Space MINI GREY Smeds and Smoos	Christopher Columbus A Travel Journal - Non Siction Jane Considine	GRANDAD'S ISLAND
English knawledge and skills Inform	Writing: Descriptions, story retelling, story writing (new versions) Reading: listening to and discussing a wide range of poems, stories	Writing: letter writing, diary, description (design) Reading: discussing and clarifying the meanings of words,	Writing: Recount- moon landing, Instructions to get home Reading: answering and asking questions	Writing: story sequels, diary entries in role Reading: listening to, discussing and discussing the sequence of events in books and how	Writing: letters home in role, Persuasive note and letter Reading:	Writing: Explanation – how to become an explorer, description – new island discover Reading:

linking new meanings to **Entertain** expressing views about a and non-fiction at a level predicting what might items of information are recognising simple recurring known vocabulary persuade beyond that at which they can happen on the basis of related literary language in stories wide range of read independently discussing their favourite what has been read so becoming increasingly and poetry contemporary and classic being encouraged to link what words and phrases familiar with and retelling continuing to build up a poetry, stories and nonrepertoire of poems learnt they read or hear to their own drawing on what they becoming very familiar a wider range of stories, fiction at a level beyond experiences already know or on with key stories, fairy fairy stories and by heart, appreciating these that at which they can read background information discussing word meanings, stories and traditional traditional tales and reciting some, with independently tales, retelling them and appropriate intonation to linking new meanings to those and vocabulary provided participate in discussion being introduced to nonalready known by the teacher considering their about books, poems and make the meaning clear fiction books that are drawing on what they already checking that the text particular characteristics other works that are read checking that the text makes structured in different ways makes sense to them as recognising and joining in to them and those that Grammar: Year 1 know or on background sense to them as they read, information and vocabulary they read, and correcting with predictable phrases they can read for and correcting inaccurate prefixes, suffixes, provided by the teacher inaccurate reading learning to appreciate themselves, taking turns readina sequencing sentences, Year predicting what might happen making inferences on the rhymes and poems, and and listening to what discussing the significance of 2 - revisiting and on the basis of what has been basis of what is being said to recite some by heart others say the title and events consolidation of KS1 read so far and done Grammar: Year 1 -Grammar: Year 1 making inferences on the obiectives participate in discussion about explain and discuss their conjunctions and capital letters proper basis of what is being said what is read to them, taking understanding of books. exclamations, Year 2 nouns, Year 2 - sentence and done turns and listening to what poems and other material. word classes and types and tenses and Grammar: Year 1 others say both those that they listen apostrophes suffixes questions, singular and explain clearly their to and those that they plural, Year 2 – revision and understanding of what is read read for themselves SATS Grammar: Year 1 to them sentences and capital Grammar: Year 1 and Year 2 - Ready to write: consolidation letters, Year 2 of grammar skills for writing conjunctions and sentence from previous year group LKS2 Key texts THE EGYPTIAN **CINDERELLA** PULLMAN English Text Genres: Poetry, narrative Text Genres: setting Text genres: Newspaper Text Genres: escape Text Genres: recount, Text Genres: playscripts (to settings, character descriptions narrative settings, acrostic non chronological reports descriptions (to entertain), entertain), narratives (to reports (to inform), knowledge and (Purpose – to entertain) Non poems, (to entertain) letters (to inform) and letters in persuasive letters to MP entertain), non chron report biography (to inform) diary skills chron report (to inform) role (to persuade) in role (to inform and

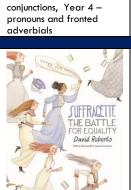
(to persuade)

(to inform)

entertain)

in role (to persuade)

inform entertain persuade	Reading: Retrieve and recorinformation from nonfiction, using titles, headings, subheadings (r) Draw inferences (I) Discuss words and phrases the capture the imagination. (V) Identify recurring themes and elements of different stories. (S) Apply a growing knowledge root words, prefixes and suffixes Recognise some different form of poetry.			
	Grammar: Ready to write (recap of key objectives from previous year group 2/3 – Autumn 1)			
•				
Key texts	ETTERS LIGHTHOUSE			



Reading: Draw inferences

feelings, thoughts and

actions, and justifying

Retrieve and record

Summarise key points

drawing of information

from over a number of

knowledge of root words,

prefixes and suffixes

Grammar: Year 3 -

determiners and

headings (R)

paragraphs (S)

Apply a growing

inferences with evidence.

information from nonfiction.

using titles, headings, sub-

such as inferring

motives from their

characters'



Reading: Draw

inferences such as

motives from their

Apply a growing

words,

knowledge of root

prefixes and suffixes

understanding of reading

Recognise some different

Explain and discuss

forms of poetry.

adverbs and

Grammar: Year 3 -

prepositions, Year 4 -

apostrophes and speech

inferring characters'

feelings, thoughts and

actions, and justifying

inferences with evidence.



Reading: Draw

inferences such as

motives from their

Apply a growing

(1)

inferring characters'

feelings, thoughts and

actions, and justifying inferences with evidence.

knowledge of root words,

understanding of reading

prefixes and suffixes

Summarise key points

drawing of information

from over a number of

Grammar: Year 3 -

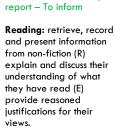
- noun phrases and

suffixes

speech and tenses. Year 4

paragraphs (S)

Explain and discuss



MICHAEL FOREMAN

Writing: Balanced Argument - To discuss; Non-Chronological Report – To inform; Narrative - To entertain

Reading: provide reasoned justifications for their views

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)

Reading: Make informed predictions linked to prior reading and knowledge (P) Summarise key points drawing of information from over a number of paragraphs (S) : Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Explain and discuss understanding of reading

Grammar: Year 3 nouns, paragraphs, Year 4 – standard Enalish and paragraphs

Reading: Draw inferences

feelings, thoughts and

actions, and justifying

prefixes and suffixes

Explain and discuss

forms of poetry.

motives from their

of root words,

such as inferring characters'

inferences with evidence. (1)

Apply a growing knowledge

understanding of reading (e)

Recognise some different

Grammar: year 3 - word families, prefixes. Year 4 suffixes and morphology



Writing: Informal Letter -To inform; Diary Entry -To entertain: Narrative -To entertain

Reading: identifying how language, structure and presentation contribute to meaning provide reasoned justifications for their discuss and evaluate how authors use language, including figurative

Writing: Diary Entry - To entertain; Instructions - To inform; Non-Chronological

Writing: Biography - to inform; Formal letter – To

persuade; Epitaph – To

discuss

Reading: participate in discussions about books that are read to them and those they can read for themselves predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1

English knowledge and عللنعم

Inform Entertain Persuade Discuss

Writing: Non-Chronological report - To inform; Safety Guide - To inform; Narrative -To entertain

Reading: identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books asking questions to improve their understanding drawing inferences such as inferring characters' feelings,

Writing: Formal Letter - To persuade: Biography - To inform; Speech - To persuade

Reading: asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (I)

+1-	houghts and motives from their		language, considering	participate in discussions	participate in discussions	paragraph, identifying key
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	actions, and justifying	predicting what might	the impact on the	about books that are read	about books that are read	details that support the
	nferences with evidence (I)	happen from details stated	reader(V)	to them and those they	to them and those they can	main ideas
	etrieve, record and present	and implied (P)	distinguish between	can read for themselves,	read for themselves,	identifying how language,
ir	nformation from non-fiction (R)		statements of fact and	Grammar: Year 5 –		structure and presentation
_		provide reasoned	opinion	tenses, Year 6 – semi	Grammar: Year 5 – commas	contribute to meaning
	Grammar: Ready to write —	justifications for their views	participate in discussions	colons, dashes and	and cohesive devices, Year	Grammar: Year 5 —
	ecap on previous year		about books that are	hyphens	6 – revision of all areas -	prefixes and suffixes and
0	objectives (Y4 and Y5)	summarising the main ideas	read to them and those		SATS	revisiting all areas. Year 6
		drawn from more than 1	they can read for			 consolidation in contexts
		paragraph, identifying key	themselves,			
		details that support the	retrieve, record and			
		main ideas (S)	present information from			
			non-fiction (R)			
		retrieve, record and				
		present information from	Grammar: Year 5 -			
		non-fiction (R)	parenthesis and			
			expanded noun phrases.			
		Grammar: Year 5 -	Year 6 – colons and			
		relative clauses, modal	bullet points, active and			
		verbs and adverbs, Year	passive voices, formal			
		6- synonyms, antonym,	and informal			
		word classes and				
		subjunctive form				
		555,5				
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