


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			<p>EYFS</p>			
Communication, Language and Literacy	<p>Features which make a superhero – senses What makes a superhero? What makes a baddie? Comic strip – writing simple captions, speech bubbles,</p>	<p>Nativity story Writing list to Father Christmas What do we do with our old toys? Writing simple letter Labelling a toy</p>	<p>Non-fiction writing – fact files/sentences about animals/Polar regions Retell with more detail Starting letters on the line – magic wands</p>	<p>Traditional Tales – Rhyme and poetry Reading refrains/retell-features of Fairy Tales Letter writing Instruction writing</p>	<p>Story retells and non-fiction writing about animals Fact about jungle/animals List writing How are we similar and different to Handa?</p>	<p>Non-fiction – under the sea, sea animals Commotion in the Ocean Tiddler Longer pieces of writing ELG</p>

	<p>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?</p>	<p>Writing about different festivals – floorbook captions Emergent writing, mark making, shadow writing. Phase 2 - e, u, r, h, b, f, ff, l, ll, ss Phase 1 – Instrumental Sounds</p>	<p>Can you help the Polar bears all the way from England? Phase 3 - i, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng Phase 1 – Body Percussion</p>	<p>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</p>	<p>Phase 4 – bl, cl, fl, fr, cr, sl, etc Phase 1 – Alliteration and Voice Sounds</p>	<p>Where does my plastic straw go? Phase 4 and consolidation (Phase 5) Phase 1 – Oral Blending and Segmenting</p>
<p>Writing Progression</p> 	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

KS1

<p>Key Texts</p>				<p>A Travel Journal – Non fiction Jane Considine</p> 		
<p>English knowledge and skills</p> <p>Inform</p>	<p>Writing: Descriptions, story retelling, story writing (new versions) Reading: listening to and discussing a wide range of poems, stories</p>	<p>Writing: letter writing, diary, description (design) Reading: discussing and clarifying the meanings of words,</p>	<p>Writing: Recount- moon landing, Instructions to get home Reading: answering and asking questions</p>	<p>Writing: story sequels, diary entries in role Reading: listening to, discussing and discussing the sequence of events in books and how</p>	<p>Writing: letters home in role, Persuasive note and letter Reading:</p>	<p>Writing: Explanation – how to become an explorer, description – new island discover Reading:</p>

<p>Entertain persuade</p>	<p>and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them Grammar: Year 1 and Year 2 – Ready to write: consolidation of grammar skills for writing from previous year group</p>	<p>linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Grammar: Year 1 – sentences and capital letters, Year 2 – conjunctions and sentence types</p>	<p>predicting what might happen on the basis of what has been read so far becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart Grammar: Year 1 – conjunctions and exclamations, Year 2 – word classes and apostrophes</p>	<p>items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Grammar: Year 1 – capital letters proper nouns, Year 2 – sentence types and tenses and suffixes</p>	<p>recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done Grammar: Year 1 – questions, singular and plural, Year 2 – revision and SATS</p>	<p>expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently being introduced to non-fiction books that are structured in different ways Grammar: Year 1 – prefixes, suffixes, sequencing sentences, Year 2 – revisiting and consolidation of KS1 objectives</p>
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LKS2

<p><i>Key texts</i></p>						
<p><i>English knowledge and skills</i></p>	<p>Text Genres: Poetry, narrative settings, character descriptions (Purpose – to entertain) Non chron report (to inform)</p>	<p>Text Genres: escape narrative settings, acrostic poems, (to entertain) letters in role (to persuade)</p>	<p>Text Genres: recount, non chronological reports (to inform) and letters in role (to persuade)</p>	<p>Text Genres: setting descriptions (to entertain), persuasive letters to MP (to persuade)</p>	<p>Text Genres: playscripts (to entertain), narratives (to entertain), non chron report (to inform)</p>	<p>Text genres: Newspaper reports (to inform), biography (to inform) diary in role (to inform and entertain)</p>

<p>inform entertain persuade</p>	<p>Reading: Retrieve and record information from nonfiction, using titles, headings, sub-headings (r) Draw inferences (I) Discuss words and phrases that capture the imagination. (V) Identify recurring themes and elements of different stories. (S) Apply a growing knowledge of root words, prefixes and suffixes Recognise some different forms of poetry.</p> <p>Grammar: Ready to write (recap of key objectives from previous year group 2/3 – Autumn 1)</p>	<p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Retrieve and record information from nonfiction, using titles, headings, sub-headings (R) Summarise key points drawing of information from over a number of paragraphs (S) Apply a growing knowledge of root words, prefixes and suffixes</p> <p>Grammar: Year 3 – determiners and conjunctions, Year 4 – pronouns and fronted adverbials</p>	<p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Recognise some different forms of poetry.</p> <p>Grammar: Year 3 – adverbs and prepositions, Year 4 – apostrophes and speech</p>	<p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Summarise key points drawing of information from over a number of paragraphs (S)</p> <p>Grammar: Year 3 – speech and tenses, Year 4 – noun phrases and suffixes</p>	<p>Reading: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (1) Apply a growing knowledge of root words, prefixes and suffixes Explain and discuss understanding of reading (e) Recognise some different forms of poetry.</p> <p>Grammar: Year 3 nouns, paragraphs, Year 4 – standard English and paragraphs</p>	<p>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 (e)</p> <p>Grammar: year 3 – word families, prefixes. Year 4 – suffixes and morphology</p>
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UKS2

<p><i>Key texts</i></p>						
<p><i>English knowledge and skills</i></p> <p>Inform Entertain Persuade Discuss</p>	<p>Writing: Non-Chronological report – To inform; Safety Guide – To inform; Narrative – To entertain</p> <p>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,</p>	<p>Writing: Formal Letter – To persuade; Biography – To inform; Speech – To persuade</p> <p>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)</p>	<p>Writing: Informal Letter – To inform; Diary Entry – To entertain; Narrative – To entertain</p> <p>Reading: identifying how language, structure and presentation contribute to meaning provide reasoned justifications for their views discuss and evaluate how authors use language, including figurative</p>	<p>Writing: Diary Entry – To entertain; Instructions – To inform; Non-Chronological report – To inform</p> <p>Reading: retrieve, record and present information from non-fiction (R) explain and discuss their understanding of what they have read (E) provide reasoned justifications for their views.</p>	<p>Writing: Balanced Argument – To discuss; Non-Chronological Report – To inform; Narrative – To entertain</p> <p>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)</p>	<p>Writing: Biography – to inform; Formal letter – To persuade; Epitaph – To discuss</p> <p>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</p>

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