



English School Curriculum Map

Class 2 Year A			
	Term 1 London's Burning Africa/ Antarctica	Term 2 Dungeons and Dragons Around the World in 80 Days	Term 3 I do like to be beside the seaside Nurses
Text Type Written Outcome Text Suggestions (Where possible)	Familiar Stories (2 weeks) <i>To re-tell a familiar story.</i> Click Clack Moo - Cows That Type , Doreen Cronin & Betsy Lewin Penguin - Polly Dunbar Handa's Surprise - Eileen Browne Recount from First Hand Experience (2 weeks) <i>Write a simple first person recount including 3 events.</i> Rosie's Walk by Pat Hutchins Oliver's Vegetables by Vivian French The Hungry Caterpillar by Eric Carle Poetry- Rhyming Couplets (2 weeks) <i>To write simple rhyming couplets</i> Free Choice (2 weeks) Familiar Christmas Stories (2 weeks) <i>To write an alternative ending.</i> Take one Book (2 weeks) Billy's Bucket - Kes Gray Where's My Teddy? - Jez Alborough Owl Babies - Martin Waddell	Instructions (2 weeks) <i>To write a simple set of consecutive instructions following a practical experience.</i> Biscuit Bear by Mini Grey Gruffalo Crumble and other Recipes TSam's Sandwich by David Pelham List Poems (1 week) <i>To write an independent list poem</i> Take one Book (2 weeks) Free Choice (2 week) <i>Diary, Postcard, Letter Suggested</i> Free Choice (2 weeks) <i>Based on Current News Topics</i> Non-Fiction Lists and Captions Linked to Topic (1 week) <i>To write lists and captions for an interactive display or class exhibition.</i> Take one Book (2 weeks)	Traditional Tales (4 weeks) <i>To write your own version of a traditional tale.</i> The Gingerbread Boy - Ian Beck Goldilocks and the Three Bears - Ian Beck Little Red Riding Hood - Ian Beck Once Upon a Time - Nick Sharratt Informative-Poster (2 weeks) <i>To create a poster on particular subject linked with topic or other subject like science/ history</i> Free Choice (2 weeks) Explanation Text (2 weeks) <i>Write a series of sentences to explain a simple process based on first hand experiences e.g life cycles and chocks hatching</i> Ten things I can do to help my world by Melanie Walsh My Little Book of Lifecycles by Camilla Bedoyere



Possible Grammar Links	Year 1 <ul style="list-style-type: none">• Separation of words with spaces• How words can combine to make sentences• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences• Joining words and joining clauses using <i>and</i>• Sequencing sentences to form short narratives• Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun• Capital letters for names and for the personal pronoun I• Sequencing sentences to make short narratives
	Year 2 <ul style="list-style-type: none">• Consistent use of present and past tense throughout writing and correct choice of verb forms• Extend sentences using co-ordination (using or, and, but) and sub-ordination (when, because, if, so that) e.g.• Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader• Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists,• Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper nouns used in recount texts• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.• Use suffixes –er and –est

Class 2 Year B			
	Term 1	Term 2	Term 3



	Toys Great Explorers	Where in the world? UK/ China	Flight Space
Text Type Written Outcome Text Suggestions (Where possible)	<p>Familiar Stories (2 weeks) <i>To re-tell a familiar story.</i> The Gruffalo Rainbow Fish Bear Hunt</p> <p>Take one Book (2 weeks)</p> <p>Recount from First Hand Experience (2 weeks) <i>Write a simple first person recount including 3 events.</i> Rosie's Walk by Pat Hutchins Oliver's Vegetables by Vivian French The Hungry Caterpillar by Eric Carle</p> <p>Poetry-Vocabulary Building (Not the same as year A) <i>To write a simple descriptive poem</i> Bonfire Night, Diwali, Festivals</p>	<p>Fictional Instructions (2 weeks) <i>To write a simple set of consecutive instructions.</i> Practical Experience Egg Drop by Mini Grey How to catch a star by Oliver Jefferies</p> <p>Free Choice (2 weeks)</p> <p>Recount- A Day in the Life of (2 weeks) <i>Write a simple first person recount including 3 events.</i> Linked to Great Explorers Footprints on the moon by Mark Hodden Last stop on market street by Matt de la Pena</p> <p>Explanation Texts (2 weeks) <i>To write a series of sentences to explain a simple process based on first hand experiences.</i> Linked to Science- lifecycles etc Aliens an Owners Guide by Jonathan Emmett Caterpillars and Butterflies by Bobbie Kalman</p> <p>Stories linked to Celebrating Differences or Religious Festivals (2 weeks) <i>To write an alternative ending</i></p>	<p>Traditional Tales (4 weeks) Different Texts to Year A <i>To write own version of a traditional tale.</i></p> <p>Take one Book Linked to Topic (2 weeks)</p> <p>Free Choice (2 weeks)</p> <p>Persuasive Writing (2 weeks) Linked to PSHE E.G How to be Good Friend <i>Write a letter to a character in a book.</i> Don't let Pidgeon stay up late by Mo Willems Five Minutes Peace by Jill Murphy</p> <p>Free Choice (2 weeks)</p> <p>Stories from other Cultures (2 weeks) <i>To re-tell a story from another culture.</i> How the Whale Became - Ted Hughes (Note: this is a challenging text for year 2) Tiddalick the Frog - Susan Nunes Ahmed and the Feather Girl - Jane Ray How the turtle got its shell - Justine & Ron Fontes</p>
Possible SPaG Links	Year 1 <ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Joining words and joining clauses using <i>and</i> 		



- Sequencing sentences to form short narratives
- Regular plural noun suffixes –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- Capital letters for names and for the personal pronoun I
- Sequencing sentences to make short narratives

Year 2

- Consistent use of present and past tense throughout writing and correct choice of verb forms
- Extend sentences using co-ordination (using or, and, but) and sub-ordination (when, because, if, so that) e.g.
- Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader
- Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists,
- Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper nouns used in recount texts
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Use suffixes –er and –est



Class 3 Year A			
	Term 1 Stone Age	Term 2 Rotten Romans	Term 3 Modern Europe Villages, towns and cities within the UK
Text Type Written Outcome Text Suggestions (Where possible)	<p>Alternative Fairy Tales (3 weeks) <i>To write an alternative fairy tale.</i> The Stinky Cheese Man - Jon Scieszka The True Story of the Three Little Pigs - Jon Scieszka The Three Little Pigs and the Big Bad Wolf - Eugene Trivizas</p> <p>Diary Linked to Topic (1 week) Other Curriculum Area <i>To write a diary entry adding detail to add interest.</i> Great Explorers by Alistair Humphreys</p> <p>Take one Book Linked to Topic (2 weeks) Stig of the Dump</p> <p>Play Scripts (2 weeks) Setting the Scene <i>To write an introduction to a story setting the scene.</i></p> <p>Poetry- Free Verse (2 weeks) 1 week Free Choice - Take One book</p>	<p>Dialogue Unit (2 weeks) Conversations using Literacy Shed</p> <p>First Person Narrative (2 weeks) Cloud Tea Monkeys (set in another country) - Mal Peet The Wreck of the Zanzibar (historical setting) - Michael Morpurgo</p> <p>Non-Chronological report (2 weeks) Imaginary Animal <i>To write a non-chronological report independently, including the use of organisational devices.</i> How to wash a woolly mammoth by Michelle Robinson Atlas of Adventures by Rachel Williams Horrible Histories Series by Terry DDeary</p> <p>Take one Book Linked to Topic (2 weeks)</p> <p>Free Choice (2 weeks) Trip</p>	<p>Letters- Informal and Formal (2 weeks) <i>Write a third person recount adding detail to add interest.</i> The Journey by Francesca Sanna Zerafa Giraffa by Dianne Hofmeyr First News Shackleton's Journey by William Grill</p> <p>Third Person Narrative (2 weeks) Picture Book for Younger Children</p> <p>Take one Book Linked to Topic (2 weeks)</p> <p>Advertisements (2 weeks) Persuasive Writing <i>Include a Presentation with a question and answer session</i> <i>Present a persuasive point of view.</i> The Day the Crayons Quit by Drew Daywalt Home by Carson Ellis</p> <p>Free Choice (2 weeks) visit</p> <p>Instructions DT or Science Link <i>Independently write a clear set of instructions using simple devices to aid the reader (lists, numbers, bulleted points, diagrams, arrows etc)</i> George's Marvellous Medicine by Roald Dahl How to train your dragon</p>



Possible SPaG Links	<p>Year 3</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Adverbs [for example, then, next, soon, therefore], or Prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech <p>Year 4</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and • Preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use of commas after fronted adverbials
---------------------	---

Class 3 Year B			
	Term 1 Anglo-Saxons	Term 2 Extreme Earth	Term 3 Ancient Greece/Our Island Home
Text Type	Adventure Stories (4 weeks)	Stories from Other Cultures (3 weeks)	Persuasive Letter (2 weeks)



<p>Written Outcome</p> <p>Text Suggestions (Where possible)</p>	<p><i>To write an adventure story including a character description and setting description.</i></p> <p>The Snow Dragon - Vivien French Flat Stanley - Jeff Brown The Green Ship - Quentin Blake</p> <p>Free Choice (2 weeks)</p> <p>Take one Book Linked to Topic (2 weeks)</p> <p>Writing a Speech (2 weeks)</p> <p>Poetry- Free Verse (2 weeks) Listen to, read and respond to raps</p>	<p><i>Write a third person recount adding detail to add interest</i></p> <p>Zerafa Giraffa by Dianne Hofmeyr First News Comic Strips(2 weeks)</p> <p>Presenting a Point of View (2 weeks)</p> <p>Explanation Texts (2 weeks) A Newspaper Article on an Unfolding Event E.G Volcano eruption Include the delivery of the report- Broadcaster <i>To write a series of extended sentences to explain a process adding relevant details.</i> The Rock Factory by Jacqui Bailey</p> <p>Take one Book Kensuke's Kingdom Linked to Topic (2 weeks)</p> <p>1 week free choice</p>	<p>Local Environmental Issue <i>To write a persuasive letter, begin to link points together and select style and vocabulary appropriate to the reader.</i> Dear Greenpeace by Simon James The Last Bear - Hannah Gold Take One Poet (2 weeks)</p> <p>Free Choice (2 weeks)</p> <p>Myths (3 weeks) <i>To write a myth including simple features.</i> Myths and Legends - Horowitz The Orchard Book of Greek Myths, Geraldine McCaughrean Greek Myths - Marcia Williams</p> <p>Information Leaflet <i>To create an information leaflet linked to the class topic.of islands.</i></p>
<p>Possible SPaG Links</p>	<p>Year 3</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] 		



	<ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], Adverbs [for example, then, next, soon, therefore], or Prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech <p>Year 4</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and • Preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials
--	---

Class 4 Year A			
	Term 1 Mayans	Term 2 Rivers and Mountain	Term 3 Local History Effects of WW11 in the local area
Text Type	Take One Film-Visual Literacy (4 weeks)	Narrative- Suspense and Mystery (4 weeks)	Historical Narrative (3 weeks)
Written Outcome	Range of Genres Persuasive Text (2 weeks)	<i>To write a descriptive story including setting, character and dialogue</i>	WW1 I am David – Michael Foreman



<p>Text Suggestions (Where possible)</p>	<p><i>To draft and write a persuasive text for a real purpose independently, as a group and a class (global warming)</i> Floodland by Marcus Segewick</p> <p>Take One Picture (whole school Art focus) - (1 week)</p> <p>Emails (2 weeks) Complaints <i>To write a letter of complaint</i></p> <p>Free Choice (2 weeks)</p>	<p>Room 13 – Robert Swindells</p> <p>Explanation Texts (2 weeks) Link to Topic (Rivers and Mountains) <i>To write a well-structured explanation text with a specific purpose and audience.</i> Horrible Geography Anita Ganeri The rhythm of the rain by Grahame Baker Smith</p> <p>Discussion Texts (2 weeks) <i>To write a well-structured discussion text, drawing on knowledge of other non-fiction text types.</i> My Name is not Refugee by Kate Milner</p> <p>Take one Book Linked to Topic (2 weeks) First News Link</p> <p>Whole School Trip focus (1 week)</p>	<p>Take One Poet (2 weeks)</p> <p>Free Choice (2 weeks) The Eighteenth Emergency – Betsy Byars (bullying)</p> <p>Imaginary Report (2 weeks) <i>To write a short non-chronological comparative report.</i> All aboard the discovery express by Emily Hawkins</p> <p>Shakespeare Unit (2 weeks) <i>Comparisons between extracts and films (Gnomeo and Juliet/Romeo and Juliet)</i> <i>Comedies and tragedies</i> <i>Extracts of texts (not whole texts) to give the children a flavour</i></p> <p>Whole School Write (1 week)</p>
<p>Possible SPaG Links</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Develop cohesion of the whole text by: using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph. • Linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph • Varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology • Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, experiment with omitting the additional detail (in the form of relative clauses) from recounts • Brackets, dashes, commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 		



	<ul style="list-style-type: none"> Collect and use a range of adverbials/ modal verbs Write well-structured introductions <p>Year 6</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive) Opening and closing lines of paragraphs support movement across the text Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life Explore how colons can be used to lead to a 'big reveal' of a person's actions Use of layout device- experiment and evaluate their effectiveness
--	--

Class 4 Year B			
	Term 1 South America	Term 2 Anglo Saxons & Vikings Struggle and Power	Term 3 Crime and Punishment
Text Type Written Outcome Text Suggestions (Where possible)	Fantasy/ Magical Narrative (4 weeks) <i>To write a fantasy/ magical story</i> Harry Potter Peter Pan – J. M. Barrie Free Choice (2 weeks) <i>Double-spread page - information text based on one biome</i> How to be a World Explorer (HfL unit)	Narrative- Effective Endings - Historical focus (3 weeks) <i>To write an effective alternative ending to a film.</i> Valhalla- Literacy Shed Free Choice (2 weeks) The Nowhere Emporium	Stories with a Cultural Link (Picture Books) (2 weeks) <i>Stories with a Cultural Link (Picture Books)</i> <i>To create a picture book for a different audience (younger children).</i> Free choice unit (3 weeks) Holes - Louis Sachar



	<p>Take One Picture (whole school Art focus) - (1 week)</p> <p>Take one Book Linked to Topic (2 weeks) A Christmas Carol</p> <p>Poetry for a Purpose (1 week) Competition <i>To write an extended metaphor poem</i></p>	<p>Reports (2 weeks) <i>Write a short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</i> The Big Earth Book by Mark Brake The Silk Roads by Peter Frankopan The Lost Words by Robert Mafarlane</p>	<p>Biographies (2 weeks)</p> <p>Child's free choice of writing (1 week) Oxford Castle and Prison Trip inspired</p> <p>Persuasive Writing (2 weeks) <i>To draft and write a persuasive text for a real purpose independently, as a group and a class</i> Speeches that changed the world by Quercus The Promise by Nicola Davies St Crispin's Day speech by Henry V</p> <p>Take One Poet (2 weeks)</p>
Possible SPaG Links	<p>Year 5</p> <ul style="list-style-type: none"> • Develop cohesion of the whole text by: using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph. • Linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph • Varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology • Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, experiment with omitting the additional detail (in the form of relative clauses) from recounts • Brackets, dashes, commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Collect and use a range of adverbials/ modal verbs • Write well-structured introductions <p>Year 6</p>		



- | | |
|--|--|
| | <ul style="list-style-type: none">• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive)• Opening and closing lines of paragraphs support movement across the text• Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]• Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life• Explore how colons can be used to lead to a 'big reveal' of a person's actions• Use of layout device- experiment and evaluate their effectiveness |
|--|--|