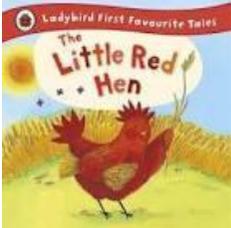
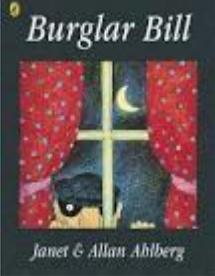
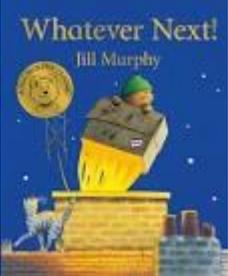
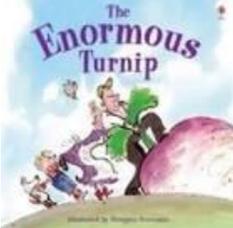
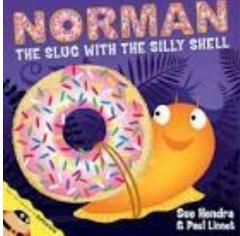
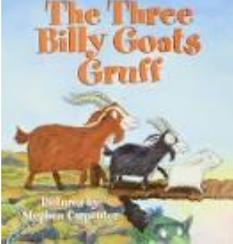
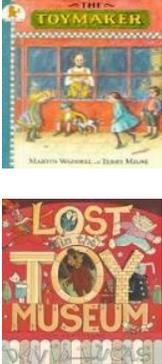
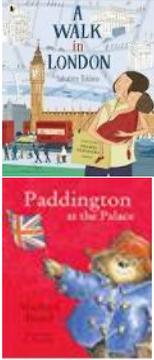
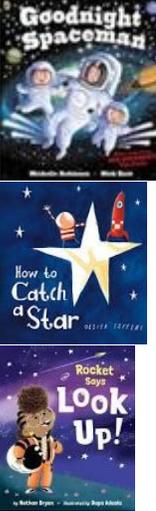
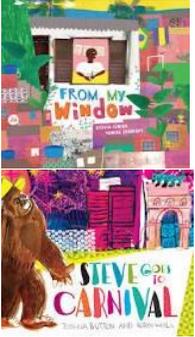
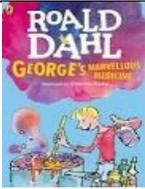
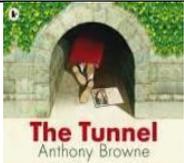
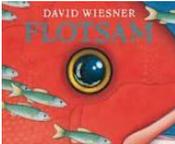
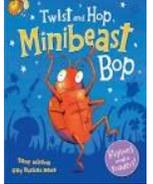
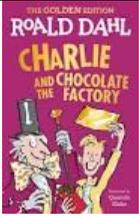
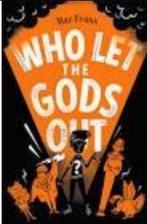
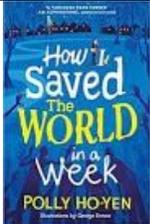
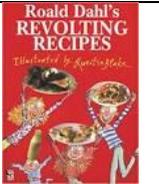
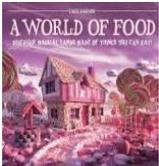
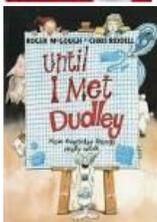
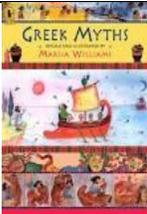
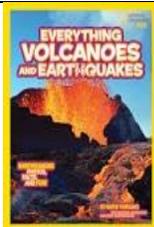
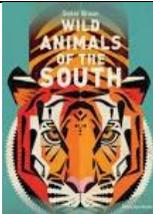
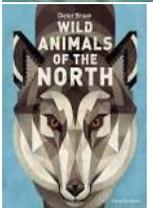


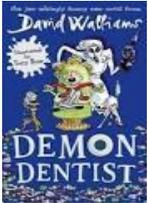
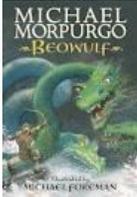
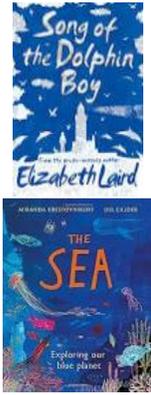
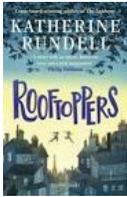
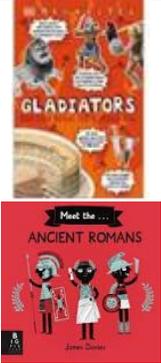
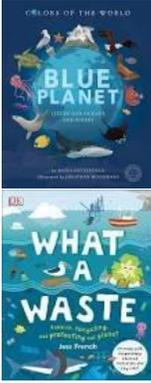
Curriculum Map: English

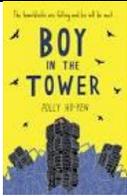
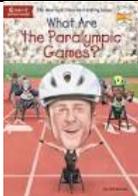
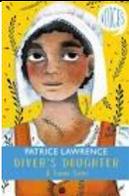
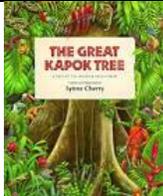
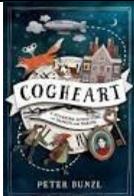
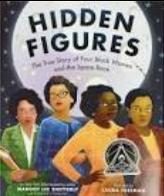
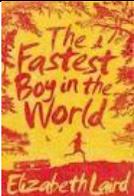
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Let's be friends/ People who help us	What happens when I fall asleep?	What's that reflection? & What's that sound?	Why are carrots orange?	Why do ladybirds have spots?	Do cows drink milk?
English – text for Reading and Writing Narrative						
English – Writing Outcomes	L- W (30-50) Sometimes gives meaning to marks as they draw and paint.	L- W (30-50) Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words.	L- W (40-60) Can segment the sounds in simple words and blend them together. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	L- W (40-60) Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.	L- W (ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	L- W (ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Non-fiction	Shopping List Captions	Wanted Poster instructions	Things that I would take to space list postcards	Describe and label a plant recipes	Where does Norman want to go next? Describe a minibeast	Troll letter
Phonics	<ul style="list-style-type: none"> Phase 1 – 2 weeks Phase 2 	<ul style="list-style-type: none"> Phase 2 & 3 	<ul style="list-style-type: none"> Phase 3 	<ul style="list-style-type: none"> Phase 3 review 	<ul style="list-style-type: none"> Phase 4 	<ul style="list-style-type: none"> Phase 4 review

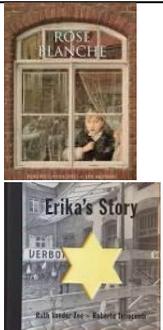
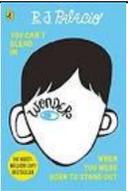
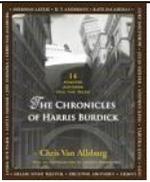
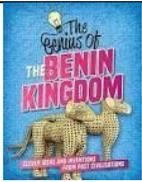
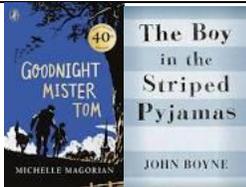
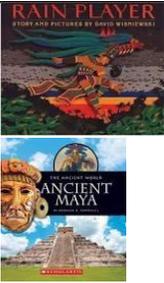
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Memory Box	Bright light, Big city	Moon Zoom	Enchanted Woodland	Paws, Claws & Whiskers	Rio Da Vida!
English – text for Reading and Writing						
English – Writing Outcomes	<p>Sentences recap Poetry – rhyme Recount Narrative – retell an ending</p>	<p>Information texts – London landmarks Narrative - character Postcards</p>	<p>Instructions Narrative – fantasy Poetry – alliteration and performance</p>	<p>Narrative – traditional tales and comparison of alternative texts</p>	<p>Non-chronological report Recount</p>	<p>Letters Poetry – acrostic and riddles</p>
English – SPaG*	<p>Capital letters and full stops How words make sentences Separating words with spaces Personal pronoun - I</p>	<p>Proper nouns Sequencing sentences</p>	<p>Coordinating conjunction (and) Verbs Adjectives</p>	<p>Exclamation marks Prefixes to change the meaning of verbs and adjectives (un-)</p>	<p>Question marks Plural noun suffixes (-s, -es) Verb suffixes (e.g. -ing, -ed, -er)</p>	<p>Consolidation</p>
Phonics	<ul style="list-style-type: none"> Phase 4 	<ul style="list-style-type: none"> Phase 5 	<ul style="list-style-type: none"> Phase 5 Recap 	<ul style="list-style-type: none"> Teach Phase 5 alternative graphemes (ay and ai etc.) 	<ul style="list-style-type: none"> Gap fill before phonics check. 	<ul style="list-style-type: none"> Teach alternative sounds. (soft c etc.)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Muck Mess and Mixtures	Towers Tunnels and Turrets	Street Detectives	Land Ahoy	Wriggle and Crawl	Scented Garden
English – text for Reading and Writing	 	  	 	 	  	 
English – Writing Outcomes	<p>Instructions</p> <p>Narrative – character description</p>	<p>Narrative – setting description</p> <p>Information text</p>	<p>Narrative - common themes by the same author</p> <p>Poetry – performance and shape</p>	<p>Narrative - retelling of a story</p> <p>Letters (lists)</p> <p>Biographies</p>	<p>Explanation texts</p> <p>Poetry – acrostic</p>	<p>Narrative – traditional tales</p> <p>Recounts</p>
English – SPaG*	<p>Capital letter and full stops</p> <p>Sentence types (command and statements)</p> <p>Expanded noun phrases</p> <p>Present tense</p>	<p>Coordinating conjunctions (or, and, but)</p> <p>Sentence types (questions and exclamations)</p> <p>Past tense</p>	<p>Suffixes for nouns (e.g. -ness, -er), adjectives (e.g. -ful, -less) and adverbs (e.g. -est, -er)</p>	<p>Commas for lists</p> <p>Apostrophes for omission</p>	<p>Subordinating conjunctions (when, if, that, because)</p>	<p>Past progressive</p> <p>Present progressive</p>

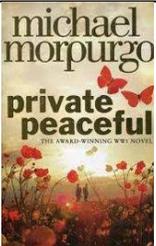
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Scrumdilyumptious	Mighty Metals	Gods and Mortals	Tremors	Predators	Heroes and villains
English – Reading						
English – Text for Writing	 	 	 	 	 	  
English – Writing Outcomes	Poetry - rhyme Instructions Narrative – setting description	Explanation text Persuasion - adverts	Narrative – character description Poetry – performance and question and answer	Newspaper reports Narrative – adventure story	Information text Poetry – Haiku and Tankas	Narrative – alternative ending Letters
English – SPaG*	Word class recap Adverbs Determiners (a or an)	Paragraphs Conjunctions (time and cause) Headings and Sub-headings	Prefixes (super-, anti-, auto-)	Prepositions Perfect form	(See NC objectives including non-statutory)	Direct speech
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic Name	Warrior	Bottoms Burps and Bile	Traders and Raiders	Blue Abyss	Misty Mountains	Potions
English – Reading						
English – Text for Writing						
English – Writing Outcomes	Diary entries Information texts	Explanation texts Narrative – first person	Narrative – flashbacks Letters Poetry – performance and limericks	Persuasion (Debates) Newspaper reports	Poetry - Metaphor poems Biographies	Narrative – third person Persuasion (Adverts)
English – SPaG*	Word Class recap Fronted adverbials (+ comma rule) Paragraphs	Plural and Possessive -s	Nouns and Pronouns	Apostrophes (singular and plural possession)	Standard English (was/were and did/done)	Speech marks (direct speech)

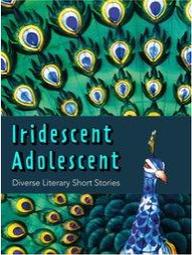
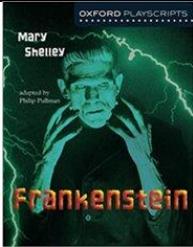
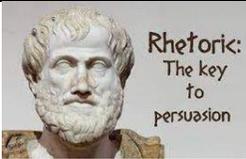
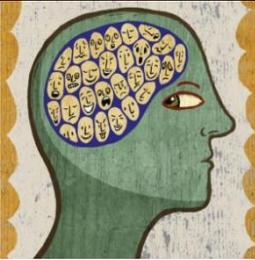
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Pharaohs	Stargazers	Champion	Tudors	Rainforest	Titus Salt
English – Reading				 		
English – Text for Writing	 		 	 		
English – Writing Outcomes	Instructions Narrative – setting descriptions	Information texts Debate	Newspaper reports Narrative – character description Poetry - performance and personification poems	Playscripts Biographies Poetry – blank verse	Persuasion Diary entries	Narrative – extended story

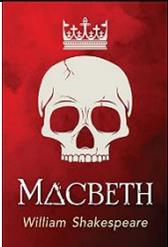
English – SPaG*	Word Class recap Adverbials (number) Relative Clauses	Modal Verbs Adverbs	Adverbials (place) Parenthesis	Adverbials (time) Cohesion	Suffixes (-ise, -ify, -ate)	Verb Prefixes (dis-, de-, mis-, over-, re-)
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	A Child's War	Darwin's Delights	Frozen Kingdom	Hola Mexico	Gallery Rebels	Early Islamic Civilisation
English – Reading						
English – Text for Writing						
English – Writing Outcomes	Letters Diary entries Poetry – narrative and classic	Narrative – flashbacks Newspaper reports	Narrative – stories with dialogue Persuasion Poetry – simile and cinquain poems	Information texts Narrative – setting descriptions Poetry – simile and metaphor poems	Biographies Discussions and Arguments	Narrative – short stories Transition Project

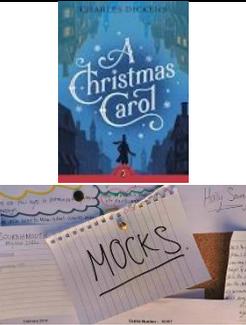
English – SPaG*	Word Class recap Expanded Noun Phrases Conjunctions	Formality Semi-colons Ellipsis Active and Passive Subject and Object	Clauses	Layout and Structure Bullet Points Colons	Subjunctive Form Adverbials	Hyphens Cohesion
-----------------	---	---	----------------	--	--	-----------------------------------

7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Transition Unit/Origins of Literature	War Poetry	Private Peaceful	Amazing Women	Language Change and Power	Romeo and Juliet
						
English Outcomes	Baseline Reading- transition Baseline Writing - transition Writing -Character description in narrative	Reading -Comparison of poems with a common theme and introduction to context	Writing – Argue and Persuade	Writing Non- Fiction Biographies	Speaking and listening- debating skills	Reading assessment – extract based and whole text
English – SPaG	Direct Speech Sentence structure and clauses	Formality: introduction to analytical style and structure	Modality Structure Verb tenses	Layout and Structure Colons and Semi-colons	Prefixes and suffixes Standard and non-standard English	Formality – developing analytical style Pronouns

8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Iridescent Adolescents Diverse Short stories	Gothic Writing and the Brontes	Frankenstein playscript	Rhetoric through the Ages	Visionaries: Romantics and Revolutionaries	Dystopian Fiction

						
English Outcomes	Reading Comparison of themes and form	Writing- narrative with a focus on creating gothic atmosphere	Reading – Analytical skills responding to a playscript Speaking and Listening Skills- monologue/performance	Writing – persuasive speeches	Reading Comparison of pre 19 th Century and Modern poetry - analysis of language, form and context	Writing narrative –character setting and motifs
English – SPaG	Comparison connectives	Syntax for effect in narrative Structure	Developing dialogue- direct speech/script features	Structure and cohesion non-fiction	Precise and confident use of linguistic and literary terminology	Structure and cohesion fiction
9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Animal Farm	Elements of Crime	Hamlet	Coming of Age –short stories	Victorian Views	Disturbed Voices
						
English Outcomes	Reading – Evaluative essay	Writing narrative Developing a theme/Writer's intention	Reading assessment – extract based and whole text essay	Writing - use of form and structure with focus on effective imagery/motifs	Reading – Pre 19 th Century comparison of perspectives in fiction and non-fiction texts	Reading comparative essay on theme/focus on theme/language/form /context

English – SPaG*	Precise and confident use of linguistic and literary terminology	Structure and cohesion fiction	Precise and confident use of linguistic and literary terminology	Structure and cohesion fiction	Precise and confident use of linguistic and literary terminology	Precise and confident use of linguistic and literary terminology
10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	An Inspector Calls Paper 2 Literature	Explorations in Creative Reading and Writing <i>Language paper 1</i>	Poetry Anthology <i>Paper 2 Lit</i>	Writers' Viewpoints and Perspectives <i>Language paper 2</i> Spoken language GCSE assessment	Macbeth <i>Literature Paper 1</i>	Macbeth Mocks Paper 2 Language and Literature
						
English Outcomes	Reading – Analytical essay – choice of two questions	Reading responses to Section A Writing response to Section B	Reading Poetry Comparison essay	Reading responses to Section A Writing response to Section B	Reading – analytical essay extract and whole play	Language Paper 1 Mock Literature Paper 2 Section A and B
English – SPaG	Consolidation of Spag Skills for AO4 Precise and confident use of linguistic and literary terminology	Structure of narrative Syntax for effect- sentence functions and types	Precise and confident use of linguistic and literary terminology	Structure of argument Syntax for effect- sentence function and types Consolidation of Skills for AO6 Language	Consolidation of Spag Skills for AO4	Consolidation of Spag Skills for AO4 Literature And AO6 Language
11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	_Unseen poetry Paper 2 Lit	A Christmas Carol Lit paper 1	Revision	Revision Mocks	Revision External Exams	External Exams

						
English Outcomes	Reading analytical essay on Unseen Poem and Comparison of Language/Structure/form	Reading – analytical essay extract and whole play Mocks Literature Paper 1 Language Paper 2	Dependent on data from Mocks	Mocks Literature Paper 2 Language Paper 1	External Exams AQA Language Paper 1: Explorations in creative reading and writing Language Paper 2: Writers’ viewpoints and perspectives	
English – SPaG	Precise and confident use of linguistic and literary terminology	Consolidation of Spag Skills for AO4 Literature And AO6 Language	Consolidation of Spag Skills for AO4 Literature And AO6 Language	Consolidation of Spag Skills for AO4 Literature And AO6 Language	Literature Paper 1: Shakespeare and the 19th-century novel Literature Paper 2: Modern texts and Poetry	