

Stanley Primary School
English Curriculum map 2023/2024



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	<p>Realise that print has meaning by recognising their own name and other well-known names or logos. Hear rhymes in stories.</p> <p>Recognise initial sounds in words. Use knowledge of print and letters in own writing.</p> <p>Begin to write some letters accurately. Begin to recognise letter sounds following RWInc scheme.</p> <p>Enjoy a range of stories.</p>	<p>Learn about parts of a book – book language, author, illustrator and that text in English is written left to right and top to bottom.</p> <p>Write some or all of their name. Continue to recognise individual letter sounds</p> <p>Begin to blend letter sounds to read simple words Continue to learn to form letters correctly. Join in with familiar stories.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words for reading and writing simple words.</p> <p>Read a few ‘red’ (common exception) words Begin to recognise ‘special friends’ (sh, ch, th, ng, nk) Begin to write simple sentences using known letter sounds.</p> <p>Read simple ditties</p> <p>Recognise capital letters and match to lowercase.</p> <p>Begin to use vocabulary from books in their own play.</p>	<p>Begin to read simple sentences including some ‘red’ words. Read simple books and re-read to develop confidence and fluency.</p> <p>Spell simple words correctly using ‘Fred Fingers’ to rehearse the sounds.</p> <p>Continue to say and write simple sentences spelling some simple words correctly.</p> <p>Form lower case letters correctly. Begin to write capital letters correctly.</p>	<p>Read a range of phonically decodable books with an increasing range of letters and sounds. Read and write an increasing number of common exception words. Spell an increasing range of words using ‘Fred Fingers’. Write short sentences leaving spaces between words.</p> <p>Begin to retell parts of familiar stories in their own words.</p>	<p>Read a range of phonetically decodable books with an increasing number of ‘red’ words in.</p> <p>Retell simple familiar stories. Use a range of vocabulary from stories and discussions in their own daily talk.</p> <p>Remember and write short sentences starting with a capital letter and ending with a full stop.</p> <p>Re-read what they have written to check it make sense.</p>

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Year 1	<p>Labels/Lists- <i>We will be:</i> <i>Writing lists of the children in our class, our body parts and labelling items in the classroom.</i></p> <p>Captions-<i>we will be writing a caption to match a picture.</i> <i>'Where's My Teddy?'</i></p> <p>Exploring characters, setting and plot in fiction, we will sequence story events with captions: <i>'We're Going on a Bear Hunt'</i> <i>'The Snail and the Whale'</i> <i>'The Very Hungry Caterpillar'</i> <i>'The Colour Monster'</i></p> <p>Postcards: We will write our addresses and information about Blackpool.</p> <p>Introducing Colourful Semantics: We will use Colourful Semantics to develop our understanding of sentence construction</p>	<p>Poetry: we will be reading and writing Autumn List Poems linked to our Science work on seasons.</p> <p>Descriptive Writing about Bonfire Night. We will be matching adjectives to the senses and will be constructing sentences.</p> <p>Non-Fiction recording Historical events Guy Fawkes: We will work together on a recount of the Gunpowder Plot and create our own Guy Fawkes Wanted Posters</p> <p>Narrative with an Introduction to reading and writing simple instructions: <i>'Pumpkin Soup'</i></p> <p>Learning how to rhyme and exploring rhyming books such as: <i>'Oi Dog!'</i></p> <p>Poetry: Winter Poetry linked to our Science work on seasons.</p> <p>Letters: Children are introduced to letter writing with <i>'The Jolly Christmas Postman'</i> Letters to Santa</p> <p>Recalling and Sequencing Events and composing our own sentences to match pictures: The Nativity Story</p>	<p>Introducing character description and recalling events in fiction: <i>'Supertato'</i> as the main text and enjoying other stories from the collection: <i>'Supertato- Veggies Assemble'</i> <i>'Supertato- Evil Pea Rules'</i> <i>'Supertato- Veggies in the Valley of Doom'</i></p> <p>Fantasy Stories: Introducing list writing, speech and story mapping to retell the story <i>'The Tiger Who Came to Tea'</i>.</p> <p>Recount and Fantasy: Inspired by <i>'Naughty Bus'</i> we will recall and compose sentences to describe the events in order.</p>	<p>Traditional Rhymes and Traditional Tales: We will be looking at fairy tales- character and setting description, role play and sequencing story events. <i>'The Gingerbread Man'</i> <i>'The Three Billy Goats Gruff'</i> <i>'Jack and the Beanstalk'</i></p> <p>World Book Week 2023: Introducing Cultural Diversity texts: <i>'All Are Welcome'</i> <i>'Sunflower Sisters'</i> <i>'Coming to England'</i> <i>'Bajan Baby What Can You See?'</i> <i>'Handa's Surprise'</i></p> <p>Stories from other cultures-<i>we will be looking at stories linked to our topic of the Polar regions.</i></p> <p>Inspired by Fantasy stories from the Oliver Jeffers Collection we will read and write our own short narratives with alternative endings: <i>'Lost and Found'</i> <i>'The Way Back Home'</i> <i>'How to Catch a Star'</i> <i>'Up and Down'</i></p>	<p>Instructions: How to Plant a Seed. We will plant a variety of seeds, record our steps and write our own list of instructions.</p> <p>Diary writing: We will read the diary entries of Samuel Pepys and begin to write our own diaries.</p> <p>Non-Fiction and Fiction: Dinosaur Research using a variety of information books and websites.</p> <p>Using fictional dinosaur stories, e.g. <i>'Tyrannosaurus Drip'</i> to inspire our own designs and descriptive writing about the legendary Stanleysaurus.</p> <p>Stories by the same author: Julia Donaldson <i>'The Gruffalo'</i> <i>'Room on the Broom'</i>. We will be retelling parts of the stories in our own words.</p>	<p>Instructions: How to Make a Healthy Breakfast Pot.</p> <p>Poetry: Summer Poetry linked to our Science work on seasons.</p> <p>Performance Poetry: learning poems by heart, chants and songs.</p> <p>Recounts: Memories of Y1 and Letter to my New Teacher.</p>

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Year 2	<ul style="list-style-type: none"> • Riddles (1) • Setting description of the Desert in Meerkat Mail (1) • Recount postcard based on Meerkat Mail (1) • Story retell based on Meerkat Mail (2) • Meerkat animal information text (2) 	<ul style="list-style-type: none"> • Diary of a kangaroo (1) • Character/setting description based on Australian stories (1) • Story writing 'How the ... got it's' (2) • Information text about Australia (2) 	<ul style="list-style-type: none"> • Recount of Xmas holidays (0.3) • Story retell writing based on 'Queen's Hat' video (2) • Letter to a Queen (1) • List poem...recipe for a Queen (1) 	<ul style="list-style-type: none"> • Wolf wanted poster (1) • Diary of a little pig (1) • Instructions – How to trap a big bad wolf (2) • Story writing of 3 little pigs with a twist 	<ul style="list-style-type: none"> • Recount of finding dragon egg in school (1) • Instructions 'How to look after an egg' (1) • Letter to friend about finding the egg (1) • Lost poster for story 'The egg' (1) 	<ul style="list-style-type: none"> • Alternative story ending of 'The Egg' (2) • Life cycle explanation texts (1) • Performance Poetry (2) • Transition Writing

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Year 3	<p>Text: Sparky</p> <ul style="list-style-type: none"> To enjoy a story and discuss its meanings To explore narrative plot, settings, characters and draw inferences to aid understanding To write texts based on fictional experiences To write a narrative from a character's point of view 	<p>Text: Leon and the Place between</p> <ul style="list-style-type: none"> To explore, interpret and respond to illustrations in a picture book To enjoy a story and discuss its meanings To build an imaginative picture of a fantasy world, based on real life experiences To explore these through role play and through writing in role To write own stories based on the story read from another character's point of view 	<p>Text: The Polar Express</p> <p>Text: The First Drawing</p> <ul style="list-style-type: none"> To use description to create characters and description. Narrative recount. To engage children with a story told through a mixture of speech and visual imagery. To explore themes and issues, and develop and sustain ideas through discussion. To use and begin to punctuate speech in our writing. To write in role in order to explore and develop empathy for characters. 	<p>Text: Jelly Boots Smelly Boots by Michael Rosen</p> <ul style="list-style-type: none"> To explore and recognise the poetry forms of free verse and rhyming couplets. To explore and use the poetry devices of rhyme, rhythm and pulse. To know how to listen and respond to a wide range of poem. To interpret poems for performance To gain and maintain the interest of the listener through effective performance of poems To draft, compose and write poems in response to a stimulus using language with intent for effect on the reader. 	<p>Text: Cloud Tea Monkeys</p> <ul style="list-style-type: none"> Descriptive passage 'How to' guide Letter Discussion <p>Non-chronological report</p>	<p>Text: Pebble In My pocket</p> <ul style="list-style-type: none"> In depth exploration of non-fiction texts. To present understanding in writing, drawing and performance. Non-chronological report writing.

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Year 4	<p><u>Little Badman</u> – Humza Arshad + Henry White</p> <p><u>Charlie and the Chocolate Factory</u> – Roald Dahl</p> <ul style="list-style-type: none"> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot <p>(diary writing, longer - planned 'chapter' narrative writing, explanation, report)</p> <p><u>Poetry – Werewolf Club Rules</u> – by Joseph Coelho</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (in poem form, style of the poet) - discussing and recording ideas. 		<p><u>How to Train Your Dragon</u> – Cressida Cowell</p> <p><u>The Last Firefox</u> – Lee Newbery</p> <ul style="list-style-type: none"> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot <p>(diary writing, narrative writing, explanation, recount, newspaper article / journalistic writing)</p> <p><u>Viking Myths</u></p> <ul style="list-style-type: none"> - link to History, storytelling from Viking times - practising writing skills based around these stories, including dialogue work, descriptions of settings and characters 		<p><u>A Place Called Perfect</u> – Helena Duggan</p> <ul style="list-style-type: none"> - novel studies - drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings, characters and plot <p>(diary writing, narrative writing, explanation, non-chronological report, speech)</p> <p><u>(possibly)</u></p> <p><u>Nevermoor</u> – Jessica Townsend</p> <p><u>Poems on a Theme</u> (tbc)</p> <p><u>Varmints</u> – Helen Ward</p>	

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Year 5	<p>Titanic</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary newspaper article descriptive narrative discussion <p>Street Child by Berlie Doherty</p> <ul style="list-style-type: none"> novel Study consider how authors have developed characters and settings in what pupils have read describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. biography poetry balanced Argument <p>Oliver Twist/A Christmas Carol by Charles Dickens</p> <ul style="list-style-type: none"> increase their familiarity with a wide range of books, including fiction from our literary heritage diary writing precising longer passages and using a wide range of devices to build cohesion within and across paragraphs 	<p>The lion, the witch and the wardrobe by C.S. Lewis</p> <ul style="list-style-type: none"> novel study predicting what might happen from details stated and implied describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. narrative writing <p>Book Week - Journey to Jo'Burg</p> <ul style="list-style-type: none"> identifying and discussing themes and conventions making comparisons within and across books increasing their familiarity with a wide range of books, including books from other cultures and traditions <p>Harry Potter by JK Rowling</p> <ul style="list-style-type: none"> novel study instructions letter writing precising longer passages and using a wide range of devices to build cohesion within and across paragraphs selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning persuasive leaflet 	<p>The Nowhere Emporium by Ross MacKenzie</p> <ul style="list-style-type: none"> considering how authors have developed characters and settings in what pupils have read diary narrative writing non-chronological report assessing the effectiveness of their own and others' writing <p>Poetic styles by Pie Corbett/ The Highwayman by Alfred Noyes (TBC)</p>			

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Year 6	<p>Marshmallow clip Description Summarising Non – chronological report ----- SPAG revision - sentence level focus.</p> <p>The Dream Catcher - film clip Recount ----- SPAG revision - sentence level focus. Diary Description</p>	<p>Iron Man Description Paragraph with tension Diary entry Instructions Blackout Poem</p> <p>Christmas clips - From our family to yours Similes and metaphors Hyperbole Pathetic fallacy Past tense narrative ----- Day of the Dead -film clip Non-chronological report</p> <p>Little Freak- film clip Setting description Persuasive letter</p> <p>Christmas Clips The Christmas Truce Informal letter Recount</p>	<p>Kai Monkey King Advertisement Leaflet ----- The Island by Armin Greder Formal Letter of advice Diary entry in role Analysis of text</p> <p>The Giant's Necklace by Michael Morpurgo To make inferences and deductions from a text Recount of events ----- Room 13 Persuasion</p> <p>Diving Giraffes - film clip Explanation</p>	<p>Lights on Cotton Rock Non-chronological report ----- Alma - film clip Narrative</p> <p>Rosa Parks Biography ----- Clockwork Postcard Persuasive Leaflet Formal letter Story</p>	<p>Invasions clip Setting description Narrative recount Non-Chronological report ----- The Last Bear by Hannah Gold Persuasion leaflet Non-chronological report ----- Friend or Foe Diary Argument</p> <p>Alma - film clip Narrative SPAG revision</p>	<p>Transition work</p> <p>Kensuke's Kingdom by Michael Morpurgo Balanced discussion Ship's log Newspaper Report Diary Entry Setting description Poetry Postcard</p>