

## Stanley Primary School - English Curriculum Map



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reception</b> (Core Texts)	The Colour Monster  The Colour Monster Goes To School  All are welcome - Alexandra Penfold  Ruby's Worry – Tom Percival  I Love My Hair by Anastasia Tarpley  The Rainbow Fish	Usborne: Festivals  Room on the Broom  The Squirrels Who Squabbled  The Jolly Postman  Nativity Story  Owl Babies  Stickman	Great Explorer  Whatever Next – Jill Murphy  My Granny Went to Market  The Colour Monster Doctor  PWHU Non fiction books  We're Going on a Bear Hunt	Superworm  We're going on a Bear Hunt  Giraffes Can't Dance  The Bad Tempered Ladybird  Somebody Swallowed Stanley by Sarah Roberts.  We're Going On An Egg Hunt	Handa's surprise  The Hungry Caterpillar  The Gingerbread Man  Supertato  Mr Wolfs pancakes  Chocolate Cake - Michael Rosen  The Tiger Who Came To Tea	The Naughty Bus  My Granny Went to Market  The Snail and the Whale  What the Ladybird Heard At The Seaside  Sharing a Shell  You can't have an elephant on a bus
(Phonics Progression)	Reception Baseline Assessments  Phonics begins - Read, Write, Inc (RWI) Scheme. Introduce set 1 letter sounds  Phonics mat checks School/Home  Interventions groups	RWI guided group reading sessions  Introduce set 2 letter sounds  Phonics mat checks School/Home  Interventions groups	RWI guided group reading sessions  Introduce set 3 letter sounds  Phonics mat checks School/Home  Interventions groups			
(Communication and Language)	<p>The development of children's spoken language underpins all seven areas of learning and development and includes daily examples such as:</p> <ul style="list-style-type: none"> <li>● Promoting children's back-and-forth interactions to form the foundations for language and cognitive development.</li> <li>● Adults listen closely to what children are saying and use this as a basis to develop conversations throughout the day in a language-rich environment.</li> </ul>					

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	<ul style="list-style-type: none"><li>● Adults in the setting 'thinking out loud', commenting on what children are interested in or doing, modelling new language and speaking with clarity and coherence, echoing back what they say and rephrasing building on it by adding new vocabulary.</li><li>● Reading frequently to children as a whole class, small group and individually, engaging them actively in stories, non-fiction, rhymes and poems.</li><li>● Exposing children to new vocabulary and providing them with extensive opportunities to use and embed these new words in a range of contexts.</li><li>● Adults will encourage children to share their ideas with support and modelling, and by using sensitive questioning that invites them to elaborate, answer questions, connect ideas and explain.</li></ul>
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Year 1	<p>Cave Baby</p> <ul style="list-style-type: none"> <li>• Narrative retellings</li> <li>• Labels and caption</li> <li>• Informal letters</li> </ul> <p>Traditional</p> <p>Tale: Little Red Riding Hood</p>	<p>The Leaf Thief</p> <ul style="list-style-type: none"> <li>• Story sequels</li> <li>• Questions</li> <li>• Speech bubbles</li> <li>• Letters</li> <li>• Lists</li> </ul> <p>Poetry: The Christmas Pine</p> <p>Grammarsaurus</p> <p>Place Value of Punctuation</p>	<p>Dinosaurs and all That Rubbish</p> <ul style="list-style-type: none"> <li>• Pamphlets</li> <li>• Letters</li> <li>• Setting descriptions</li> <li>• Instructions,</li> <li>• Narrative retellings</li> <li>• Pamphlets,</li> <li>• Posters</li> <li>• Non-fiction books</li> </ul> <p>Poetry: The Ning Nang Nong</p>	<p>Beegu</p> <ul style="list-style-type: none"> <li>• Own version 'alien' narratives</li> <li>• Descriptions</li> <li>• Commands</li> <li>• Letters</li> <li>• Nonsense-word dictionary,</li> <li>• Poems</li> <li>• Non-fiction reports</li> </ul> <p>Traditional Tale: The Three Little Pigs</p>	<p>Julian is a Mermaid</p> <ul style="list-style-type: none"> <li>• Three-verse poems</li> <li>• Instructions,</li> <li>• Writing in role,</li> </ul> <p>Advertisements</p> <p>Traditional Tale: Jack and the Beanstalk</p>	<p>Lost &amp; Found</p> <ul style="list-style-type: none"> <li>• Own version 'losing/finding' narratives</li> <li>• Character descriptions</li> <li>• Retellings,</li> <li>• Advice</li> <li>• Instructions,</li> <li>• Non-chronological reports</li> </ul> <p>Poetry: The Owl and The Pussycat</p>

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Year 2	<p>Grammarsaurus</p> <ul style="list-style-type: none"> <li>• Writing riddles</li> <li>• Common and proper nouns</li> <li>• Being and</li> <li>• regular/irregular action verbs</li> <li>• Single and compound sentence construction</li> <li>• Pronouns</li> <li>• Shopping lists</li> <li>• Story retelling</li> </ul>	<p>Meerkat Mail</p> <p>Three Little Pigs</p> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Recount writing (postcards)</li> <li>• Wanted poster</li> <li>• Diary writing</li> <li>• Narrative writing</li> </ul>	<p>The Egg</p> <ul style="list-style-type: none"> <li>• Recount writing</li> <li>• Letter writing</li> <li>• Instruction writing</li> <li>• Missing poster</li> </ul>	<p>The Queen's Hat</p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Diary writing</li> <li>• Letter writing</li> <li>• List poetry</li> <li>• Imaginative writing</li> </ul>	<p>Stories from the Billabong</p> <ul style="list-style-type: none"> <li>• Character/setting description</li> <li>• Narrative writing</li> <li>• Explanation</li> <li>• Diary writing</li> <li>• Information text</li> </ul>	<p>George's Marvellous Medicine</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• description</li> <li>• Diary</li> <li>• Instructions</li> <li>• Newspaper report</li> <li>• Persuasive advert</li> <li>• Performance Poetry</li> </ul>

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

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Year 4	<p><b>GPS - Place Value of Punctuation ad Grammar Year 4/ Revision of Year 3 Grammar</b></p> <p><b>Fizzlebert Stump (The boy that ran away from the circus and joined the library) – A.F. Harold</b></p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>-expanded noun phrases and fronted adverbials</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot</li> </ul> <p><b>The Lion, the Witch and the Wardrobe – C.S. Lewis</b></p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot (diary writing, longer – planned ‘chapter’ narrative writing, explanation, report)</li> </ul>	<p><b>Wonka/Charlie and The Chocolate Factory</b></p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot (diary writing, narrative writing, explanation, recount, newspaper article / journalistic writing)</li> </ul> <p><b>How to Train Your Dragon – Cressida Cowell</b></p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot</li> </ul>		<p><b>A Place Called Perfect – Helena Duggan</b></p> <ul style="list-style-type: none"> <li>- novel studies</li> <li>- drafting / writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organising paragraphs around a theme in narratives, creating settings, characters and plot (diary writing, narrative writing, explanation, non-chronological report, speech)</li> </ul> <p><b>Poetry – Werewolf Club Rules – by Joseph Coelho</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- discussing and recording ideas</li> </ul>																				
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Word</th> <th>Sentence</th> <th>Text</th> <th>Punctuation</th> <th>Terminology for pupils</th> </tr> </thead> <tbody> <tr> <td>The grammatical difference between <b>plural</b> and <b>possessive -s</b></td> <td>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</td> <td>Use of paragraphs to organise ideas around a theme</td> <td>Use of inverted commas and other <b>punctuation</b> to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, “Sit down!”</i>]</td> <td>Determiner pronoun, possessive pronoun adverbial</td> </tr> <tr> <td>Standard English forms for <b>verb inflections</b> instead of local spoken forms (we <i>were</i> instead of we <i>was</i>, I <i>did</i> instead of I <i>done</i>)</td> <td><b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</td> <td>Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid cohesion and avoid repetition</td> <td><b>Apostrophes</b> to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>The use of commas after <b>fronted adverbials</b></td> <td></td> </tr> </tbody> </table>	Word	Sentence	Text	Punctuation	Terminology for pupils	The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i> )	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, “Sit down!”</i> ]	Determiner pronoun, possessive pronoun adverbial	Standard English forms for <b>verb inflections</b> instead of local spoken forms (we <i>were</i> instead of we <i>was</i> , I <i>did</i> instead of I <i>done</i> )	<b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid cohesion and avoid repetition	<b>Apostrophes</b> to mark plural possession [for example, <i>the girl's name, the girls' name</i> ]					The use of commas after <b>fronted adverbials</b>		
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Year 5	<p><b>Harry Potter by JK Rowling</b></p> <ul style="list-style-type: none"> <li>• novel study</li> <li>• instructions</li> <li>• letter writing</li> <li>• précising longer passages and using a wide range of devices to build cohesion within and across paragraphs</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• persuasive leaflet</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• 'Being Me'</li> </ul> <p><b>Wild Boy</b></p> <ul style="list-style-type: none"> <li>• novel study</li> <li>• narrative linked to our history work on the Victorians</li> <li>• grammatical practice</li> <li>• descriptive narrative</li> <li>• discussion</li> </ul>	<p><b>Brightstorm by Vashti Hardy</b></p> <ul style="list-style-type: none"> <li>• considering how authors have developed characters and settings in what pupils have read</li> <li>• character viewpoint</li> <li>• explanation</li> <li>• narrative writing</li> <li>• non-chronological report</li> <li>• assessing the effectiveness of their own and others' writing</li> </ul> <p><b>The Nowhere Emporium by Ross MacKenzie</b></p> <ul style="list-style-type: none"> <li>• considering how authors have developed characters and settings in what pupils have read</li> <li>• diary</li> <li>• narrative writing</li> <li>• non-chronological report</li> <li>• assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Cloud Soup</li> </ul> <p>(and a novel to be confirmed)</p>			

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Year 6	<p><b>Grammarsaurus- Place Value of Punctuation and Grammar</b></p> <p><b>Little Freak Film Clip</b> Setting Description Persuasive Letter</p> <p><b>Day of the Dead -film clip</b> Non-chronological report</p> <p><b>The Christmas Truce</b> Informal Letter Recount</p>	<p><b>Darwin's Dragon</b> Narrative</p> <p><b>The Giant's Necklace by Michael Morpurgo</b> To make inferences and deductions from a text Recount of events</p> <p><b>Diving Giraffes - film clip</b> Explanation</p> <p><b>SPAG Revision/ Reading Revision</b></p>			<p><b>SPAG/ Reading Revision</b></p> <p><b>Rosa Parks Biography</b> Persuasion Text</p>	<p><b>Transition work</b></p> <p><b>Kensuke's Kingdom by Michael Morpurgo</b> Balanced discussion Ship's log Newspaper Report Diary Entry Setting description Poetry Postcard</p>