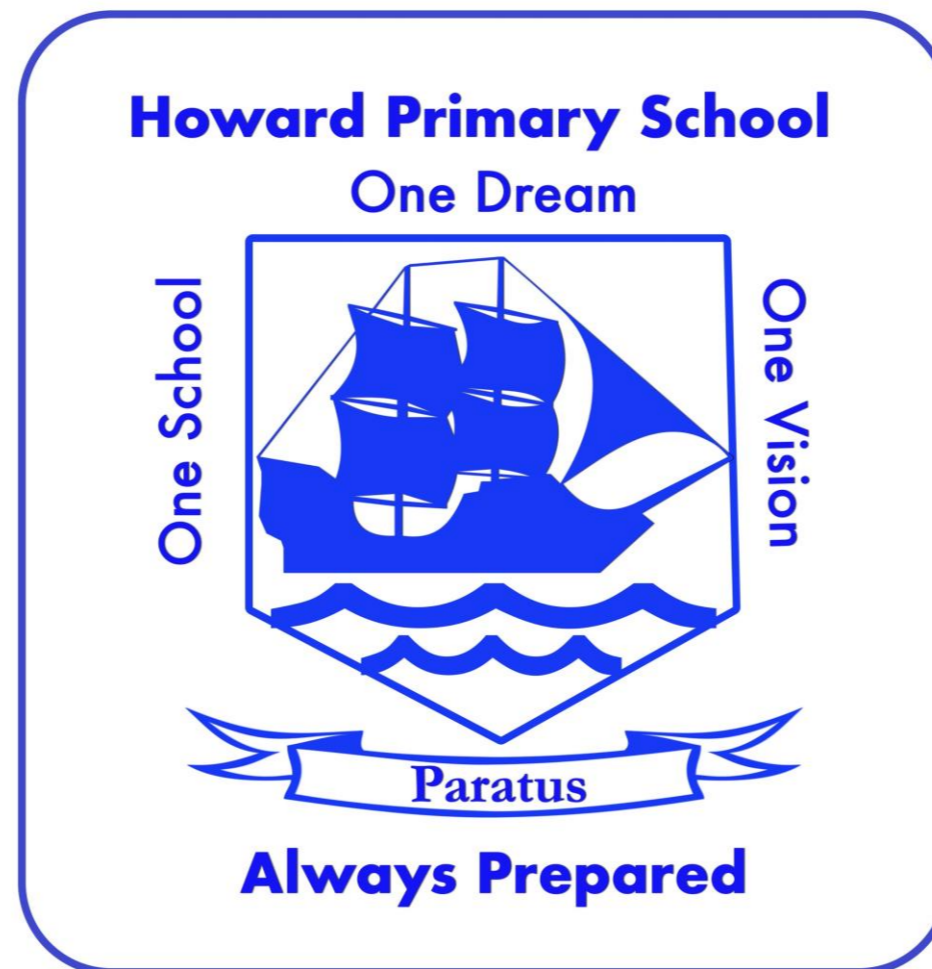

Howard Primary School English Curriculum Map



Howard Primary School: English Curriculum Map

RECEPTION Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 So much by Trish Cooke A great big cuddle by Michael Rosen	Autumn 2 Owl babies by Martin Waddell Astro Girl by Ken Wilson-Max	Spring 1 The naughty bus by Jan Oke The Train Ride by June Crebbin	Spring 2 No Dinner! By Jessica Souhami The Gigantic Turnip by Niamh Sharkey	Summer 1 Lulu gets a cat by Anna McQuinn Oh no George! By Chris Haughton	Summer 2 Splash, Anna Hibiscus by Atinuke Hooray for Fish! By Lucy Cousins
Additional texts	<p>Links to So Much: The baby's catalogue by Allan Ahlberg</p> <p>Double trouble for Anna Hibiscus by Atinuke</p> <p>Links to A great big cuddle: Here's a little poem by Jane Yolen, All join in by Quentin Blake, poems to perform by Julia Donaldson</p> <p>Michael Rosen books: We're going on a bear hunt, The bear in the cave, Bear flies high, Little rabbit Foo Foo</p> <p>Nursery rhyme collections: Little Miss Muffet & other rhymes by Patrick George, The Oxford treasury of nursery rhymes by Sarah Williams</p> <p>Stories with patterned/ poetic language: Cows in the kitchen by June Crebbin, Stanley's stick by John Hegley, Pants by Giles Andreae</p>	<p>Links to Owl Babies (non-fiction):</p> <p>RSPB my first book of garden birds by Mike Unwin</p> <p>Fiction: White owl, barn owl by Nicola Davies, Hoot owl, master of disguise by Sean Taylor, The owl who was afraid of the dark by Jill Tomlinson</p> <p>Books with a space theme:</p> <p>The way back home by Oliver Jeffers, Whatever Next by Jill Murphy, Toys in Space by Mini Grey, How to be on the moon by Viviane Schwarz</p> <p>Non-fiction: Busy people: astronaut by Ando Twin, What is the moon? By Katie Daynes, Gravity by Jason Chin</p> <p>Other books by Ken Wilson-Max: Where is Lenny?, The Drum, The Flute</p>	<p>Non-fiction texts about buses Fiction: Knuffle Bunny by Mo Willems</p> <p>Links with The Train Ride: Rattle & rap by Susan Steggall, Freight train by Donald Crews, Choo choo by Petr Horacek, Down by the station by Jss Stockham, Stanley's stick by John Hegley</p>	<p>Other Indian 'trickster tales': Jamil's Clever cat: a folk tale from Bengal by Fiona French, The tiger & the wise man by Andrew Fusek Peters, Monkey: a trickster tale from india by Gerald McDermott</p> <p>Non-fiction texts about India, animals in tropical rainforests: Wolves! By Emily Gravett, Walk with a wolf by Janni Howker, Deadly! The truth about the most dangerous creatures on earth by Nicola Davies, Augustus by Catherine Rayner</p> <p>Other traditional tales Food books: Oliver's vegetables, Stone soup</p>	<p>Core linked text: We're getting a cat by Vivian French</p> <p>Other books by Anna McQuinn: Lulu loves the library, lulu loves stories, lulu reads to Zeki, Lulu loves flowers</p> <p>Books that support recognising & exploring emotions: Sweep by Louise Greig, Owl babies by Martin Waddell, Dogger by Shirley Hughes, Lost & Found by Oliver Jeffers, A great big cuddle by Michael Rosen, Grumpy frog by Ed Vere</p> <p>Links with cats & other animals: There are cats in this book by Viviane Schwarz, The king cat by Marta Altes, Matilda's cat by Emily Gravett, That pesky rat by Lauren Child</p> <p>Links with Oh no George!: Hairy McClary series by Lynley Dodd, Dogs by Emily Gravett, Is there a dog in this book? By Viviane Schwarz, Kipper's birthday by Mick Inkpen</p>	<p>Other books by Atinuke: Anna Hibiscus' song</p> <p>Similar emotional themes: Not now, Bernard by David McKee, Come away from the water, Shirley by John Burningham, Emily Brown & the elephant emergency by Cressida Cowell</p> <p>Seaside theme: Come away from the water, Shirley by John Burningham, Sally & the limpet by Simon James, Out of the blue by Alison Jay, The snail and the whale by Julia Donaldson</p> <p>Family theme: We're going on a bear hunt by Michael Rosen, So much by Trish Cooke, The great big book of families by Mary Hoffman</p> <p>Non-fiction texts on Africa Books that feature fish, other sea life & underwater worlds: Can you hear the sea? By Judi Cumberbatch, The storm Whale by Benji Davies, The fish who could wish by John Bush, The rainbow fish by Marcus Pfister</p> <p>Surprising sharks by Nicola Davies, Big blue whale by Nicola Davies</p>
Literary Form	So much-Picture book A great big cuddle-Poetry anthology	Owl babies- moving picture book Astro girl- inspiring picture book	Naughty Bus- Carefully crafted picture book The train ride- picture book with repetitive refrain	No Dinner!- Indian traditional tale The gigantic turnip-traditional tale	Lulu gets a cat- one in a series Oh no George!- contemporary fiction	Splash, Anna Hibiscus- picture book Hooray for fish- rhyming picture book
Link to Main EYFSP Area of Learning	TOPIC: All about me	TOPIC: Light & dark	TOPIC: Transport	TOPIC: Traditional tales	TOPIC: Caring for animals	TOPIC: Summer's here!
PSED & Human Theme	So much- family A great big cuddle- growing up	Owl babies- loss, feeling scared, belonging	Naught Bus- Looking after our things	No Dinner!- perception of old age	Lulu gets a cat- personal needs, recognising our	Splash, Anna Hibiscus- family, dual heritage

Howard Primary School: English Curriculum Map

		Astro girl- sense of self	The train ride- connections with personal experiences	The gigantic turnip-Being helpful	emotions & emotions of others, taking responsibility Oh no George!-Making good decisions	Hooray for fish-
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	<p><u>So much</u> Read and reread a text Joining in Repeated refrains Onomatopoeia Making links with own experiences</p> <p><u>A great big cuddle</u> Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry</p>	<p><u>Owl babies</u> Empathising with characters Broaden experiences & relate to personal experiences Explore & express thoughts and feelings associated with separation, fear & belonging Whole word recognition</p> <p><u>Astro girl</u> Linking illustrations to meaning Read & understand simple sentences Use phonics to decode regular words Read some common irregular words Demonstrate understanding of what has been read Early phonological development- environmental, instrumental, voice, rhythm & rhyme, oral blending & segmenting Basic code, consonant clusters, introduce some complex code, high frequency words</p>	<p><u>Naughty Bus</u> Rhythm, rhyme and body percussion Singing transport action songs Exploring a range of voice and instrumental sounds Meaning through print style and photographs Writing then reading own books and role-play writing</p> <p><u>The train ride</u> Make predictions, ask questions & make connections Discuss preferences & listen to other’s ideas Understand illustrations convey meaning Join in with repeated text, respond to patterns & rhyme Understand the narrative shape of the story</p>	<p><u>No dinner!</u> Interpret stories through creativity Develop experience of storytelling & retell stories orally Listen with enjoyment Use talk, actions & objects to retell Early phonological development- rhythm & rhyme, sound discrimination, instrument & voice sounds Basic code- CVC, single sounds, digraphs, CVCC, CCVC High frequency words Storytelling language</p> <p><u>The gigantic turnip</u> Vocalising animal sounds Drawing on repeated refrain and patterning to re-read Words as tags – matching text and illustration Reading and following simple recipe cards</p>	<p><u>Lulu gets a cat</u> Make predictions, ask questions & make connections Understand illustrations convey meaning Listen with enjoyment Deepen understanding of the world thru fiction Develop sustained story making & story telling</p> <p><u>Oh no George!</u> Nursery rhymes: <i>Hickory Dickory Dock</i> Playing with sounds Body percussion and instrumental sounds Book-based game</p>	<p><u>Splash, Anna Hibiscus</u> Empathising with characters Explore, develop & sustain ideas thru talk Interpret stories through creativity</p> <p><u>Hooray for fish</u> Listen with enjoyment- make up own stories, songs, rhymes & poems Join in with repeated texts, respond to pattern & rhythm Explore rhyme through talk, role play & story telling</p>
EYFS Communication and Language (40-60+ months)	<ul style="list-style-type: none"> Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. Answering ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Expressing themselves effectively, showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future. 					
Language Competency: through reading, talk and writing	<p><u>So much</u> Character- who’s who? Speech bubbles Prediction Retelling/ relistening (thru role play, stick puppets, audio) Ordering & sequencing story and sentences What would you do? (empathy)</p>	<p><u>Owl babies</u> Settings- new words and phrases associated with the dark Freeze framing- thinking about characters thoughts & feelings Drama- hot-seating Shared reading</p>	<p><u>Naughty Bus</u> First person voice in story Present tense in story Active verbs Book talk</p> <p><u>The train ride</u></p>	<p><u>No dinner!</u> Talking about illustrations- who? Where? What might? How? Visualising settings- the jungle Researching forests</p>	<p><u>Lulu gets a cat</u> Talking about illustrations- who? Where? What might? How? Shared writing: personal narratives linked to character, writing in role, bookmaking, Information reading & writing Language focus</p>	<p><u>Splash, Anna Hibiscus</u> Visualising settings Characterisation- writing in role/ speech bubbles Role play & drama to focus on plot Poetry about the seaside- verbs associated with moving in water, noun phrases</p>

Howard Primary School: English Curriculum Map

	<p>Retell (thru pictures & writing) Early phonics skills to attempt spelling unknown words Book talk</p> <p><u>A great big cuddle</u> Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response</p>	<p>Audio stories Shared writing- wanted poster, letter to Mummy owl, non-fiction One to one correspondence of key words Links to non-fiction texts on owls Book talk</p> <p><u>Astro girl</u> Use past, present & future forms accurately when speaking Independent label writing- role play, own family stories, collaborative story mapping Using illustrations to support understanding & gather ideas Personal storytelling Comparing information texts to stories Poetry Shared writing</p>	<p>Talking about illustrations- who? Where? What might? How? Tuning in to rhythm Retelling/ relisting (thru role play, re-enacting, freeze frame, audio) linked to revisiting text while listening Role play- train station Retell thru story mapping- key phrases, repeated refrains, model key phrases Paired reading Writing- captions for art work Shared writing- new verses for story, re-write new story, postcards, posters Book talk</p>	<p>Shared writing: poetry, information writing, invitations, guest lists Retelling/ relisting (thru role play, stick puppets, small world, story mapping) Retelling/ relisting (thru role play, re-enacting, freeze frame, audio) linked to revisiting text while listening Shared/ group reading: recipes, retell story Book talk</p> <p><u>The gigantic turnip</u> Past tense patterned narrative Lists and ordinal language Book talk</p>	<p>Book talk <u>Oh no George!</u> Dialogue Exclamations and questions Instructional language, including modal verbs Book talk</p>	<p>Shared writing- journey stories Information writing Book talk-reading aloud & rereading</p> <p><u>Hooray for fish</u></p>
Physical Development	<p><u>So much</u> Re-enacting story- knock knock, stomp stomp, bouncing baby</p> <p><u>A great big cuddle</u> Children might incorporate simple sequences of dance movements into performance readings</p>	<p><u>Owl babies</u> Fine motor skills- paper plate owls Making tree/ nest using large items Weaving to make an owl next Moving like owls Balancing on equipment</p> <p><u>Astro girl</u> Develop skills an astronaut might need : balancing on one leg, navigate an obstacle course, crawl thru tunnels, target practice, climbing frames & slides, skipping, spinning hoops, throwing & catching</p>	<p><u>Naughty Bus</u> Action songs Riding balance and pedal bikes Travelling using body Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape</p> <p><u>The train ride</u></p>	<p><u>No dinner!</u> Move like animals from the story Use appropriate apparatus to explore action that animals might do e.g. climb, slide, jump <u>The gigantic turnip</u> Investigate pushing and pulling in the setting. Sorting and sowing seeds Using gardening tools that develop gross motor skills and those that strengthen hand and finger muscles and co-ordination</p>	<p><u>Lulu gets a cat</u></p> <p><u>Oh no George!</u> Dog show enactment Tidying up mess Paper collage Mark-making involved in drawing different kinds of dogs</p>	<p><u>Splash, Anna Hibiscus</u></p> <p><u>Hooray for fish</u> Movement & dance- become creatures of the sea Children could make a boat from large construction & go fishing Magnetic hook-a-fish game to develop fine motor skills</p>
Extended Writing Outcome	<p><u>So much</u> Lists, invitations</p> <p><u>A great big cuddle</u> Poetry in a range of forms</p>	<p><u>Owl babies</u> Letters & non-fiction</p> <p><u>Astro girl</u></p>	<p><u>Naughty Bus</u> A narrative episode</p> <p><u>The train ride</u></p>	<p><u>No dinner!</u></p> <p><u>The gigantic turnip</u> Care labels and signage</p>	<p><u>Lulu gets a cat</u></p> <p><u>Oh no George!</u> Letters and messages</p>	<p><u>Splash, Anna Hibiscus</u></p> <p><u>Hooray for fish</u></p>

Howard Primary School: English Curriculum Map

YEAR 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Anna Hibiscus by Atinuke	Autumn 2 Beegu by Alexis Deacon	Spring 1 The Emperor's Egg by Martin Jenkins	Spring 2 Out and About: A First Book of Poems by Shirley Hughes	Summer 1 Pattan's Pumpkin by Chitra Soundar	Summer 2 Traction Man is Here by Mini Grey
Additional texts	<p>Other books in the Anna Hibiscus range: Anna Hibiscus' Song, Splash, Anna Hibiscus</p> <p>Other Atinuke texts: Baby's got the blues by Carol Diggory Shields, A heart for Ruby by Franzisca Ewart</p> <p>Books set in Africa: A is for Africa by Ifeoma Onyefulu, The magic Bojabi tree by Dianna Hofmeyr, Zeraffa Giraffa by Dianna Hofmeyr</p>	<p>Baboon on the moon by Christopher Duriez</p> <p>The way back home by Oliver Jeffers</p> <p>Dr Xargles book of Earthlets by Jeanne Willis</p> <p>Toys in space by Mini Grey</p>	<p>Non-fiction: Penguins by Emily Bone, 100 facts Penguins by Camilla de la Bedoyere, Penguins by Anne Schreiber</p> <p>Fiction: Penguin by Polly Dunbar, Lost & Found by Oliver Jeffers, The penguin who wanted to find out by Jill Tomlinson</p>	<p>Cross curricular books: The wild weather book by Fiona Danks, 101 things for kids to do outside by Dawn Isaac, A first book of nature by Nicola Davies, A little guide to trees by Charlotte Voake</p> <p>Other poetry collections: A great big cuddle by Michal Rosen, I'm a little alien by James Carter, An imaginary menagerie by Roger McGough</p>	<p>Books by Chitra Soundar: A dollop of ghee & a pot of wisdom, A jar of pickles & a pinch of justice, Farmer Falgu goes on a trip</p> <p>Stories set in India: The tiger child by Joanna Trougton, The elephant's friend by Marcia Williams, Indian tales by Shenaaz Nanji</p> <p>Stories about growing veg & plants: The gigantic turnip by Aleksei Tolstoy, Oliver's vegetable by Vivian French, Pumpkin soup by Helen Cooper</p> <p>Flood stories: Elmer & the flood by David McKee, Noah's ark by Lucy Cousins</p> <p>Non-fiction: I is for India by Prodeeptha Das</p>	<p>Other books by Mini Grey: Traction man meets Turbodog, Toys in space, Egg drop, Biscuit bear</p> <p>Similar themes: Eliot, Midnight superhero by Ann Cottringer, Newspaper boy & origami girl by Michael Foreman, Send for a superhero by Michael Rosen</p>
Literary Form	Picture book: modern & traditional take on a different culture.	Familiar tale, simple text & illustrations	Narrative information book	Poetry collection	Traditional tale from another culture	Picture book with comic conventions
Link to Main NC Area of Learning	Geography: place knowledge	Geography: local knowledge PSHE:	Science: animals (classification)	Science and Music: Seasonal change	Science: plants	D&T: toys with moving parts History: changes/ toys
PSED & Human Themes	Empathy & relationships Exploring difference in cultural & personal identity	Hope, kindness, loneliness, being an outsider	Family types, own experiences	Enjoyment and activity outdoors	Determination and perseverance Caring for our local environment	Being imaginative
Phonics and Reading: Experience, Knowledge, Skills and Strategies	Repeated refrain, strong tunes & rhythm, pattern Sequencing Teaching the Complex Code – linking spelling and reading (alternative graphemes & pronunciations)	Revision of Basic Code and high frequency words Teaching the Complex Code – linking spelling and reading (ai, ur, ow alternatives + split digraphs) -ed endings	Revision of Basic Code and high frequency words Teaching the Complex Code – linking spelling and reading (alternative graphemes & pronunciations)	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code – linking spelling and reading Performance reading	Alliteration Teaching the Complex Code – linking spelling and reading Developing fluency by drawing on repeated refrain	Voice sounds in play Revision of Basic Code and high frequency words Reading illustration that adds meaning

Howard Primary School: English Curriculum Map

<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using ‘and’. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun ‘I’. • <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
<p>Language Competency: through reading, talk and writing</p>	<p>Note taking- key phrases & vocabulary Descriptive language- character, setting Expanded noun phrases Time adverbials/ language that shows the passing of time Prosody- reading aloud shared poems Sharing information with whole class- speaking to an audience Oral retelling of a story Drama- hot seating, freeze framing Questions Past & present tense Independent writing in role- notes/ postcards/ letters Formal/ informal methods of communicating Captions/ thought bubbles Book talk</p>	<p>Exploring illustrations Being in role & writing in role : diary, instruction writing, farewell letters, postcards Infer meaning from illustrations Characterisation- words & phrases (orally as well) Extended noun phrases Summarise, recall & represent main events- key words & phrases from text Meanings of emotional vocabulary- relevance to character at particular times within story Emotive language Adverbs in context (play script writing) Drama- hot seating, freeze framing, spot-lighting Prosody- reading aloud shared performance poems Making links between names & characters Book talk</p>	<p>Use of precise vocabulary to explore a setting Synonyms Descriptive language for settings: noun phrases & sentence openers; experiment with similes & personification for imagery & atmosphere Technical vocabulary Verb choices Investigating spelling patterns Consistent use of present & past tense Note taking Non-fiction- key elements of non-fiction- page title, captions, subheadings, illustrations etc, writing extended sentences with ‘and’, experimenting with captions, glossaries Book talk</p>	<p>Poetic language Expressive and figurative language Language for effect – prosody and choice creating meaning Language and word play Expanded noun phrases Investigating spelling patterns Book Talk</p>	<p>Traditional tale voice Oral storytelling language Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form Expanded noun phrases Compound words – meaning in spelling Investigating spelling patterns Book Talk</p>	<p>Present tense including progressive form Adjectives and adverbial phrases Dialogue Statement and exclamation sentences – patterns, prosody Practising segmenting and investigating spelling patterns Compounding words Book Talk</p>
<p>Extended Writing Outcome</p>	<p>Information writing Postcards</p>	<p>Character descriptions Writing a guide to Earth</p>	<p>Non-fiction text on penguins</p>	<p>Poetry in a range of forms</p>	<p>Flood myth</p>	<p>Comic book spread</p>

Howard Primary School: English Curriculum Map

YEAR 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 How to find gold by Viviane Schwarz	Autumn 2 Rapunzel by Bethan Woolvin	Spring 1 Poems to perform by Julia Donaldson	Spring 2 One Day, On Our Blue Planet... In The Savannah	Summer 1 Zeraffa Giraffa by Dianna Hofmeyr	Summer 2 A necklace of raindrops by Joan Aiken
Additional texts	<p>Picture books by Viviane Schwarz: There are no cats in this book, Is there a dog in this book?, The Sleepwalkers</p> <p>Quest stories: Lila and the secret of the rain, Emily Brown & the Elephant Emergency by Cressida Cowell</p> <p>Challenging gender stereotypes: Pippi Longstocking by Astrid Lindgren</p>	<p>Also by Bethan Woolvin: Little Red, Hansel & Gretel</p> <p>Other retellings: How the library (NOT the prince) saved Rapunzel by Wendy Meddour, Rapunzel by Sarah Gibb</p> <p>Tangled (Disney film)</p> <p>Related texts: Little red & the very hungry lion by Alex T Smith, How to wash a woolly mammoth by Michelle Robinson</p>	<p>It starts with a seed (non-fiction) by Laura Knowles</p> <p>The puffin book of fantastic first poems ed. June Crebbin</p> <p>Caribbean playground song read by James Berry (Poetryline)</p>	<p>Bringing the rain to Kapiti Plain by Verna Aardema</p> <p>Handa's Surprise by Eileen Browne</p> <p>A is for Africa by Ifeoma Onyefulu</p>	<p>Changing habitats: The Storm Whale by Benji Davies</p> <p>The Lonely Beast by Peter Brown</p> <p>Other traditional tales: The Magic Bojabi tree by Dianna Hofmeyr</p> <p>Traditional tale from diff perspective: The pea & the princess by Mini Grey</p>	
Literary Form	Carefully crafted picture book	Traditional tale	Poetry anthology	Non-fiction	Picture book to explore different cultures	Magical collection of stories
Link to Main NC Area of Learning	Design and Technology: Investigating materials Science: Materials	History: Significant Women	Science: The Natural Environment Plants	Science: Animals & their habitats	Geography: oceans and continents	Art: use a range of materials creatively D&T: make Chinese puppet theatres
PSED & Human Themes	Being collaborative to achieve a goal	Challenging stereotypes	Expressing ourselves	Sustaining listening skills	Courage, perseverance & compassion	Motivation of actions and choices that people make
Reading: Experience, Knowledge, Skills and Strategies	<p>Voice sounds and body percussion - performance</p> <p>Teaching complex code</p> <p>Developing fluency through performance reading</p> <p>Building stamina</p> <p>Reading with expression</p>	<p>Voice sounds</p> <p>Developing fluency using repetitive refrain</p> <p>Reading illustration</p> <p>Developing inference</p> <p>Developing experience by making intertextual connections</p>	<p>Rhythm, rhyme and body percussion</p> <p>Alliteration and assonance</p> <p>Onomatopoeic words: revision of consonant clusters through teaching the Complex Code</p> <p>Performance reading</p>	<p>Listen to, discuss & express views</p> <p>Discuss significance of title & events</p> <p>Link what they hear or read on their own</p> <p>Explain their understanding</p> <p>Discuss sequence of events and how information is related</p> <p>Discuss favourite words and phrases</p>	<p>Listen to, discuss & express views</p> <p>Discuss significance of title & events</p> <p>Link what they hear and read to their own experiences</p> <p>Explain their understanding</p> <p>Discuss sequence of events and how information is related</p> <p>Discuss favourite words and phrases</p> <p>Answer & ask questions</p>	<p>Read aloud to expose children to books & authors they may not choose</p> <p>Identify & discuss themes</p> <p>Show understanding thru intonation, tone, volume & action</p> <p>Developing inference about characters' feelings, thoughts, emotions & actions</p> <p>Discuss opinions</p> <p>Discuss authorial language & its impact</p>

Howard Primary School: English Curriculum Map

				<p>Answer & ask questions</p> <p>Predict</p> <p>Draw inferences</p> <p>Participate in discussions</p> <p>Express views about reading</p> <p>Understanding where information can be retrieved</p> <p>Identify features of non-fiction</p>	<p>Predict</p> <p>Draw inferences</p> <p>Participate in discussions</p> <p>Express views about reading</p>	
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
<p>Language Competency: through reading, talk and writing</p>	<p>Dialogue</p> <p>Storytelling language: expanded noun phrases</p> <p>Conjunctions.</p> <p>Present and past progressive</p> <p>Contractions - apostrophes</p> <p>Investigating spelling patterns</p> <p>Book Talk</p>	<p>Storytelling language: innovated traditional tale</p> <p>Past tense consistency</p> <p>Subordinated and co-ordinated sentences</p> <p>Adverbials</p> <p>Dynamic verb choices</p> <p>Book Talk</p>	<p>Poetic language</p> <p>Expressive and figurative language</p> <p>Language and word play</p> <p>Expanded noun phrases</p> <p>Investigating spelling patterns</p> <p>Book Talk</p>	<p>Discussing current & new vocabulary (inc technical/scientific)</p> <p>Senses vocabulary</p> <p>Descriptive verbs</p> <p>Onomatopoeia</p> <p>Descriptive writing: adjectives, expanded noun phrases</p> <p>Note taking- short sentences/particular importance/summarising</p> <p>Up-levelling sentences/magpieing ideas/ adding more detail to short sentence 'notes'</p> <p>Sentences that take on language of information texts</p> <p>Subordinated and co-ordinated sentences</p> <p>SPaG: Fronted adverbials, prepositions, proper nouns,</p>	<p>Traditional tale language</p> <p>Oral retelling, sequencing; time adverbials & precise language choice to show passing of time</p> <p>Story mapping</p> <p>Infer meaning from illustrations</p> <p>Discussing new vocabulary & concepts- collect memorable words</p> <p>Senses vocabulary</p> <p>Using words and phrases to describe settings- expanded noun phrases</p> <p>Powerful verb choices</p> <p>Letter writing- conjunction use, non-contracted forms, expressing opinions, justifying thoughts</p>	<p>Note making</p> <p>Dialogue between characters</p> <p>Letter writing: (apology/ rejection) conciliatory language, past tense (advice) present tense (invitation)</p> <p>Story telling language</p> <p>Speech/ thought bubbles</p> <p>Story starters</p> <p>Subordinated and co-ordinated sentences</p> <p>Cohesion through a whole piece</p> <p>Adverbials</p> <p>Difference sentence types</p> <p>Questions</p>

Howard Primary School: English Curriculum Map

				<p>nouns, verbs, adjectives, comparative & -ing suffixes</p> <p>Collective nouns</p> <p>Free verse poetry using our senses</p> <p>Voiceover scripts: expanded phrases & sentences</p> <p>Authorial intent- adding excitement with !, building tension with repetition</p> <p>Non-fiction writing: Planning, drafting & publishing</p> <p>Book talk</p>	<p>Being in role: conscious alley, being a character, freeze frame</p> <p>Characterisation (character descriptions)- informal speech, contracted forms, verb choices, inferring from text and images</p> <p>Non-fiction: diagrams, labels & explanations</p> <p>Newspaper reports: impactful words and phrases to describe events & atmosphere, chronology, adjectives, adverbs, compound sentences, speech</p> <p>Persuasive writing: adjectives to expand noun phrases & enhance descriptions, exclamatory & question sentence types</p> <p>Debate: oral explanations of choice, justifying ideas: conjunctions</p> <p>Book talk – authorial language to help visualise</p>	<p>Arguments for & against (persuasive language)</p> <p>Instruction writing (recipe): imperative verbs, clear instructions, present tense, technical vocab</p> <p>Descriptive language for settings</p> <p>Book talk</p>
Extended Writing Outcome	Retelling the story in role	Alternative fairy tale	Poetry in a range of forms	<p>Free verse poetry</p> <p>Non-fiction writing</p>	<p>Lullaby</p> <p>Newspaper report</p>	<p>Letter writing for apology, rejection and invitation</p> <p>Retell a story</p>

Howard Primary School: English Curriculum Map

YEAR 3 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Ug: Boy genius of the stone age by Raymond Briggs	Autumn 2 Into the forest by Anthony Browne	Spring 1 Mouse Bird Snake Wolf by David Almond	Spring 2 The bluest of blues by Fiona Robinson	Summer 1 Lob by Linda Newbery	Summer 2 A nest full of stars by James Berry (poetry) ?? Out of print??
Additional texts	<p>Similar themes: Stone age boy by Satoshi, Cave baby by Julia Donaldson Dave's cave by Frann Pretson-Gannon, Glog by Pippa Goodhart</p> <p>Other books by same author: The snowman, Fungus the Bogeyman, Jim & the beanstalk, The bear</p> <p>Nonfiction (The Stone Age): The first drawing by Mordecai Gerstein, Savage Stone age (Horrible Histories) Stone Age, Bone age by Mick Manning</p> <p>Nonfiction (Inventors): Inventions by Adam Hart-Davis, Three cheers for inventors! By Marcia Williams</p>	<p>Same author: The Tunnel, Hansel & Gretel, Piggybook, Gorilla, Through the magic mirror, Me & you</p> <p>Links: The pea & the princess by Mini Grey, The true story of the 3 little pigs by Jon Scieszka, Little Red by Lynne Roberts</p>	<p>Same author: Harry Miller's run, The boy who climbed into the moon, The Dam, Skellig</p> <p>Related titles: Varjak Paw by S F Said, The Wolves in the Walls by Neil Gaiman</p>	<p>Also by Fiona Robinson: Ada's Idea: the story of Ada Lovelace</p> <p>Books about female pioneers: Fantastically great women who changed the world by Kate Pankhurst, Little People, Big dreams series by Frances Lincoln</p> <p>Books about beetles: A beetle is shy by Dianna Hutts Aston, Bonkers about beetles by Owen Davey</p> <p>Sources for Found poetry: The bog book of the blue by Yuval Zommer, Into the blue by Nicola Davies, One day on our blue planet... in the ocean by Ella Bailey</p>	<p>Books which explore similar themes: Grandad's island by Benji Davies, Grandpa Green by Lane Smith, The little gardener by Emily Hughes, The tiny seed by Eric Carle, A forest by Marc Martin</p> <p>Non-fiction: The ultimate guide to gardening by Lisa J Amstutz, Gardening for beginners by Abigail Wheatley, A little guide to wild flowers by Charlotte Voake, RSPB first book of flowers by Anita Ganeri, The lost words by Robert Macfarlane</p>	<p>Other poetry anthologies: You tell me by Roger McGough, Under the moon & over the sea by Jon Agard</p>
Literary Form	Graphic text/ comic book	Picture book with traditional tale themes	Graphic novel	Picture book	Novel inspired by a poem	Poetry anthology
Link to Main NC Area of Learning	History: stone age	Art and Design: Illustration study and illustration of fairy tales	Science: rocks, plants Geography; how the earth has changed over time (links with volcanoes)	Science: famous scientists	Science: plants Geography: map skills	Geography: comparison
PSED & Human Themes	Determination & perseverance	Expressing concerns	Empathising with others	Pioneering women, equal rights	Bereavement	Friendship & family
Reading: Experience, Knowledge, Skills and Strategies	<p>Read & discuss a wide range of fiction</p> <p>Identify & discuss themes & conventions</p> <p>Make comparisons within & across books</p> <p>Understand & explore meanings of words</p> <p>Ask questions</p>	<p>Reading illustration</p> <p>Lifting meaning through performance reading</p> <p>Predicting</p> <p>Developing inference</p> <p>Making personal connections</p> <p>Developing experience by making intertextual connections</p>	<p>Recognise important themes</p> <p>Perform play scripts</p> <p>Show understanding through intonation, tone, volume & action</p> <p>Discuss words & phrases that capture interest and imagination</p>	<p>Increase familiarity</p> <p>Identify & discuss themes & conventions</p> <p>Show understanding through intonation, tone, volume & action</p> <p>Discuss words & phrases that capture interest and imagination</p>	<p>Discuss understanding & exploring meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inference- characters feelings, thought, emotions & actions</p> <p>Predict from details stated & implied</p>	

Howard Primary School: English Curriculum Map

	<p>Developing inference- character's feelings, thoughts & motivations</p> <p>Predicting</p> <p>Language, structure & presentation</p> <p>Discuss & evaluate how authors use language- impact on the reader</p> <p>Discussing books & building ideas- challenge views</p> <p>Justifying views</p>		<p>Draw inference- characters feelings, thought, emotions & actions</p> <p>Discuss opinions</p>	<p>Draw inference- characters feelings, thought, emotions & actions</p>	<p>Language, structure & presentation</p> <p>Authors use of language including figurative language impacts the reader</p> <p>Discuss opinions</p> <p>Reasoned justifications</p>	
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • 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. • Introduction to inverted commas to punctuate direct speech. • <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 					
<p>Language Competency: through reading, talk and writing</p>	<p>Share, discuss & infer from illustrations</p> <p>Use of exaggeration for humour/ anachronisms</p> <p>Characterisation- thoughts, feelings, motivations, change in emotions</p> <p>Cookery show- procedural language</p> <p>Precise verbs; noun phrases; adverbs to clarify; prepositional phrases; figurative language (alliteration, similes, personification)</p> <p>Instruction writing for a game- imperative verbs</p> <p>Note making</p> <p>Questions</p> <p>Writing for information- research skills</p> <p>Vocabulary- definitions, word investigations, spelling strategies</p> <p>Sequencing</p>	<p>First person voice</p> <p>Past and present perfect tense</p> <p>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases</p> <p>Modal verbs</p> <p>Imagined and improvised dialogue</p> <p>Expression and empathetic language</p> <p>Book Talk</p>	<p>Persuasive writing- complex sentences, conjunctions, connectives to expand ideas, emotive language, rhetorical questions, fact & opinion, repetition & alliteration</p> <p>Proclamations- expanded noun phrases, adverbs, conjunctions</p> <p>Kenning- phrases to highlight impact of actions</p> <p>Vocabulary- words & phrases to describe</p> <p>Poetry- powerful verbs</p> <p>Storymapping</p> <p>Retelling- graphic novels- reduced text, speech bubbles & pop captions, simplifying texts</p> <p>Book talk</p>	<p>Story writing based on photographs- fronted adverbials, conjunctions, prepositions, direct speech, cohesion</p> <p>Characterisation-insights, relationships, development of the character</p> <p>Responding to illustrations- in depth discussion</p> <p>Scientific/ technical vocabulary</p> <p>Questions</p> <p>Diary entry- consistent first-person voice, tense, connecting ideas coherently</p> <p>Non-fiction: clear, concise ideas, features of non-fiction, authentic non-fiction voice, paragraphing, engagement of the reader</p> <p>SPaG: use of determiners & tenses, appropriate noun phrases</p>	<p><u>Part 1-</u></p> <p>Response to illustrations- predict who, what might happen etc</p> <p>Shared poem using visualised images- phrases, words from text</p> <p>Procedural writing- guide to growing runner beans</p> <p>Precise language (imperative verb use), helpful phrases (simple present tense, adverbs, prepositional phrases, adjectives for clarity), persuasiveness</p> <p>Debate- assertive language choices to summarise</p> <p>Synonyms</p> <p>Characterisation-insights, relationships, impressions</p> <p>Book talk around poetry- likes, dislike, clarifications on language</p>	<p>Book talk</p>

Howard Primary School: English Curriculum Map

	<p>Diary/ journal entry- first person, emotive language, past tense, noun phrases</p> <p>Comic strip spread- layout, speech/ thought bubbles, panels,</p> <p><i>Writing for an audience</i></p> <p>Persuasive speech- complex sentences, conjunctions, connectives to expand ideas, emotive language, rhetorical questions, fact & opinion, repetition & alliteration</p> <p>Comparative language</p> <p>Poetry- rhythm, rhyme, alliteration & assonance, oral practise, try ideas by reading aloud, experiment with adjusting line breaks, precise & careful vocabulary choices,</p> <p>Book talk</p>			<p>Editing/ up-levelling (supported initially)</p> <p>Found poetry</p> <p>Free verse poetry- moving phrases for effectiveness</p> <p>Letter writing- use of modal verbs, multi-clause sentences to build arguments, make statements with short clause sentences, punctuation, tenses</p> <p>Book talk- book review</p>	<p>Writing in role (letter writing)</p> <p><u>Part 2-</u></p> <p>Looking at language- noting how text has changed</p> <p>Reading aloud for prosody</p> <p>News report script: voice, tone & style</p> <p>Poetry- elegy or ode</p> <p>Discuss alliteration, assonance, rhythm, repetition, imagery</p> <p>Persuasive speech: connectives which join ideas, emotive language, rhetorical questions, facts & opinions, repetition & alliteration</p> <p>Writing the story from a different viewpoint</p> <p>Book talk</p>	
Extended Writing Outcome	<p>Various persuasive writing</p> <p>Poetry</p>	<p>Play Script</p>	<p>Descriptive writing</p> <p>Writing in role</p>	<p>Story writing</p> <p>Non-fiction reports/ autobiographies</p>	<p>Various poems</p> <p>News reports</p> <p>Story from different viewpoint</p>	

Howard Primary School: English Curriculum Map

YEAR 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 The boy at the back of the class by Onjali Q Rauf	Autumn 2 Arthur and the Golden Rope by Joe Todd-Stanton	Spring 1 The Great Kapok tree by Lynne Cherry	Spring 2 Hot like Fire by Valerie Bloom	Summer 1 Ice palace by Robert Swindells	Summer 2 The lost happy ending by Carol Ann Duffy
Additional texts	Exploring similar themes: Azzi In between by Sarah Garland, The silence seeker by Ben Morley, The Journey by Francesca Sanna, Ali's story by Andy Glynne, Welcome to nowhere by Elizabeth Laird, After tomorrow by Gillian Cross, We are all born free by Amnesty international Also by Onjali Q Rauf: The star outside my window	Exploring similar themes: Norse myths: tales of Odin, Thor & Loki by Kevin Crossley-Holland, The sleeping army by Francesca Simon, How to train your dragon by Cressida Cowell, Treasury of Norse mythology by Donna Jo Napoli, Falling out of the sky: poems about myths & monsters by Rachel Piercey Other books by Joe Todd-Stanton: Brownstone's Mythical collection: Marcy & the riddle of the sphinx, The secret of black rock Linked non-fiction: Viking Longship by Mick Manning, Vicious Vikings (Horrible histories) by Terry Deary, The Viking Invader (Newspaper history) by Fergus Fleming	Other useful resources: The vanishing rainforest by Richard Platt, In the forest by Anouck Boisrobert, Where's the elephant? By Barroux, The promise by Nicola Davies, Varmints by Helen ward, The wonder garden by Kristjana S. Williams	Other books by Valerie Bloom: Fruits Other poetry anthologies: 100 brilliant poems for children by Paul Cookson, A kid in my class by Rachel Rooney, Caribbean dozen by John Agard, Other linked texts: Atlas of adventures by Rachel Williams, Barefoot books world atlas by Nick Crane,	Links to other texts: The pied piper by Robert Browning Other books by Robert Swindells: Room 13, The first hunter, Shrapnel (extracts on lovreading4kids)	Other books by Carol Ann Duffy: The princess' blanket, The tear thief Other books to support & extend sequence: Grimm Tales: for young & old by Philip Pullman, Faery tales by Carol Ann Duffy, The story collector: The emperor's nightingale & other feathery tales (more in the set), Tales of wisdom & wonder by Hugh Lupton, Tales told in tents: stories from Central Asia by Sally Pomme Clayton, Tales of Hans Christain Anderson by Joel Stewart, The 13 th fairy by Kaye Umansky, Snow white in new York by Fiona French, into the forest by Anthony Browne (+ other alternative fairytales)
Literary Form	Humorous novel	Graphic novel	Picture book	Poetry collection	Based on a traditional tale	Picture book
Link to Main NC Area of Learning	RE- why do you judge me? History- black history month	History: Vikings and Norse Mythology	Science/ geography- habitats & rainforests	Music- poetry		
PSED & Human Themes	Empathy Human rights & freedoms for all	Perseverance and bravery	Importance of humans preserving rainforests (global issues)	Enjoyment of other cultures	Family love Bravery	Staying safe Exploring feelings
Reading: Experience, Knowledge, Skills and Strategies	Identify themes and conventions and compare Discuss words and phrases that capture interest & imagination; impact on the reader Inferences based on characters thoughts, feelings, motives and actions	Reading illustration Lifting meaning through performance reading Predicting Developing inference	Investigate how illustrations influence reader's experience Explore how an author uses language to create empathy	Use poetry as a stimulus for writing & performance Explore how language & structural devices are used in poetry to create powerful responses	Develop positive attitudes to reading Increase familiarity with a range of books Identify themes & conventions Ask questions	Explore, interpret & respond to picture book Consider ways in which illustrations can deepen & enrich meaning Study language & writing style of an author

Howard Primary School: English Curriculum Map

	Ask questions to improve understanding Identify how language, structure & presentation contribute to meaning Predict	Developing experience by making intertextual connections Looking at language		Explore ways to use our voices, facial expressions & body language to perform	Draw inferences & justify with evidence Identify how language & structure contribute to meaning	Develop reader response by exploring interpretations of themes, plots & characters' actions & motivations
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. 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; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency: through reading, talk and writing		Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences Paragraphs for cohesion Book Talk				
Extended Writing Outcome		Comic book narrative				

Howard Primary School: English Curriculum Map

<p>YEAR 5</p> <p>Using a Power of Reading Teaching Sequence to Create an English Curriculum</p>	<p>Autumn 1</p> <p>Cosmic</p> <p>Frank Cottrell-Boyce</p>	<p>Autumn 2</p> <p>The Journey</p> <p>Francesca Sanna</p>	<p>Spring 1</p> <p>The Adventures of Odysseus</p> <p>Hugh Lupton, Daniel Morden and Christina Balit</p>	<p>Spring 2</p> <p>Suffragette: The Battle for Equality</p> <p>David Roberts</p>	<p>Summer 1</p> <p>Love That Dog</p> <p>Sharon Creech (3 weeks)</p> <p><i>Could add 5 senses poetry for 2 more weeks.</i></p>	<p>Summer 2</p> <p>Journey to the River Sea</p> <p>Eva Ibbotson</p>
<p>Additional texts</p>	<p>The Unforgotten Coat (Frank Cottrell Boyce)</p> <p>Phoenix (S.F. Said)</p>	<p>Welcome to Nowhere (Elizabeth Laird)</p> <p>Here I am (Patti Kim)</p> <p>The Day War Came (Nicola Davies)</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen and Annemarie Young (Wayland)</p> <p>After Tomorrow (Gillian Cross)</p> <p>We Are All Born Free by Amnesty International (Frances Lincoln)</p> <p>Ali's Story - A Journey from Afghanistan by Andy Glynne, illustrated by Salvador Maldonado (Wayland)</p> <p>Hamid's Story - A Journey from Eritrea by Andy Glynne, illustrated by Tom Senior (Wayland)</p> <p>Juliane's Story - A Journey from Zimbabwe by Andy Glynne, illustrated by Karl Hammond (Wayland)</p> <p>Navid's Story - A Journey from Iran by Andy Glynne, illustrated by Jonathan Topf (Wayland)</p>	<p>Greek Myths, The Iliad and The Odyssey – all three retold and illustrated by Marcia Williams.</p> <p>The Orchard Book of Greek Myths, Geraldine McCaughrean</p> <p>The Odyssey, Homer</p> <p>The Iliad, Homer</p> <p>Percy Jackson and Heroes of Olympus series, Rick Riordan. Greek mythology dragged into the 21st Century.</p> <p>The Fire Thief trilogy, Terry Deary</p>	<p>Biographies:</p> <p>The Fantastically Great Women series, Kate Pankhurst (Bloomsbury)</p> <p>Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women, Elena Favilli and Francesca Cavallo (Particular Books)</p> <p>Poetry:</p> <p>A Poem for Every Night of the Year, edited by Allie Esiri (Macmillan)</p> <p>Reaching the Stars. Poems about Extraordinary Women & Girls, Jan Dean, Liz Brownlee & Michaela Morgan (Macmillan)</p> <p>Fiction:</p> <p>Opal Plumstead, Jacqueline Wilson, illustrated by Nick Sharratt (Corgi)</p> <p>My Best Friend the Suffragette, Sally Morgan, illustrated by Gareth Conway (Scholastic)</p> <p>The Princess and the Suffragette, Holly Webb (Scholastic)</p>	<p>A range of poetry collections for the book corner for children to access.</p>	<p>The Star of Kazan and The Dragonfly Pool (both by Eva Ibbotson)</p> <p>Stormbreaker (Anthony Horowitz)</p> <p>Dead Man's Cove, Kidnap in the Caribbean (Lauren St John)</p> <p>Little Lord Fauntleroy (Frances Hodgson Burnett)</p> <p>Non fiction:</p> <p>A wide range of information books about the Amazon and the Brazilian rainforest in the book corner.</p>
<p>Literary Form</p>	<p>Novel</p>	<p>Picture book</p>	<p>Myth – an epic tale</p>	<p>Non-fiction</p>	<p>Poetry collection</p>	<p>Novel</p>

Howard Primary School: English Curriculum Map

<p>Link to Main NC Area of Learning</p>	<p>Science: Space</p> <p>DT: Development of mobile technology</p>	<p>History: Local history</p> <p>Art & Design: Artistic interpretations of the sea</p> <p>Geography: Migration across Europe</p>	<p>History: Ancient Greece</p>	<p>Computing: E-Safety (Fake news)</p>	<p>Art and Design</p>	<p>Geography: Geographical similarities and differences of UK and a region within North/South America.</p> <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
<p>PSED & Human Themes</p>	<p>Honesty and self-governance</p>	<p>Refugees and migration experiences. Escaping conflict and seeking sanctuary.</p>	<p>Overcoming set backs</p>	<p>Gender equality Social justice and moral responsibility Local government</p>	<p>Past experiences Personal experience of learning</p>	<p>Migration Settling in/ new experiences Choosing your own outlook on life</p>
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison</p>	<p>Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising</p>	<p>Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections</p>	<p>Identifying and discussing themes Making comparisons Developing inference Evaluating authors use of language Retrieve, record and present information from non-fiction</p>	<p>Visualising Developing inference Performance poetry Debate and argument Broadening reading material to include a range of poetry Read aloud a range of poetry Discuss ideas and themes Evaluating the use of language.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing. Ask questions to improve understanding. Drawing inferences and justifying with evidence Prediction Discussions about books that are read to them and challenging others' views. Provide reasoned justifications for their views.</p>
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
<p>Language Competency: through reading, talk and writing</p>	<p>Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials</p>	<p>Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials</p>	<p>Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Fronted</p>	<p>Formal language Persuasive language Paragraphs for cohesion Parenthesis Consistent use of tenses Use of bullet points Condensed notes</p>	<p>Narrative voice Poetic devices Descriptive language, including figurative language Appropriate layout and structure Rhythm and rhyme Building cohesion</p>	<p>Narrative voice Using parenthesis Write in character Emotive language Formal/informal language Using commas to avoid ambiguity. Figurative language</p>

Howard Primary School: English Curriculum Map

	Debate, discussion and dilemma: subjunctive, modal verbs, passive and active Imagined and improvised dialogue – informal and formal speech Book Talk	Metaphor and imagery Emotional expression and empathetic language Debate, dilemma and persuasion: modal verbs, conjunctions Book Talk	adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk	Appropriate layout and structure Use of commas for ambiguity Modal verbs Range of fronted adverbials Verb prefixes Book talk	Accurate and appropriate punctuation Emotive language Book talk	Description of settings Range of appropriate fronted adverbials Descriptive and scientific language Accurate punctuation of speech Paragraphs for cohesions Book Talk
Extended Writing Outcome	<ul style="list-style-type: none"> - Note writing in role as a character - Composing an email from one character to another - Written argument - Visitor leaflet for a theme park - Writing a message to a character in the story - List Poetry - Newspaper Report 	<ul style="list-style-type: none"> - Annotations - Text marking - Note taking - Captions - Poetry - Writing in role - Persuasive letter - Book/ booklet/ leaflet - Collection of short stories - Class Newspaper - Documentary script - Lyrics - Argument - Emotive letter - Extension to narrative 	<ul style="list-style-type: none"> - Information posters - Letters - Annotated storyboards - Diaries - Speeches - Notes for a debate - Story writing - Newspaper articles 	<ul style="list-style-type: none"> - ‘Tell Me’ book talk responses - Reading Journal - Research notes and mind maps - Timeline - Pen portraits - Biographies - Speeches - Persuasive letters and responses - Prison letters and accounts - Petition - Eyewitness accounts - Newspaper report – with bias - Banners and slogans - Posters, flyers and pamphlets - Flags, badges and sashes - Song lyrics for an anthem - Persuasive text of choice: letter, poster, blog, petition, film script, etc. 	<ul style="list-style-type: none"> - Notes for debate and discussion and for oral presentations - Poetry - Written feedback - Poetry anthology - Annotations 	<ul style="list-style-type: none"> - Poetry - A note to a friend - Diary entries - Notes for research - Timetables - Annotated maps - Notes of advice - Narrative fiction - Letters

Howard Primary School: English Curriculum Map

YEAR 6 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 Goodnight Mister Tom Michelle Magorian	Autumn 2 Rose Blanche Roberto Innocenti/Ian McEwan	Spring 1 Rooftoppers Katherine Rundell	Spring 2 Macbeth William Shakespeare	Summer 1 Shackleton's Journey William Grill	Spring 2 Dark Sky Park Philip Gross
Additional texts	The Lion and the Unicorn (Shirley Hughes) War Boy (Michael Foreman) My Secret War Diary by Flossie Albright (Marcia Williams)	The Boy in the Striped Pyjamas (John Boyne) The Diary of Anne Frank Otto: The Autobiography of a Teddy Bear (Tomi Ungerer) Film: Life is Beautiful (Roberto Benigni) [PG]	Find out about Katherine Rundell and her inspiration for the book: - http://www.faber.co.uk/author/katherine-rundell/ - https://www.youtube.com/watch?v=ou85rDqQ4e0 - http://authors.simonandschuster.com/Katherine-Rundell/410789881 You may want to show the children the short film The Red Balloon, in which a red balloon with a life of its own follows a little boy around the streets of Paris. Available here: https://www.youtube.com/watch?v=oY9AKkWc6SA Possible opportunity to complete a linked topic on the Titanic (opening of the book suggests that the character shave been caught up in a similar disaster).	There is a wealth of texts that support children's understanding of the story of Macbeth before they tackle the language of Shakespeare. These books include: Shakespeare's Stories – Leon Garfield Mr. William Shakespeare's Plays – Marcia Williams Macbeth – Graphic novel (classic comic) Macbeth - Tales from Shakespeare Macbeth – Graffex (retold by Stephen Haynes) There are also versions from Leon Garfield – Animated Tales (although these no longer seem to be in print). The animated tales can also be viewed as a film version here http://www.youtube.com/watch?v=2jU4JtcQ0zU	ICE TRAP! Shackleton's Incredible Expedition by Meredith Hooper Shackleton's Stowaway by Victoria McKernan Ice Story: Shackleton's Lost Expedition by Elizabeth Cody Kimmel Trapped By the Ice: Shackleton's Amazing Antarctic Adventure. By Michael McCurdy Endurance Expedition eBook by Kristin F. Johnson	Other recommended texts: Migration: Incredible Animal Journeys, Mike Unwin, illustrated by Jenni Desmond (Bloomsbury) England: Poems From a School, edited by Kate Clanchy (Picador) Weblinks • Philip Gross's website: https://www.philipgross.co.uk/ • Philip Gross reads Snow Leopard on SoundCloud: https://soundcloud.com/philip-gross6/snow-leopard • BBC Nature pages on Hydrothermal Vents: http://www.bbc.co.uk/nature/habitats/Hydrothermal_vent#intro • BBC Nature Pages on Deep Ocean: http://www.bbc.co.uk/nature/habitats/Deep_sea#intro • WWF Pages on the Snow Leopard: https://www.wwf.org.uk/wild-life/snow-leopards • BBC Earth: What is a Tardigrade? https://www.youtube.com/watch?v=dork_85Q8ul
Literary Form	Novel	Picture book – Fable of resistance	Novel	Play	Non-fiction	Poetry collection
Link to Main NC Area of Learning	History: The Second World War	History: The Second World War	Geography: Study of Paris and London	PSHE: See below	History: Polar Exploration	Science: Living things and their habitats and classification

Howard Primary School: English Curriculum Map

			<p>Music: Study the musical form, the requiem which features in the book.</p> <p>Art: Key artistic movements of the period such as: Impressionism, Post-impressionism and Art Nouveau.</p>			<p>PSHE: See below</p>
PSED & Human Themes	<p>Evacuation Neglect and support Safety and trust Fear and Loss Parenting</p>	Holocaust	<p>Supportive relationships Authority Moving on Different experiences</p>	<p>Lust for power Death Jealousy Greed</p>	<p>Endurance and leadership</p>	<p>Feelings and experiences Support Evolutionary ideas Caring for the environment</p>
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<ul style="list-style-type: none"> - Discuss understanding and explore meaning of words in context - Ask questions to improve understanding - Drawing inferences and justifying by using evidence - Identifying how language, structure and presentation contribute to meaning - Evaluate how authors use language - Explain and discuss understanding of what they have read - Book talk 	<ul style="list-style-type: none"> - Visualisation - Drawing inferences - Retelling through role play and drama. - Responding to illustration. - Book talk - Conscience alley - Poetry performance 	<ul style="list-style-type: none"> - Making comparisons within and across books - Identifying and discussing a range of themes and conventions in and across a wide range of writing. - Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Ask questions to improve understanding - Drawing inferences - Prediction - Summarising the main ideas drawn from more than one paragraph - Identify how language, structure and 	<ul style="list-style-type: none"> - Reading books structured in different ways - Making comparisons within and across books - Identifying and discussing themes - Ask questions and clarifying - Drawing inference - Predicting - Summarising the main ideas drawn from more than one paragraph - Identify how language, structure and presentation contribute to meaning. - Evaluate authors use of language - Present their understanding of what they have read. - Provide reasoned justifications for their views. - Book talk 	<ul style="list-style-type: none"> - Making meaning from illustration and text - Asking questions and clarifying - Scanning and close reading - Predicting - Evaluating and summarising - Visualising - Character comparison - Looking at language 	<ul style="list-style-type: none"> - Rhythm and rhyme - Performance reading - Listening to poets - Visualisation - Drawing on personal experiences and values - Affective response - Alliteration and assonance

Howard Primary School: English Curriculum Map

			<ul style="list-style-type: none"> - presentation contribute to meaning. - Evaluate authors use of language - Present their understanding of what they have read. - Provide reasoned justifications for their views. - Book talk 			
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>			<ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 			
<p>Language Competency: through reading, talk and writing</p>	<ul style="list-style-type: none"> - Narrative voice - Conjunctions and fronted adverbials - Descriptive language and precise vocabulary choice - Metaphor and imagery - Paragraphs for cohesion - Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive - Imagined and improvised dialogue – informal and formal speech 	-	<ul style="list-style-type: none"> - Narrative voice - Active and passive voice - Consistency of tense - Building cohesion - Using dashes to avoid ambiguity. - Modal verbs - Relative clauses - Range of sentence openers, for effect. - 	<ul style="list-style-type: none"> - Use of expression when performing - Descriptive language and precise vocabulary choice - Metaphor and imagery - Subjunctive form - Building cohesion - Accurate and appropriate punctuation (stage directions, ellipsis, colons...) 	<ul style="list-style-type: none"> - Non-fiction explanatory voice - Paragraphs to organise ideas - Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive - Paragraphs to organise ideas - Hypotheses and questions – adverbs indicating possibility - Descriptive and scientific language – verb prefixes - Nouns, pronouns and determiners for cohesion - Commas and parenthesis to clarify meaning - Punctuation and layout 	<ul style="list-style-type: none"> - Poetic language - Descriptive language - Precise vocabulary choice - Emotional expression - Exploring language and meaning play - Expression and empathetic language - Imagery and descriptive phrases - Punctuation for effect - Metaphor and imagery - Descriptive and scientific language - Book Talk

Howard Primary School: English Curriculum Map

<p>Extended Writing Outcome</p>	<ul style="list-style-type: none"> - Diary writing - Writing in role - Newspaper writing - Poetry - Explanation 	<ul style="list-style-type: none"> - Writing in role - Diary writing - Letter writing - Journalistic writing 	<ul style="list-style-type: none"> - Diary writing - Writing in role - Newspaper writing - Poetry - Explanation 	<ul style="list-style-type: none"> - Letter writing - Writing and performing poetry - Note writing for report - Advertising posters - Recounts - Tickets - Play scripts - Invitations - Prophecies - Reviews 	<ul style="list-style-type: none"> - Drawing and annotating - Note writing in role as character - Reading journals - Text marking - Story mapping - Character description - List poetry - Letter writing - Instructions - Log writing - Newspaper reports - Speeches - Recount - Quote 	<ul style="list-style-type: none"> - Poetry performances - Artistic responses to poems read - Notes and annotations exploring language and personal responses to poems read. - Persuasive adverts - Own poems inspired by poems read - Own poems based on personal experiences
--	--	--	--	--	--	--