



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

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English Curriculum Map		Autumn	Spring	Summer
Year A	EYFS	<p>All About me! Non-Fiction All about me! Books about families</p> <p>Fiction Traditional Tale The Three Little Pigs (Talk for writing) This is our house by Michael Rosen On the way home by Jill Murphy</p> <p>Rhythm and Rhyme The House that Jack Built (Talk for writing)</p> <p>Skills Focus Mark Making Holding a pencil effectively Writing Names Retelling Stories and sequencing- story maps</p> <p>Toys Non- Fiction Children in Need – Cooking instructions Space Books</p> <p>Fiction Dogger by Shirley Hughes Stick Man by Julia Donaldson Traditional Tales: Goldilocks & the Three Bears The Gingerbread Man (Talk for writing) Whatever next! By Jill Murphy</p> <p>Rhythm and Rhyme Roaring Rockets by Tony Mitton Goodnight Moon by Margaret Wise Brown</p> <p>Skills Focus Writing CVC words. Labels & caption.s Retelling stories and sequencing- story maps. Performing Christmas Nativity.</p> <p><i>Books may change in line with children’s interest.</i></p>	<p>Amazing Humans Non-Fiction Book about our bodies</p> <p>Fiction Traditional Tale The Little Red Hen (Talk for writing) Handa’s Surprise by Eileen Browne Weather Stories- The Cloud Spotter by Tom McLaughlin, Nelly and Nora- The Windy way home by Emma Hogan My Friend the Weather Monster by Steve Smallman</p> <p>Rhythm and Rhyme Don’t forget the Bacon by Pat Hutchins</p> <p>Skills Focus Writing Sentence/s using a full stop. Writing stories using story maps Lists and Instructions</p> <p>Growth Non-Fiction Books about animals and plants</p> <p>Fiction Jaspar’s Beanstalk by Nick Butterworth The Hungry Caterpillar by Eric Carle Dear Zoo by Rod Campbell The Tiger who came to tea by Judith Kerr</p> <p>Skills Focus Writing sentences using a full stop. Comparing Fiction and Non Fiction.</p> <p><i>Books may change in line with children’s interest.</i></p>	<p>Story Telling Non-Fiction Tours Guide of Buckingham Palace Books about Castles</p> <p>Fiction Paddington at the palace by Michael Bond The rabbit belongs to Emily Brown. By Cressida Cowell Traditional Tale Jack and the Beanstalk- SHHH! By Sally Grindley Alternative Tale Jack and the Jelly Bean Stalk- Rachael Mortimer- Alternative Tale.</p> <p>Rhythm and Rhyme Jesters- Telling Jokes</p> <p>Skills Focus Capital Letters Writing sentences using capital letter and full stops. Recounts</p> <p>Seaside Non- Fiction Book about the seaside including plants and animals</p> <p>Fiction Grandad’s Island by Benji Davies The Snail and the Whale/ Tiddler by Julia Donaldson The Big Blue Whale by Nicola Davies The storm whale by Benji Davies</p> <p>Rhythm and Rhyme Commotion in the Ocean by Julia Donaldson (Talk for Writing)</p> <p>Skills Focus Capital Letters. Writing sentences using capital letter and full stops.</p> <p><i>Books may change in line with children’s interest.</i></p>
	1&2	<p>Memory Box Fiction Stories with familiar settings: The marvellous fun Itsy bittsy by Beatrice Alemanga's (Jane Considine Unit) Traditional Tales: Little Red Riding Hood –Narrative (Talk for Writing)</p>	<p>Superheroes Fiction Different stories by the same author: George’s Marvellous Medicine by Roald Dahl The BFG by Roald Dahl</p> <p>Non-Fiction Instructions:</p>	<p>Our Environment Fiction Different stories by the same author: Julia Donaldson Stories Stories with predictable and patterned language My House is a squash and a squeeze by Julia Donaldson- Narrative, The Gruffalo by Julia Donaldson Descriptions</p>



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English Curriculum Map		Autumn	Spring	Summer
		<p>Little Red Riding Hood by Lucy Rowland- Description (Jane Considine Unit Alternative Version)</p> <p>Non-Fiction Information texts: Toys from the Past by Sally Hewit (Jane Considine Unit) Instructions: Around the world Games by Margaret Hall</p> <p>Poetry Playground Rhymes & Games</p> <p>Childhood Fiction The Owl who was afraid of the dark-Description (Jane Considine Unit) Owl Babies – Writing Narrative (Literacy Shed Film Unit)</p> <p>Non-Fiction Labels, lists and captions: Setting up a Toy Museum: Recount : Toy Museum (Talk for Writing) Information Texts: The Dinosaur’s Lunch Book by Jacqueline Wilson -Dinosaur Facts (Chapter Book on Literacy Shed)</p>	<p>Recipes linked into George’s Marvellous Medicine</p> <p>Poetry Tasty Poems by Nick Sharrat (Talk for Writing) Pass the Jam Jim Kaye Umansky</p> <p>The Enchanted Woodland Fiction Stories from a range of cultures: The Papaya that spoke- Narrative (Talk for Writing) Stories with familiar settings : Caterpillar Shoes- Character Description (Literacy Shed Unit Y2) Embarked!- Adventure Narrative Writing (Literacy Shed Film Unit)</p> <p>Non-Fiction Non-Chronological Report: Caterpillar Shoes- Minibeast report (Literacy Shed Unit Y2)</p>	<p>Non-Fiction Information Texts: Living in Newbold. Non-Chronological Report: Habitats (Jane Considine Y2 Unit). Film Review: The Bee Movie.</p> <p>Rio de Vida Fiction Stories from a range of cultures: Creation Myths- How the world was made (Talk for Writing)</p> <p>Non-Fiction Information Texts: Living in Brazil</p> <p>Poetry The Magic Box- Kit Wright</p>
	3&4 5&6	<p>THROUGH THE AGES Stig of the Dump – Clive King Stone Age Boy – Satoshi Kitamura</p> <p>Fiction Stone Age Boy (Jane Considine - Y3) – Narrative story – story with historical setting</p> <p>Non-Fiction Instructions – How to make a Iron Age axe (Talk for Writing) (Curriculum Maestro)</p> <p>Poetry Harvest poem – Figurative language/Creating images</p> <p>Fiction Stig of the Dump – Classical fiction – write an adventure story (Hamilton Trust Y3/4)</p> <p>Non-Fiction Balanced discussion – Have we lost the true meaning of Christmas?</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>ROCKS RELICS AND RUMBLES The Firework-Maker's Daughter – Philip Pullman Earth Shattering Events – Robin Jacobs</p> <p>Fiction The Firework Maker’s Daughter – adventure narrative/story from a different culture (Jane Considine Y6)</p> <p>Poetry Shape poetry (Curriculum Maestro)</p> <p>Non – Fiction Non-chronological reports - Earthquakes and Volcanoes (Jane Considine – Y3)</p> <p>Fiction Warning story – (Talk for Writing, Y6)</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<p>EMPERORS AND EMPIRES The Journal of Iliona – A Young Slave by Richard Platt</p> <p>Fiction Stories by significant authors – Treasure Island by Robert Louis Stevenson. (Treasure Talk for Writing Y6)</p> <p>Non-Fiction A Roman Diary – Jane Considine Y3/4</p> <p>Poetry Father’s Day Poem – Kenning</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Ask relevant questions to extend their understanding and knowledge. Assess the effectiveness of their own and others’ writing and suggest improvements. Discuss and record ideas. Discuss words and phrases that capture the reader’s interest and imagination. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write. Evaluate and edit. how language, structure, and presentation contribute to meaning.</p>



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English Curriculum Map		Autumn	Spring	Summer
		<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Develop their understanding of the concepts set out in English Appendix 2.</p> <p>Discuss and record ideas.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Evaluate and edit.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Indicate grammatical and other features.</p> <p>Learn the grammar for years 3,4,5 and 6 in English Appendix 2.</p> <p>Organise paragraphs around a theme.</p> <p>Plan their writing.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use and punctuate direct speech.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Discuss and record ideas.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Evaluate and edit.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Learn the grammar for years 3,4, 5 and 6 in English Appendix 2.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Organise paragraphs around a theme.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what</p> <p>Plan their writing.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Retrieve and record information from non-fiction.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use and punctuate direct speech.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Learn the grammar for years 3,4,5 and 6 in English Appendix 2.</p> <p>Organise paragraphs around a theme.</p> <p>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>Plan their writing.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Retrieve and record information from non-fiction.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use and punctuate direct speech.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>



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English Curriculum Map		Autumn	Spring	Summer
Year B	EYFS	Repeat Year A		
	1&2	<p>School Days Fiction Traditional Tales: Fables – Cat, Bramble & Heron (Talk for Writing) The Crow’s Tale (Jane Considine Unit) Stories about fantasy worlds: Dangle! (Literacy Shed Film unit) The Door in the Mountain (Talk for writing)</p> <p>Non-Fiction Information text: School Tell Me What You Remember by Sarah Ridley</p> <p>Poetry Autumn Poems</p> <p>Moon Zoom Fiction Stories with familiar settings: Lost in Space – Mini Grey The Way back Narrative (Literacy Shed Film Unit)</p> <p>Non-Fiction Information Text: History of Space- Neil Armstrong- Questions & Answers (Jane Considine Unit)</p> <p>Poetry Space Poems- Zoom!</p>	<p>Movers and Shakers Fiction Stories with familiar Settings: The Snowflake by Benji Davies- Narrative (Literacy Shed Writing Unit) The Day the Crayons Quit by Drew Daywalt (Literacy Shed Writing unit)</p> <p>Non-Fiction Biography: Malala’s Magic Pencil (Jane Considine Unit)</p> <p>Poetry Once in a lifetime. Who am I? poems (Literacy shed Film Unit)</p> <p>Paws, Claws and Whiskers Fiction Stories from a range of cultures: Zahra – Narrative (Literacy Film Unit) Just so stories How tortoise got his shell- (Talk for Writing)</p> <p>Non-Fiction Instructions: How to look after a pet dragon- (Talk for writing)</p>	<p>Bright City, Big Lights Fiction Stories with familiar settings: The Queen’s hat (Jane Considine Unit) Stories about fantasy worlds: The Tunnel- Anthony Browne Description /Something fishy (Literacy Shed film unit)</p> <p>Non-Fiction Diary: Toby and the Great Fire of London (Jane Considine unit) Information Text: There Once is a queen by Michael Morpurgo</p> <p>Coastlines Fiction Different stories by the same author: Dolphin Boy by Michael Morpurgo The Puffin Keeper by Michael Morpurgo (Also compare to There once is a queen)</p> <p>Non-Fiction Biography: Grace Darling (Jane Considine Unit)</p> <p>Poetry Seaside Poems by Nick Sharrett (Talk for Writing)</p>
	3&4 5&6	<p>INVASION Anglo-Saxon Boy by Tony Bradman</p> <p>Non-Fiction Explanation – Digestion Explanation based upon Gut Garden (Jane Considine Y4)</p> <p>Fiction Doors – The World of Possibility (Talk for Writing Y6)</p> <p>Non-Fiction Newspaper Report on the Battle of Hastings (Literacy Shed)</p> <p>Poetry Doors – The World of Possibility (Talk for Writing Y6) Write a poem based upon The Magical Door/The Door by Miroslav Holub</p> <p>Skills are adjusted to reflect appropriate Year Group</p>	<p>MISTY MOUNTAIN WINDING RIVER King of the Cloud Forests – Michael Morpurgo (Curriculum Maestro)</p> <p>Fiction Float – by Daniel Miyares – Narrative Story (Jane Considine Y4)</p> <p>Non-Fiction Rivers – Non-chronological Report (Talk for Writing Y4)</p> <p>Fiction The Tempest – Shakespeare</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Ask relevant questions to extend their understanding and knowledge. Assess the effectiveness of their own and others’ writing and suggest improvements. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>ANCIENT CIVILISATIONS Secrets of a Sun King – Emma Carroll</p> <p>Fiction Non-Fiction Hatshepsut Egypt by Kate Pankhurst – Biography (Jane Considine Y5)</p> <p>Fiction Mission Possible – Adventure Narrative (Talk for Writing Y4)</p> <p>Non-Fiction Letter writing based upon the novel Beetle Boy by M. G. Leonard (Literacy Shed)</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Assess the effectiveness of their own and others’ writing and suggest improvements. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>



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English Curriculum Map		Autumn	Spring	Summer
		<p>Assess the effectiveness of their own and others’ writing and suggest improvements.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Discuss and record ideas.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Evaluate and edit.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Learn the grammar for years 3, 4, 5 and 6 in English Appendix 2.</p> <p>Organise paragraphs around a theme.</p> <p>Plan their writing.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Discuss and record ideas.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Evaluate and edit.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Learn the grammar for years 3,4, 5 and 6 in English Appendix 2.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Organise paragraphs around a theme.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Plan their writing.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Retrieve and record information from non-fiction.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Discuss and record ideas.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Evaluate and edit.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Learn the grammar for years 3, 4, 5 and 6 in English Appendix 2.</p> <p>Organise paragraphs around a theme.</p> <p>Plan their writing.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Understand what they read, in books they can read independently.</p> <p>Use and punctuate direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Use fronted adverbials.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>



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English Curriculum Map		Autumn	Spring	Summer
			Use dictionaries to check the meaning of words that they have read. Use fronted adverbials. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use the first two or three letters of a word to check its spelling in a dictionary.	

Year C	EYFS	Year A to be repeated		
	1&2	Year A to be repeated		
	3&4 5&6	ANCIENT CIVILISATIONS – SHANG DYNASTIES Aladdin and the Enchanted Lamp by Philip Pullman Bronze and Sunflower – Cao Wenxuan Fiction Narrative Tradition Tale – Aladdin and the Enchanted Lamp (Jane Considine Y4) Non-Fiction The Gadgets Workbook – Persuasion (Talk for Writing Y6) Fiction Cosmic by Frank Cottrell Boyce – Narrative (Science Fiction – Jane Considine Y5) Non-Fiction Journal Writing - Mars Transmission, Calling Earth (Jane Considine Y5) Skills are adjusted to reflect appropriate Year Group Assess the effectiveness of their own and Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draft and write. Evaluate and edit. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Identify how language, structure and presentation contribute to meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	SEW, GROW AND FARM The Midnight Fox – Betsy Byers Fiction Love the Natural World – Descriptive Narrative (Talk for Writing Y5) Non-Fiction Plastic Pollution – writing a speech (Jane Considine Y5) Poetry Narrative/Nonsense Poetry - The Jabberwocky by Lewis Carroll Skills are adjusted to reflect appropriate Year Group Assess the effectiveness of their own and others’ writing. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draft and write. Ensure the consistent and correct use of tense throughout a piece of writing. Evaluate and edit. Gain , maintain and monitor the interest of the listener(s). Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Identify how language, structure and presentation contribute to meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Listen and respond appropriately to adults and their peers.	GROUNDBREAKING GREEKS Who Let the Gods Out? – Maz Evans Fiction Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden – Myth writing (Jane Considine Y3) Non-Fiction Non-Chronological Report – Flying Horses and Unicorns (Talk for Writing Y6) Playscript Ancient Greek’s influence on the World – Curriculum Maestro Skills are adjusted to reflect appropriate Year Group Assess the effectiveness of their own and others’ writing. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Choose the writing implement that is best suited for a task. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draft and write. Evaluate and edit. Gain , maintain and monitor the interest of the listener(s). Identify how language, structure and presentation contribute to meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.



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English Curriculum Map		Autumn	Spring	Summer
		<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Précis longer passages.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Plan their writing.</p> <p>Précis longer passages.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Learn a wider range of poetry by heart.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Maintain positive attitudes to reading and understanding of what they read.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Plan their writing.</p> <p>Précis longer passages.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Write legibly, fluently and with increasing speed.</p>



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

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English Curriculum Map		Autumn	Spring	Summer
Year D	EYFS	Year A to be repeated		
	1&2	Year B to be repeated		
	3&4 5&6	<p>BRITAIN AT WAR Goodnight Mister Tom – Michelle Magorian Letters from the Lighthouse - Emma Carroll</p> <p>Poetry Pie Corbet Talk for Writing (Catalysts: Poems for Writing)</p> <p>Fiction Third person narrative in a historical setting – (Curriculum Maestro)</p> <p>Non-Fiction Persuasive Posters – using advertising features – link to WWII (Curriculum Maestro)</p> <p>Non-Fiction Recount – Letters from the Lighthouse by Emma Carroll (link to the Blitz, Jane Considine Y6)</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Assess the effectiveness of their own and others’ writing. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draft and write. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit. Identify how language, structure and presentation contribute to meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Listen and respond appropriately to adults and their peers. Maintain positive attitudes to reading and understanding of what they read. Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>FROZEN KINGDOMS The Wolf Wilder – Katherine Rundell</p> <p>Fiction Narrative Adventure – The Last Bear by Hannah Gold (Jane Considine Y3)</p> <p>Non-Fiction Explanation - Ice Matters (Talk for Writing Y6)</p> <p>Poetry – Easter themed Haiku (Curriculum Maestro links)</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Ask questions to improve their understanding. Assess the effectiveness of their own and others’ writing. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Choose the writing implement that is best suited for a task. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Draft and write. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Gain, maintain and monitor the interest of the listener(s). Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Identify how language, structure and presentation contribute to meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Learn a wider range of poetry by heart. Listen and respond appropriately to adults and their peers.</p>	<p>MAAFA – AFRICA AND SLAVERY Freedom - Catherine Johnson The BFG – Roald Dahl</p> <p>Non-Fiction Non-chronological Report – Meet the Rhi-swano-zeb-tah (Talk for Writing Y5)</p> <p>Poetry Still I Rise – Maya Angelou (Jane Considine Y4)</p> <p>Fiction Narrative Adventure - The BFG (Jane Considine Y4)</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Assess the effectiveness of their own and others’ writing. Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Choose the writing implement that is best suited for a task. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Draft and write. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit. Gain, maintain and monitor the interest of the listener(s). Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Note and develop initial ideas, drawing on reading and research where necessary. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Plan their writing. Proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Punctuate bullet points consistently. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Retrieve, record and present information from non-fiction.</p>



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		<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Plan their writing.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Punctuate bullet points consistently.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a colon to introduce a list.</p> <p>Use a thesaurus.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Plan their writing.</p> <p>Précis longer passages.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Provide reasoned justifications for their views.</p> <p>Punctuate bullet points consistently.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a colon to introduce a list.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Write legibly, fluently and with increasing speed.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a colon to introduce a list.</p> <p>Use a thesaurus.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Write legibly, fluently and with increasing speed.</p>