



English curriculum map

| Year Group | Autumn Term | Spring Term | Spring Term | Spring Term | Summer Term | Summer Term |
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| Foundation | <p>Key text: I'm absolutely too small for school, Lauren Childs.</p> <p>Written outcome: None- Verbal re-telling</p> | <p>Key texts: Non-Fiction. Mega Beasts.</p> <p>Dear Santa. Dinosaurs love underpants, Ian Whybrow</p> <p>Written outcomes: Descriptive words First sentences Looking at target phonemes and HFW starting to write CVC words. Sound out and write firework noises. <i>rhyme and alliteration</i> Looking at sentence formation. captions about dinosaurs Mega Beasts</p> <p>Write Christmas wish list)</p> | <p>Key texts: The Night Pirates.</p> <p>Pirates Love Underpants.</p> <p>Written outcome: Rhyming</p> <p>Writing a story-Journey Tale.</p> | <p>Key texts: The Three Little Pigs Rosie's Walk</p> <p>Written outcome: Rhyming</p> <p>Writing a story, Meeting Tale.</p> | <p>Key texts: The bad-tempered ladybird. The very hungry caterpillar</p> <p>Written outcome: Writing a list of mini-beasts we already know.</p> <p>Writing sentences about mini-beasts.</p> <p>Writing a letter to Zoolab. What happened next?</p> | <p>Key texts: Whistling Thorn The Gruffalo Aliens Love Underpants</p> <p>Written outcome: Woburn writing – animal facts.</p> <p>Letter writing</p> <p>Writing a story, Repetitive Tale.</p> |
| Year One | <p>Key texts: Fairy tales (Goldilocks Little Red Riding Hood The Gingerbread Man Three Billy Goats Gruff Jack and the Beanstalk)</p> <p>Written outcome: To write a familiar story-</p> | <p>Key texts: A variety of non-fiction books about toys in history</p> <p>Written outcome: Recount- when the toys went missing</p> | <p>Key texts: Lost and Found by Oliver Jeffers</p> <p>Written outcome: Story writing-Journey tale</p> | <p>Key texts: Non-fiction texts about occupations</p> <p>Written outcome: Non-chronological reports</p> | <p>Key texts: Biscuit Bear by Mini Grey</p> <p>Written outcome: Recipes</p> <p>Instruction writing</p> | <p>Key texts: The Lighthouse Keeper's Lunch by David Armitage</p> <p>Written outcome: Innovate the story, Losing Tale</p> |

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| | Repetitive tale | | | | | |
| Year Two | <p>Key texts: Traction Man by Mini Gray</p> <p>Written outcome: Action story - Innovating</p> <p>Poetry</p> | <p>Key texts: Winnie and Wilber: Winnie the witch. By Valerie Thomas</p> <p>Written outcome: Magical Adventure stories- innovation</p> <p>Christmas letter writing</p> | <p>Key texts: Toby and The Great Fire Of London by Margaret Nash.</p> <p>Written outcome: Recount writing- diary</p> <p>Poetry</p> | <p>Key texts: Mrs Armitage on Wheels By Quentin Blake.</p> <p>Teacher model text for explanation writing.</p> <p>Written outcome: Instruction writing</p> <p>Non-chronological report: information leaflet writing (About Shuttleworth)</p> | <p>Key texts: Eddie's garden and how to make things grow by Sarah Garland.</p> <p>Written outcome: Instruction writing</p> <p>Explanation texts.</p> | <p>Key texts: Owl babies by Martin Wadell.</p> <p>Written outcome: Story writing- A Journey tale</p> |
| Year Three | <p>Key texts: Stone age boy by Satoshi Kitamura</p> <p>Written outcome: Portal Story</p> <p>Cave poems</p> | <p>Key texts: The Tinder Box By Hans Christian Anderson</p> <p>Written outcome: Is the soldier innocent?- Persuasive writing</p> <p>Information text- How Christmas is celebrated around the world</p> | <p>Key texts: Egyptian Cinderella</p> <p>Written outcome: Egyptian Cinderella (Traditional tale)</p> <p>Recount-Howard Carter- Newspaper report</p> | <p>Key texts: Volcanoes and natural disasters Non- Fiction texts</p> <p>Written outcome: Explanation text- volcanoes</p> <p>Instructions-How to stay safe in a natural disaster</p> | <p>Key texts: Charlie and the Chocolate Factory by Roald Dahl</p> <p>Written outcome: Story with an imaginary setting.</p> <p>Chocolate bar persuasive writing</p> | <p>Key texts: Farm to Fork- Non- Fiction texts</p> <p>Written outcome: Letter to MP</p> <p>Non-chronological report- land use over time</p> |
| Year Four | <p>Key texts: Escape from Pompei by Chritina Balit</p> <p>Non-Chronological report teacher model Text.</p> <p>Written outcome: Story openings – setting description focus.</p> <p>Non-Chronological Report- The Romans</p> | <p>Key texts: Beowulf</p> <p>Written outcome: Recount-newspaper</p> <p>Character descriptions</p> <p>Instruction texts- How to make a shield</p> | <p>Key texts: Cambourne persuasive leaflet (model text).</p> <p>Stark Street- Model Text</p> <p>Written outcome: Persuasive leaflet</p> <p>Portal story</p> | <p>Key texts: Teacher model text.</p> <p>Written outcome: Explanation texts- The Water Cycle</p> <p>Arts Award explanation brochure.</p> | <p>Key texts: The 1000 year old boy by Ross Wefford</p> <p>Written outcome: Adventure / voyage and return stories</p> <p>Recount-diary Entries as characters from story</p> | <p>Key texts: Teacher model texts</p> <p>Evidence of Dragons by Pie Corbett</p> <p>Written outcome: Persuasive letters- palm oil If I poems.</p> |
| Year Five | <p>Key texts: Myth model text/ Marcia Williams cartoons.</p> | <p>Key texts: One Hen</p> | <p>Key Texts: Pie Corbett How to Make a Teacher Happy model text</p> | <p>Key texts: Explanation text model</p> | <p>Key texts: Poetry models</p> | <p>Key texts: Debate</p> |

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| | <p>Diary entry models</p> <p>Written outcome: Greek myths</p> <p>From the point of view of Pandora, Prometheus</p> <p>Poetry-The Magic box poem</p> | <p>Letters model</p> <p>Written outcome: 'Morality tale' story structure</p> <p>To answer Geography Q: Would you rather live in Cambourne or Catalonia. Write letter to friend answering this question?</p> | <p>Written outcome: Diaries (as Henry VIII wives)</p> <p>Explanation text (How to make Henry VIII happy)</p> | <p>Non-chronological report</p> <p>Written outcome: Non-chron-A guide to walking up Kilimanjaro</p> <p>Setting descriptions-contrasting seasons</p> | <p>Highwayman model text</p> <p>Written outcome: Character voice – Cambridge</p> <p>Highwayman-Newspaper reports</p> | <p>Newspaper report model</p> <p>Written outcome: Persuasive writing- for and against natural resources</p> <p>A portal story-climate</p> |
| Year Six | <p>Key texts: Street Child by Berlie Doherty</p> <p>Written outcome: Short story (flash backs) Character descriptions</p> | <p>Key texts: Kensuke's Kingdom by Michael Morpurgo</p> <p>Written outcome: Spooky tale (Halloween writing) Persuasive/formal letter Recount-Newspaper article</p> | <p>Key texts: Range of poems / extracts of diaries.</p> <p>Teacher model text.</p> <p>Written outcome: War Poetry Recount-Diary</p> | <p>Key texts: Range of biographies on inspirational people.</p> <p>Teacher Model text.</p> <p>Written outcome: Drabble Biography</p> | <p>Key texts: Harry Potter and The Philosophers Stone By JK Rowling. Fantastic Beasts and Where To Find Them By JK Rowling,</p> <p>Written outcome: Story writing, A monster tale or A Tale of Fear. Letter to Hogwarts.</p> | <p>Key texts: Examples of guides.</p> <p>Written outcome: Guide- How to survive your first week in secondary school. Recount- Newspaper report WOW Day.</p> |

Key:

Recount- diary

Recount- newspaper

Recount

Story

Non-chronological report

Explanation text

Instructional text

Poetry

Persuasive

Letters