



Willow Class English Map 2023-2024

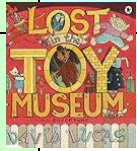

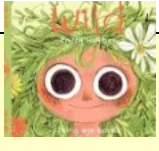


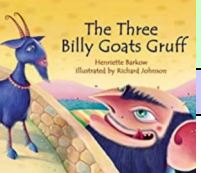






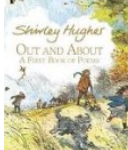
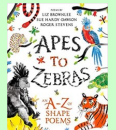


Writing to entertain

Writing to Inform

Linked to history/geography/science

Diversity and Inclusion

Writing Opportunities Willow Class						
Terms:	Autumn 1 The History of Toys (6 weeks –includes PIXEL data)	Autumn 2 Where do I live? (6 weeks—including nativity performances)	Spring 1 Where do I live? (6 weeks includes trip to the library and RE Day)	Spring 2 (6 weeks includes trip to Holly Lodge)	Summer 1 Let's explore the sky! (6 weeks includes trip to)	Summer 2 (6 weeks including: sports day, parents evenings and celebrations).
Narrative						
Stories from familiar settings	The children will be writing sentences all about Lost Toy in the Museum and linking this to their topic—The History of Toys.	Retell the story of Mog's Christmas Calamity—link to KRPS Values of kindness.				
Fantasy Stories			 Writing a narrative based on the text.			
Contemporary fiction				Retelling the story and character description.		
Traditional Stories	Goldilocks and the Three Bears,- Willow class will start the year by orally creating sentences to describe a bear. They will create a story map to retell the traditional tale.					Retell a traditional tale . 
Non-Fiction						
Recount					Recount about the Wright Brothers inventions. 	
Report		The children will be writing, lists, captions, letters and postcards from where the bear visits. This will link to the Geography unit: where do I live>?			Fact file about Amelia Earhart 	
Explanation				Explanation about how to plant seeds and what they need. 		
Instructions						Instructions on how to make 
Letters			 Letter writing in role.			
Poetry						
		The children will write their own poems taking ideas from the Shirley Hughes poetry book all about seasons. This will link to the children's learning in science this half term.	Children to write poems based on animals making links to their science learning. 			



English Map– Autumn 1

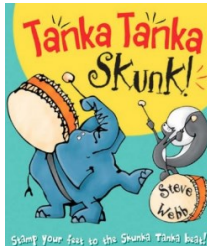

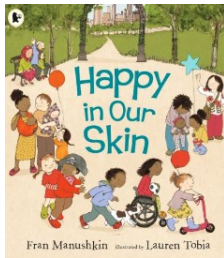
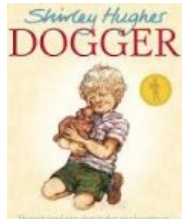


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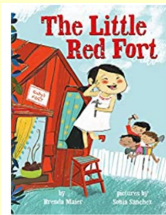

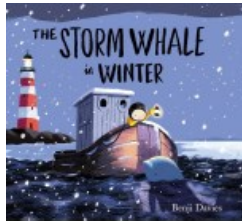

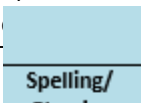


Subject Theme	History of Toys					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/stimulus	All About Me Settling in School to School Routines, Baseline assessments.		The children will be writing sentences all about Lost Toy in the Museum and linking this to their topic—The History of Toys.		Goldilocks and the Three Bears, - Willow class will start the year by orally creating sentences to describe a bear. They will create a story map to retell the traditional tale.	
Little Wandle—year ones can join Cherry Tree class as necessary.						
Books to be read to the children						
Text Level features			*Sequencing sentences to form short narratives		*Sequencing sentences to form short narratives	
Grammar and sentences	*Composing a sentence orally before writing it *Spaces between words *Capital letters and full stops to punctuate sentences.		*Composing a sentence orally before writing it *Spaces between words *Capital letters and full stops to punctuate sentences.		*Composing a sentence orally before writing it *Spaces between words *Capital letters and full stops to punctuate sentences.	
Words and spellings	Phase 3 Revision Phase 4 ccvc, cvcc, cccvc, ccvcc Polysyllabic words Common exception words and HFW to read: said, so, have, like, some, come, were, there, little, one, do, when, what, out Common exception words and HFW to spell: a, is, and, his, has, to, the, I no, go, into, he, she, we, me, be, was, you, they, all, are, her, my, by					
Punctuation	*Spaces between words *Capital letters and full stops to punctuate sentences		*Spaces between words *Capital letters and full stops to punctuate sentences		*Spaces between words *Capital letters and full stops to punctuate sentences	
Grammatical Terminology	Sentence, word, letter, full stop, capital letter, finger space		Sentence, word, letter, full stop, capital letter, finger space		Sentence, word, letter, full stop, capital letter, finger space	
Handwriting	Letter families Set 1 letters: c, o, a, d, g, f, s, q, e Set 2 letters: i, l, t, j, u, y		Letter families Set 1 letters: c, o, a, d, g, f, s, q, e Set 2 letters: i, l, t, j, u, y		Letter families Set 1 letters: c, o, a, d, g, f, s, q, e Set 2 letters: i, l, t, j, u, y	



English Map– Autumn 2



								Writing to entertain		Writing to Inform		Linked to history/geography/science		Diversity and Inclusion	
Subject Theme		Where do I live?													
Week		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6			
English Unit—text/ stimulus				Writing to Inform—Lost Posters Labels, lists, captions				Writing to entertain— Poetry		Retell the story of Mog’s Christmas Calamity—link to KRPS Values of kindness.					
 		Little Wandle—year ones can join Cherry Tree class as necessary.													 
Books to be read to the children				Gender equality. 											
Text Level features		♦ Sequencing sentences to form short narratives.		♦ Composing sentences based on a poem Composing sentences based on a poem		♦ Sequencing sentences to write a letter.									
Grammar and sentences		♦ *Composing a sentence orally before writing it ♦ *Spaces between words ♦ *Capital letters and full stops to punctuate sentences.		♦ Composing a sentence orally before writing it ♦ *Spaces between words ♦ *Capital letters and full stops to punctuate sentences.		♦ time words [first, then, next, after, later] [Imperative] ‘bossy’ verbs ♦ Introduction to question marks									
Words and spellings		Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Common exception words and HFW to read: oh, their, people, Mr, Mrs, looked, called, asked, could. Common exception words and HFW to spell: said, so, today, have, like, some, come, were, there, little, one, do, when													
Punctuation		♦ Spaces between words ♦ *Capital letters and full stops to punctuate sentences		♦ Spaces between words ♦ *Capital letters and full stops to punctuate sentences		♦ Spaces between words ♦ *Capital letters and full stops to punctuate sentences ♦ Use exclamation marks where needed. ♦ Capital letter for names of people and places									
Grammatical Terminology		♦ sentence, word, letter, full stop, capital letter, finger space		♦ sentence, word, letter, full stop, capital letter, finger space		♦ sentence, word, letter, full stop, capital letter, finger space									
Handwriting		Set 3 letters: r, n, m, h, b, k, p Set 4 letters: v, w, x, z Capital Letters		Set 3 letters: r, n, m, h, b, k, p Set 4 letters: v, w, x, z Capital Letters		Set 3 letters: r, n, m, h, b, k, p Set 4 letters: v, w, x, z Capital Letters									
				Performance poetry, (BEAR HUNT) writing own version		Phase 5: New Graphemes for		Phase 5: New Graphemes for		Phase 5: Alternatives for short		Phase 5: Alternatives for long		Phonics Screening – revise all	

Planning

Generating ideas, setting goals, gathering information.

Writing can be split up







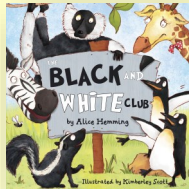


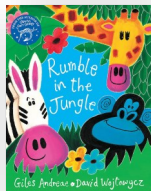
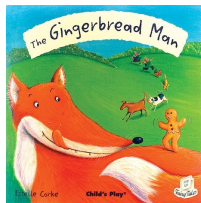
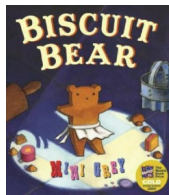
Pupils need to understand what they are writing. This will ensure that writers. Strategies for children.



English Map– Spring 1



Writing to entertain	Writing to Inform	Linked to history/geography/science	Diversity and Inclusion
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Subject Theme	Kew Village					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/ stimulus	 Writing a narrative based on the text.		 Letter writing in role.		Children to write poems based on animals making links to their science learning.	
<div>Little Wandle—year ones can join Cherry Tree class as necessary.</div>						
Books to be read to the children						
Text Level features	<ul style="list-style-type: none">♦ Composing sentences orally before writing♦ Sequencing sentences to form short narratives.		<ul style="list-style-type: none">♦ Composing sentences orally before writing♦ Write sentences to give factual information		<ul style="list-style-type: none">♦ Sequencing sentences to form short narratives♦ Composing sentences based on a poem	
Grammar and sentences	<ul style="list-style-type: none">♦ Joining words and clauses using ‘and’.♦ Capital letters for proper nouns.♦ Question marks.		<ul style="list-style-type: none">♦ Joining words and joining clauses using and♦ Capital letters for proper nouns♦ Question marks		<ul style="list-style-type: none">♦ Capital letter for names of people and places♦ -er and –est to add more detailed description [the loudest mammal]	
Words and spellings	Phase 5: New Graphemes for Reading (ur) ir, (ow) ou wh, ph, /zh/ Phase 5: Alternative pronunciations i, o, c, g u, ow, ie, ea er, a, y ch, ou Common exception words and HFW to read: Revisit all Common exception words and HFW to spell: what, out, oh, their, people, Mr, Mrs, put, push, pull, full, looked, called					
Punctuation	<ul style="list-style-type: none">♦ Spaces between words♦ Capital letters and full stops to punctuate sentences.♦ Question marks		<ul style="list-style-type: none">♦ Spaces between words♦ Capital letters and full stops to punctuate sentences.♦ Question marks		<ul style="list-style-type: none">♦ Capital letters for proper nouns♦ Exclamation marks	
Grammatical Terminology	Singular and plural, Question mark, proper noun, clauses, sentence, word, letter, full stop, capital letter, finger space		Question mark, Capital letters for names and I, sentence, word, letter, full stop, capital letter, finger space		Singular and plural, suffix, Exclamation mark Capital letters for names and I , sentence, word, letter, full stop, capital letter, finger space	
Handwriting	Capital Letters: Set 2: A, K, M, N, V, W, X, Y, Z Set 3: B, D C, G, O, Q, S, P, R, U, J Practising numbers Introducing break letters Practising consistent size and height of small letters		Capital Letters: Set 2: A, K, M, N, V, W, X, Y, Z Set 3: B, D C, G, O, Q, S, P, R, U, J Practising numbers Introducing break letters Practising consistent size and height of small letters		Capital Letters: Set 2: A, K, M, N, V, W, X, Y, Z Set 3: B, D C, G, O, Q, S, P, R, U, J Practising numbers Introducing break letters Practising consistent size and height of small letters	

Planning

Generating ideas, setting goals, gathering information.

Writing can be split up

Pupils need to understand what they are writing. This will ensure that all writers. Strategies for children.



English Map– Spring 2

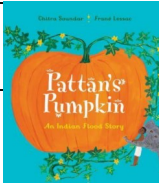


Writing to entertain

Writing to Inform

Linked to history/geography/science

Diversity and Inclusion



Subject Theme						
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/ stimulus	Character Description		Retelling the story.		Explanation about how to plant seeds and what they need.	
Little Wandle—year ones can join Cherry Tree class as necessary.						
Books to be read to the children						
Text Level features	*Sequencing sentences to form short narratives – based on the class text		*Sequencing sentences to form short narratives		Sequencing sentences in order	
Grammar and sentences	Consistent use of sentence punctuation in short narratives GD? Linking clauses using other conjunctions		Capital letter for names of people and places -er and –est to add more detailed description [the darkest night] *Spaces between words *Capital letters and full stops to punctuate sentences		Time words [first, then, next, after, later] [Imperative] ‘bossy’ verbs	
Words and spellings	♦ How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) ♦ Phase 5: Alternatives for short vowels: e, i, o, u ♦ Alternatives for consonants: f, v, w, ng (nk), r, s, j ♦ Alternatives for long vowels: ow, oi(air) ear (pear) are (bare) / ear (hear) ♦ Common exception words and HFW to read: water, where, who, again, thought, through, friends, work, many, mouse, laughed, because ♦ Common exception words and HFW to spell: ask, asked, could, of, says, once, your, here, friend, school, house, our, live, give, love					
Punctuation	Spaces between words Capital letters and full stops to punctuate sentences		Exclamation marks		Spaces between words Capital letters and full stops to punctuate sentences	
Grammatical Terminology	sentence, word, letter, full stop, capital letter, finger space		Exclamation mark Capital letters for names and I		sentence, word, letter, full stop, capital letter, finger space	
Handwriting	Diagonal join to; Set 1 letters (ed) Set 1 and 2 letters (ig) Set 3 letters (ar) Set 4 letters (aw) The top of Set 1 letters (ef) The top of Set 2 letters (il)					



English Map– Summer 1

Writing to entertain	Writing to Inform	Linked to history/geography/science	Diversity and Inclusion
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Subject Theme	Explorers of the Sky					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/ stimulus	Recount about the Wright Brothers inven- tions.		Fact file about Amelia Earhart		Poetry	
Little Wandle—year ones can join Cherry Tree class as necessary.						
Books to be read to the children						
Text Level features	Composing sentences orally before writing Write sentences to give factual information		Composing sentences orally before writing Write sentences to give factual information		Composing sentences based on a poem	
Grammar and sen- tences	Spaces between words Capital letters and full stops to punctuate sentences Introduction to question marks		Spaces between words Capital letters and full stops to punctuate sentences Introduction to question marks		Capital letter for names of people and places -er and –est to add more detailed description [the dark- est night]	
Words and spellings	♦ Use letter names to distinguish between alternative spellings of the same sound. ♦ Phonics Screening – revise all ♦ Common exception words and HFW to read: different, any, eyes, please ♦ Common exception words and HFW to spell: where, want					
Punctuation	Full stops Question marks Exclamation marks		Full stops Question marks Exclamation marks		Exclamation marks	
Grammatical Terminology	Question marks Exclamation marks		Question marks Exclamation marks		Question marks Exclamation marks	
Handwriting	Diagonal join to: The top of Set 3 letters (ck, tch) To form and join from the letter w (wa) Practising the horizontal join (oo) Horizontal join to Set 3 letters (or, ore) Practising the fourth join to Set 1 letters (of) Practising the fourth join to Set 2 letters (wl)					



English Map– Summer 2

Writing to entertain	Writing to Inform	Linked to history/geography/science	Diversity and Inclusion
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Subject Theme	  					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/ stimulus	Re-telling Traditional Tales		Narrative— writing a different ending		Instructions—how to make pumpkin soup	
<div>Little Wandle—year ones can join Cherry Tree class as necessary.</div>						
Books to be read to the children						
Text Level features	*Sequencing sentences to form short narratives		*Sequencing sentences to form short narratives		Sequencing sentences in order	
Grammar and sen- tences	Consistent use of sentence punctuation in short narratives GD? Linking clauses using other conjunctions		Capital letter for names of people and places -er and –est to add more detailed description [the darkest night] *Spaces between words *Capital letters and full stops to punctuate sentences		Time words (first, then, next, after, alter) Imperative verbs	
Words and spellings	Common exception words and HFW to read: Revise all Common exception words and HFW to spell: Revise all					
Punctuation	Spaces between words Capital letters and full stops to punctuate sentences		Exclamation marks		Spaces between words Capital letters and full stops to demarcate sentences.	
Grammatical Terminology	sentence, word, letter, full stop, capital letter, finger space		Exclamation mark Capital letters for names and I		Sentence, word, letter, full stop, capital letter, finger space.	
Handwriting	Practicing break letters Revising the four handwriting joins (ai, al, ol, ow)					