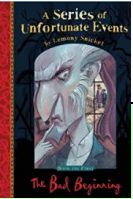



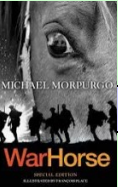
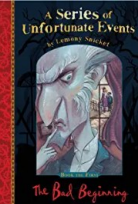





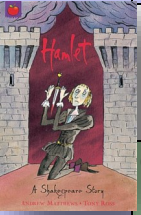
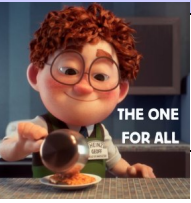
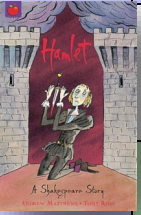
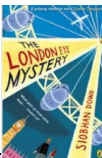





Ash & Oak Class English Map 2023-2024



Writing to entertain	Writing to Inform	Linked to history/geography/science	Diversity and Inclusion
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Writing Opportunities Oak Class						
Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(6 weeks –includes PIXEL data and assessments/PM/)	(6 weeks—including nativity performances/subject leader release time)	(6 weeks includes trip to investigate the Southbank triad focus work and RE day)	(6 weeks and includes SATS preparation and a visit to the library)	(6 weeks—including 2 weeks of SATs and 1 week PGL residential trip)	(6 weeks including: sports day, end of year production, leavers assembly and celebrations).
Narrative						
Stories from familiar settings						
Fantasy Stories	Third person narrative. Setting description. 				Narrative retelling.	
Contemporary fiction						
Traditional Stories		The children will be writing their own play script based on The Snow Sisters. 		Children write their own stories including a flashback. 		
Non-Fiction						
Recount			Diary entry from the point of view of one of the characters.	Diary entry from the point of one for the characters.	Diary entry from the point of view of one of the characters. .	Biography about David Attenborough 
Report 		News report 	Newspaper or/and police report about the missing person.			Create a nature documentary sharing facts and information about the animal world.
Explanation	Children will write a discursive text discussing which character they think is most responsible for the tragedies in Hamlet	Children will write a persuasive advert based upon the film clip: The One For All.				Instructions/Explanation linked to a science experiment. 
Instructions 						
Letters 	Children will write a letter from Hamlet to an agony aunt or uncle about his father's desire for him to avenge his death. Some children will write in role as another character/write a reply in role as an agony aunt or uncle					
Poetry						
			Haiku poetry	Children write war poems—based around		Poetry based upon the wildlife explored.



English Map– Autumn 1




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—one week.	Week 6—PIXEL assessments.
English Unit—text/ stimulus	Third person narrative. Setting description.		Children will write a discursive text discussing which character they think is most responsible for the tragedies in Hamlet		Children will write a letter from Hamlet to an agony aunt or uncle about his father’s desire for him to avenge his death. Some children will write in role as another character/write a reply in role as an agony aunt or uncle	
Reading						
Books to be read to the children						
Text Level features	Describe settings, characters and atmosphere Develop ideas and build cohesion within paragraphs Linking ideas across paragraphs Use dialogue to move narrative forward	Detailed description Use paragraphs to organise in time sequence Dialogue moves story Forward Switching between the language of speech and the narration of a text. GD: dialogue reveals information about the character	Cohesive devices Well-developed paragraphs Impersonal tone	Appropriate use of cohesive devices Subjunctive form Organisation of information within a paragraph	Facts and statistics Use of second person Planned repetition The power of three (rhetoric)	Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a paragraph
Grammar and sentences	Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause Use relative clauses to add detail or context	Subordinate clauses to add detail or context Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue	Modal verbs Adverbials to add and oppose information Conjunctions to oppose information Relative clauses Commas Semi-colons Brackets for parenthesis	Relative clauses to provide supporting detail Expanded noun phrases to describe in detail Passive voice to maintain impersonal tone	Imperative verbs Adverbials to convey certainty [surely, furthermore, in addition] Short sentences for emphasis	Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal Structure
Words and spellings	Revise Y3/4 spelling list Words with the letter string ‘ough’ Words with ‘silent ‘letters Words ending in ‘-able’ and ‘-ible’ Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Use of the hyphen			Revision of statutory word list for year 3/ 4 Word endings- able/ably/ible/ibly Adding suffixes beginning with vowels to words ending in ‘-fer’		
Punctuation	Commas to clarify meaning and avoid ambiguity Use questions and exclamations to engage the reader Use speech punctuation for dialogue	Speech punctuation for dialogue	Brackets for parenthesis Semi colons for linked sentences	Semi-colons to mark related clauses Colons and semi-colons to punctuate complex lists	Colons and semi-colons to list features, attractions and arguments ?and ! for exclamations and rhetorical questions Brackets and dashes for parenthesis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments
Editing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.					
Grammatical Terminology	Expanded noun phrase, perfect tense, past tense, relative clauses	Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,	Modal verbs, adverbs, relative clauses, conjunctions	Relative clauses, subjunctive form, passive voice	Imperative (bossy) verb, adverbs, adverbials	Modal verbs, subjunctive, passive voice
Handwriting	4 types of joins Joining to and from the letter r Ensuring letters are consistent in height and size Ensuring the letter t is at the correct height			Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.		



English Map– Autumn 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	Children will write a persuasive advert based upon the film clip: The One For All.		The children will be writing the script based on The Snow Sisters		News report	
Reading						
Books to be read to the children						
Text Level features	Facts and statistics Use of second person Planned repetition The power of three (rhetoric)	Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a paragraph	Detailed description Use verses and sections to organise in time sequence	Detailed description Use verses and sections to organise in time sequence Dialogue moves story forward GD: dialogue reveals information about the character	*Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning Subheadings to organise	Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a Paragraph
Grammar and sentences	Imperative verbs Adverbials to convey certainty [surely, furthermore, in addition] Short sentences for emphasis	Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal Structure	Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue Expanded noun phrases to describe in detail	Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue Expanded noun phrases to describe in detail	Adverbials Modal verbs Brackets, dashes or commas to indicate parenthesis	Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal Structure Passive and active voice
Words and spellings	plurals (adding ‘-s’, ‘-es’ and ‘-ies’ apostrophe for contraction and possession Use of the hyphen Words from statutory and personal spelling lists Building new words from known morphemes			Revision of statutory word list for year 3/ 4 Homophones ce/ se (advice/advice, device/devise, licence/license, practice/practise, prophecy/prophecy) cious/ tious endings Year 5/6 word list		
Punctuation	Colons and semi-colons to list features, attractions and arguments ?and ! for exclamations and rhetorical questions Brackets and dashes for parenthesis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments	Speech punctuation for dialogue Use hyphens to avoid ambiguity	Speech punctuation for dialogue Use hyphens to avoid ambiguity	Colons and semi-colons to list features, attractions and arguments ?and ! for exclamations and rhetorical questions Brackets and dashes for Parenthesis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments
Editing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
Grammatical Terminology	Imperative (bossy) verb, adverbs, adverbials	Modal verbs, subjunctive, passive voice	Adverbials, conjunctions, subordinating conjunctions	Adverbials, conjunctions, subordinating conjunctions	Prefix, suffix	Modal verbs, subjunctive, passive and active voice
Handwriting	Forming and joining the letter s Practising break letters Practising speed and fluency Forming ascenders correctly			Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.		

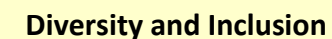
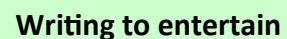





English Map– Spring 1



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	Diary entry from the point of view of one of the characters.		Newspaper or/and police report about the missing person.		Haiku poetry	
Reading						
Books to be read to the children						
Text Level features	Detailed descriptions Using paragraphs to organize in time sequence	Paragraphs used to group related ideas Adverbials to create cohesion across texts	*Build cohesion within and across paragraphs *Select appropriate gram- mar and vocabulary to change or enhance meaning Subheadings to organise	Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a paragraph	Detailed description Use verses and sections to organise in time sequence	
Grammar and sentences	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or con- text Use a wide variety of sentence struc- tures to add interest [avoid repetition of SVO]	Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech	Adverbials Modal verbs Brackets, dashes or commas to indi- cate parenthesis	Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal structure Punctuation of bullet points to list infor- mation Passive and active voice	Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue Expanded noun phrases to describe in detail	
Words and spellings	Year 5/6 words Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Words ending in ‘-ably’ and ‘-ibly’ Homophones (led/lead, steel/steal, alter/altar)			Revision of statutory word list 5/ 6 Ough letter string Cial/ tial endings Proof reading		
Punctuation	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons Semi-colons	Colons and semi-colons to list features, attractions and arguments ?and ! for exclamations and rhetori- cal questions Brackets and dashes for Parenthesis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments	Use hyphens to avoid ambiguity	
Editing	ensuring the consistent and correct use of tense throughout a piece of writing and proof-read for spelling and punctuation errors.			Ensuring correct subject and verb agreement when using singular and plural. Assessing the effectiveness of their own and others’ Writing.		
Grammatical Terminology	Subordinate clause, past tense, perfect tense	Exclamations Parenthesis Subjunctive form	Prefix, suffix	Modal verbs, subjunctive, passive and active voice	Expanded noun phrase Ambiguity Verse , lines, organise	
Handwriting	Ensuring correct formation of the letter k Forming the letter y correctly Practising speed and fluency Ensuring consistency in letter sizes			Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.		



Subject Theme																																	
Week	Week 1					Week 2					Week 3					Week 4					Week 5					Week 6							
English Unit—text/ stimulus	Diary Entry from the point of one of the characters.										Story including a flash back—building tension.										Children write war poems—based around the war												
Reading																																	
Books to be read to the children																																	
Text Level features	Detailed descriptions Using paragraphs to organize in time sequence					Paragraphs used to group related ideas Adverbials to create cohesion across texts					Describe settings, characters and atmosphere Develop ideas and build cohesion within paragraphs Linking ideas across paragraphs Use dialogue to move narrative forward					Describing settings, characters and atmosphere Integrating dialogue to convey character and advance action Using a wide range of devices to build cohesion within and across paragraphs Switching between the language of speech and the narration of a text.					Detailed description Use verses and sections to organise in time sequence												
Grammar and sentences	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or context Use a wide variety of sentence structures to add interest [avoid repetition of SVO]					Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech					Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause Use relative clauses to add detail or context					Subordinate clauses [in varied positions] and relative clauses to add detail Expanded noun phrases to develop the atmosphere Wide range of adverbials to link ideas Wide range of sentence structures to add interest					Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue Expanded noun phrases to describe in detail												
Words and spellings	Year 5/6 words Proofreading Building words from root words ‘ei’and ‘ie’words										Revision of statutory word list 5/ 6 Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Prefixes and root words																						
Punctuation	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis					?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons Semi-colons					Commas to clarify meaning and avoid ambiguity Use questions and exclamations to engage the reader Use speech punctuation for dialogue					Speech punctuation for dialogue Use hyphens to avoid ambiguity					Use hyphens to avoid ambiguity												
Editing	ensuring the consistent and correct use of tense throughout a piece of writing and proof-read for spelling and punctuation errors.										ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors																						
Grammatical Terminology	Subordinate clause, past tense, perfect tense					Exclamations Parenthesis Subjunctive form					Expanded noun phrase, perfect tense, past tense, relative clauses					Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,					Expanded noun phrase Ambiguity Verse , lines, organise												
Handwriting	Practising speedwriting. Forming small letters correctly Practising forming and joining the letter f, Revising difficult joins										Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.																						



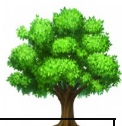
English Map– Summer 1

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	Narrative retelling.		Diary entry from the point of view of one of the characters. .		SATS FOR YEAR 6	PGL WEEK
Reading						PGL WEEK
Books to be read to the children						PGL WEEK
Text Level features	Describe settings, characters and atmosphere Develop ideas and build cohesion within paragraphs Linking ideas across paragraphs Use dialogue to move narrative forward	Describing settings, characters and atmosphere Integrating dialogue to convey character and advance action Using a wide range of devices to build cohesion within and across paragraphs Switching between the language of speech and the narration of a text.	Detailed descriptions Using paragraphs to organize in time sequence	Paragraphs used to group related ideas Adverbials to create cohesion across texts		PGL WEEK
Grammar and sentences	Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause Use relative clauses to add detail or context	Subordinate clauses [in varied positions] and relative clauses to add detail Expanded noun phrases to develop the atmosphere Wide range of adverbials to link ideas Wide range of sentence structures to add interest	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or context Use a wide variety of sentence structures to add interest [avoid repetition of SVO]	Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech		PGL WEEK
Words and spellings	Words from year 5/6 word list Using etymological/ morphological strategies for spelling Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose)			Revision of statutory word list 5/ 6 ant/ ance/ ancy endings ent/ ence/ ency endings Poof reading Root word meaning		
Punctuation	Commas to clarify meaning and avoid ambiguity Use questions and exclamations to engage the reader Use speech punctuation for dialogue	Speech punctuation for dialogue Use hyphens to avoid ambiguity	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons Semi-colons		PGL WEEK
Editing	Consistent and correct use of tense in a piece of writing Ensure the correct subject verb agreement when using singular and plural Proof-read for spelling and punctuation errors			ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors		
Grammatical Terminology	Expanded noun phrase, perfect tense, past tense, relative clauses	Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,	Subordinate clause, past tense, perfect tense	Exclamations Parenthesis Subjunctive form		
Handwriting	Lower-case alphabet upper-case alphabet Individual practice as required			Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.		



English Map– Summer 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	Biography		Explanation Writing Linked to a Science experiment		Poetry based on the narrative Floodland	
Reading						
Books to be read to the children						
Text Level features	Paragraphs used to group related ideas Adverbials to create cohesion across texts	Paragraphs used to group related ideas Adverbials to create cohesion across texts	Build cohesion within and across paragraphs *Select appropriate gram- mar and vocabulary to change or enhance meaning Subheadings to organise	Appropriate use of cohesive devices Subjunctive form Organisation of information within a paragraph	Detailed description Use verses and sections to organise in time sequence	
Grammar and sentences	Subordinating conjunctions Relative clauses Colons to link clauses Conjunctions to link ideas in sentences	Subordinating conjunctions Relative clauses Colons to link clauses Conjunctions to link ideas in sentences	Adverbials Modal verbs Brackets, dashes or com- mas to indicate parenthesis	Relative clauses to provide supporting detail Expanded noun phrases to describe in detail	Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue Expanded noun phrases to describe in detail	
Words and spellings	Proofreading: use of dictionary to check words Strategies for learning words: problem suffixes Words from year 5/6 word list			Revision of previous objectives and application within extended writing Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)		
Punctuation	Brackets for parenthesis Dashes for emphasis Commas to clarify meaning and avoid ambiguity	Brackets for parenthesis Dashes for emphasis Commas to clarify meaning and avoid ambiguity	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis	Semi-colons to mark related clauses Colons and semi-colons to punctuate complex lists	Use hyphens to avoid ambiguity	
Editing	assessing the effectiveness of their own and others’ writing distinguishing between the language of speech and writing and choosing the appropriate register			ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors		
Grammatical Terminology	Adverbials, conjunctions, subordinating conjunctions	Adverbials, conjunctions, subordinating conjunctions	Prefix, suffix	Relative clauses, subjunctive form,	Expanded noun phrase Ambiguity Verse , lines, organise	
Handwriting	Individual practice as required			Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Writing interventions for some children to ensure correct letter formation, sizing and joins.		