

Ash & Oak Class English Map 2023-2024



Writing to entertain Writing to Inform Linked to history/geography/science Diversity and Inclusion

_	1		Writing Opportunities	T		
Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(6 weeks –includes PIXEL data and assessments/PM/)	(6 weeks—includes nativity per- formances/subject leader release time)	(6 weeks includes trip to investi- gate the Southbank triad focus work and RE day)	(6 weeks and includes SATS preparation and a visit to the library)	(6 weeks—includes 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					Series of Unfortunate Events	
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.	Non-Fiction	Children write their own stories including a flashback.	A Series of Unfortunate Events	
Recount		THE 1	Diary entry from the point of view of one	Work large	Diary entry from the point of view of one of	Biography about David Attenborough
		SNOW SISIER Emma Carroll	of the characters.	Diary entry from the point of one for the characters.	the characters	
Report		News report SNOW - SISIER - Emma Carroll	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.	LONG THE PROPERTY OF THE PROPE			Instructions/Explanation linked to a science experiment.
Instructions		THE ONE FOR ALL				SULNUL
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		LOS PRINCIPAL PR	WarHorse		
			Poetry			
			Haiku poetry	Children write war poems—based around		Poetry based upon the wildlife explored





English I	Map- Autumn 2	DT & ART Geograp	Ohy Science Current topic	History Inclusion & Read plea		ssessment	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Veek 6	
English Unit— text/stimulus	SNS SISI Emma	ER:	SN SIS Emma	NOW SIER . a Carroll	THE ONE FOR ALL		
Reading	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS 'CHRISTMAS'—LITERA	CY SHED	
	SHED	SHED	SHED	SHED			
V	Vocabulary Decoding Childring reference to known root Year 5. They can apply their unfamiliar words. Word meanings Apply their increasingly more independ read. Understanding To discuss the plain the meaning of words,	t words, prefixes and suffixed knowledge of morphology a understanding of how to us lent in checking the meaning neir understanding of a text	e a dictionary to become g of words that they have	Vocabulary Decoding Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text.			
I	Inference To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.			Inference To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.			
Р				Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.			
E	Explain To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader.			Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			
R	Retrieve To retrieve and reconchapter. To explain the diffe examples from the text. Ret fiction.	rence between statements of	of fact and opinion using	Retrieve To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.			
S	Summarise To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas. APE – Answer, Point, Explain skills developed using the text to support inferences.			Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.			
READ ALOUD TEXTS Books to be read to the children	HIDDEN FIGURES 1/2 for Sery of Fore Micha Wanning of the Space Roy	ROSIE'S WALK By Pat Huchms	WOMEN IN SCIENCE SO PLANES IN COME NO SERVICE WIND CONCERN THE WOOD WIND CONCERN THE WO	Lighthouse Keeper's Tea	Sound Black	Slumfenburgers PISTMAS PESCHT	





Books to be read

to the children

English Map-Spring 1

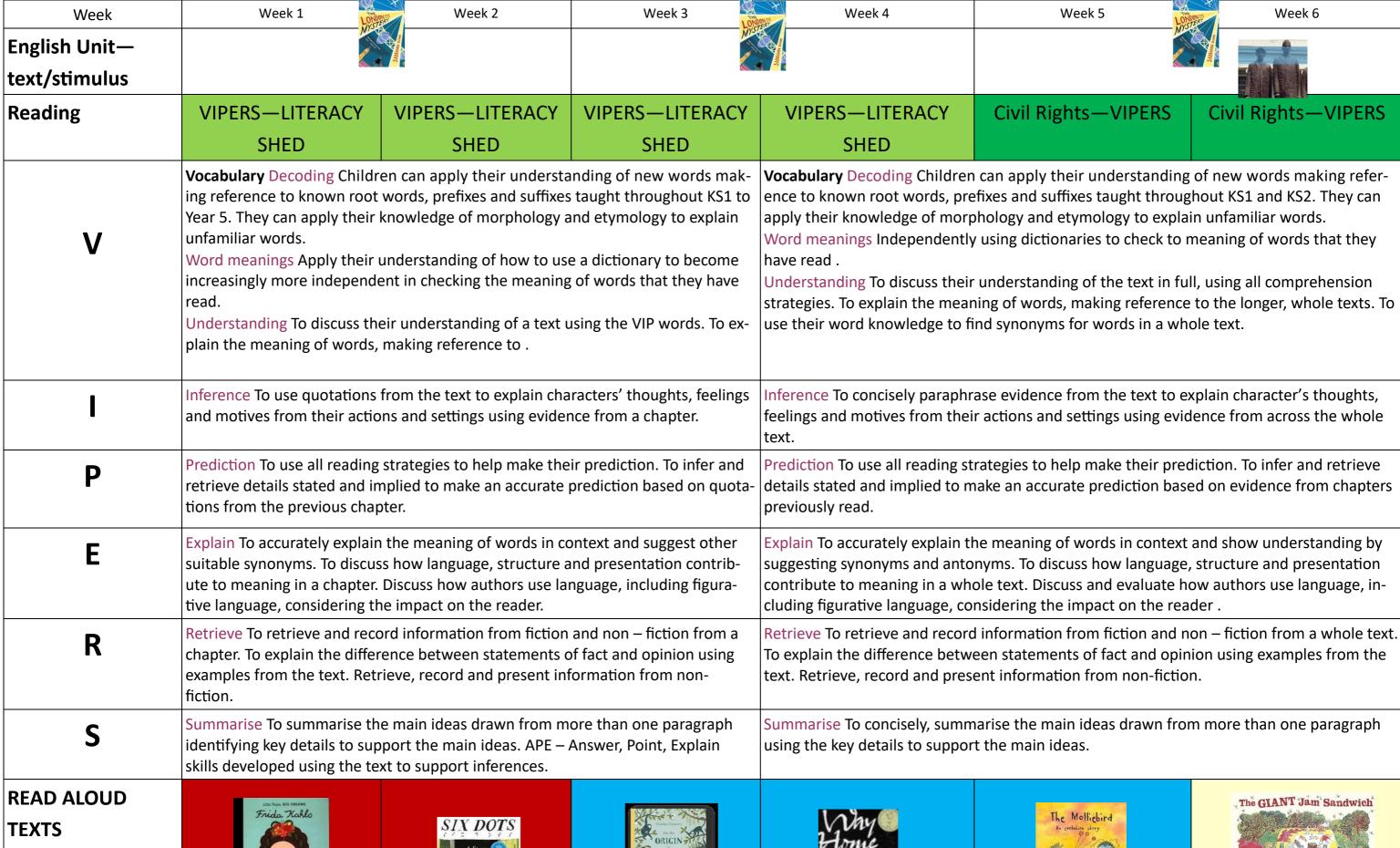
Current topic History Geography Science

Reading for Inclusion & **PSHE** pleasure

VIPERS COMPRE-HENSION +

Current writing unit

Assessment





to the children

English Map-Spring 2

Geography Science Current topic History DT & ART

Inclusion & Reading for pleasure

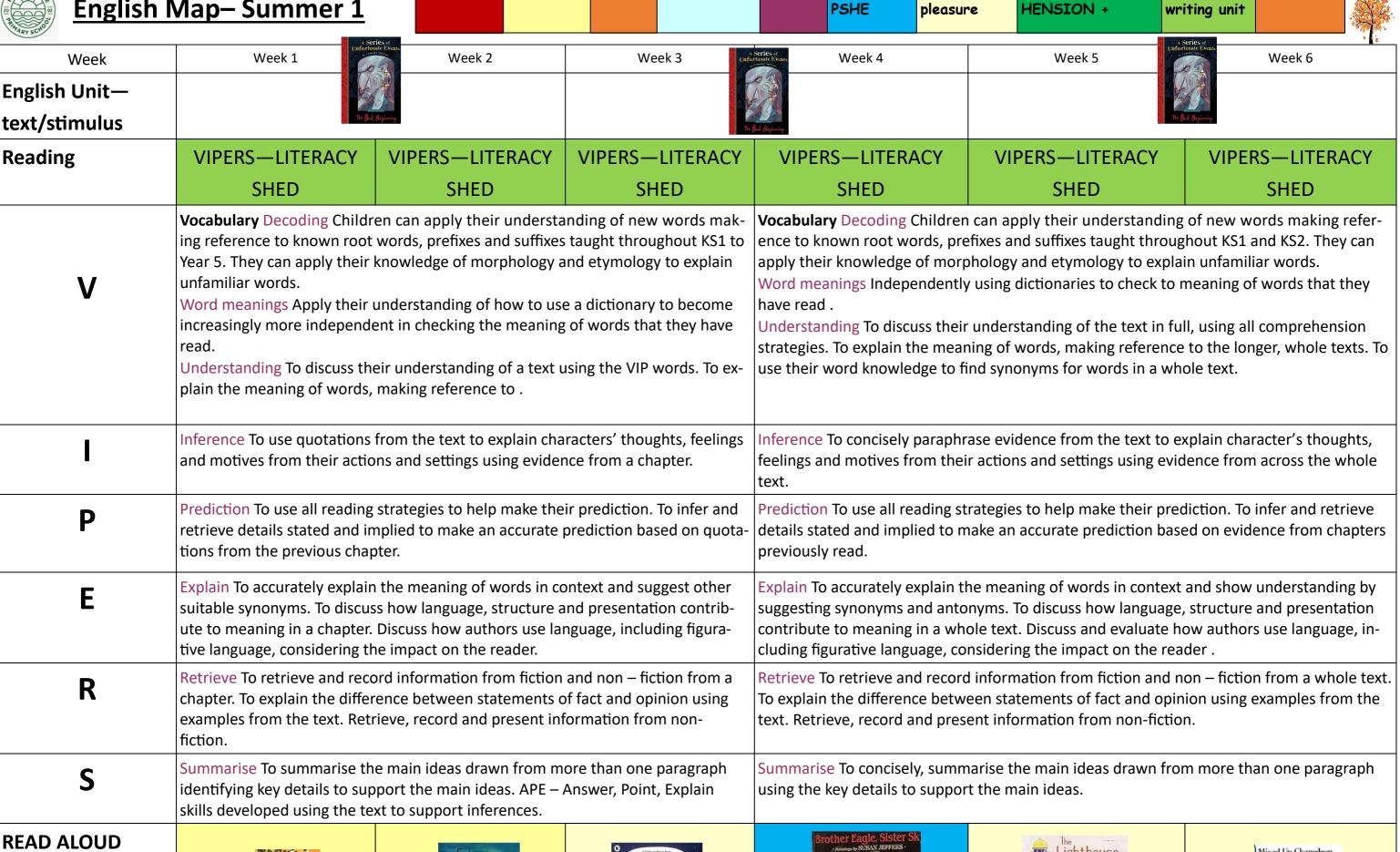
VIPERS COMPRE-HENSION +

Current writing unit

Assessment

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English Unit— text/stimulus	Wari	Horse	V	VarHorse Parmana and a second	Wa	rHorse	
Reading	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS—LITERACY	VIPERS—WORLD WAR	VIPERS—WORLD WAR	
	SHED	SHED	SHED	SHED	1	1	
V	Vocabulary Decoding Childring reference to known root Year 5. They can apply their unfamiliar words. Word meanings Apply their increasingly more independenced. Understanding To discuss the plain the meaning of words,	words, prefixes and suffixes knowledge of morphology a understanding of how to us ent in checking the meaning eir understanding of a text of the second seco	e a dictionary to become g of words that they have	ence to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To			
I	Inference To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.			Inference To concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.			
Р	Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on quotations from the previous chapter.			Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.			
E	Explain To accurately explain suitable synonyms. To discuss ute to meaning in a chapter. tive language, considering the	ss how language, structure a Discuss how authors use la	and presentation contrib-	Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			
R	Retrieve To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.			Retrieve To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.			
S	Summarise To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas. APE – Answer, Point, Explain skills developed using the text to support inferences.			Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.			
READ ALOUD TEXTS	Mahatma Jandhi	Old Bear	THE ISLAND	HOELLA BENJAMIN Kompany be large letter Coming to England		WANTED: The Perfect Pet	
Books to be read			1441		PERMI	(A)2	





Current topic History

Geography

Science

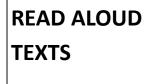
Reading for

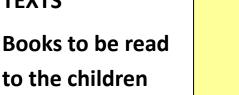
VIPERS COMPRE-

Current

Assessment

Inclusion &



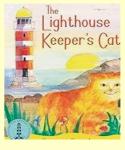








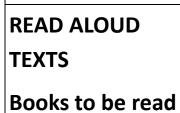








English	Map-Summer 2	Science Current topi	C History Inclusion & Reading pleasure		Current Assessment writing unit
Week	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—	SCIENCE			×	39
text/stimulus					
Reading	VIPERS 'THE SOLAR SYSTEM' — LITERA SHED	VIPERS 'ALL WEATI	HERS'—LITERACY SHED	VIPERS 'SPAC	E'—LITERACY SHED
V	Vocabulary Decoding Children can apply their uning reference to known root words, prefixes and so Year 5. They can apply their knowledge of morphounfamiliar words. Word meanings Apply their understanding of how increasingly more independent in checking the miread. Understanding To discuss their understanding of a plain the meaning of words, making reference to	ence to known root words, prefixes and suffixes taught throughout KS1 and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To			
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Р	Prediction To use all reading strategies to help mare retrieve details stated and implied to make an accitions from the previous chapter.	Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.			
E	Explain To accurately explain the meaning of word suitable synonyms. To discuss how language, structure to meaning in a chapter. Discuss how authors tive language, considering the impact on the read	Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			
R	Retrieve To retrieve and record information from chapter. To explain the difference between statem examples from the text. Retrieve, record and presfiction.	Retrieve To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction.			
S	Summarise To summarise the main ideas drawn for identifying key details to support the main ideas. skills developed using the text to support inference.	APE – Answer, Point, Explain	Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.		
READ ALOUD	URBOY SCATT & MINICAL MATTCHET	wither our similar	SIMON JAMES	GEORGE 0	



to the children







