



# Ash & Oak Class English Map 2023-2024



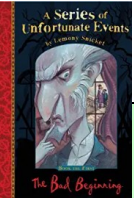




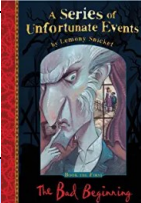



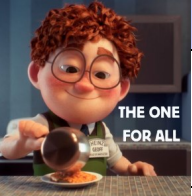




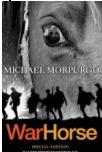
Writing to entertain

Writing to Inform

Linked to history/geography/science

Diversity and Inclusion

## 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

DT &amp; ART

Geography

Science

Current topic

History

Inclusion &amp; PSHE

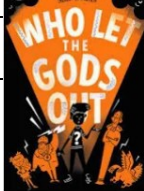
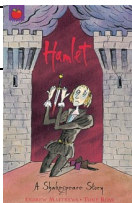
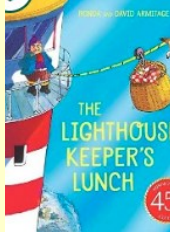
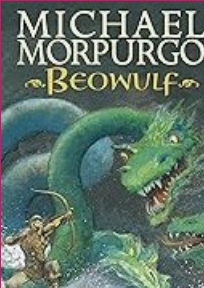
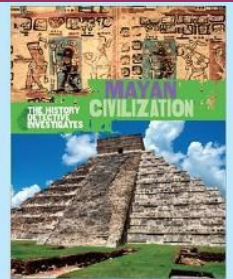
Reading for pleasure

VIPERS COMPRE-HENSION +

Current writing unit

Assessment



Week	Week 1		Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/stimulus							
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
<b>V</b>	<b>Vocabulary Decoding</b> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words. <b>Word meanings</b> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read. <b>Understanding</b> To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .			<b>Vocabulary Decoding</b> 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. <b>Word meanings</b> Independently using dictionaries to check to meaning of words that they have read . <b>Understanding</b> 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.			
<b>I</b>	<b>Inference</b> To use quotations from the text to explain characters’ thoughts, feelings and motives from their actions and settings using evidence from a chapter.			<b>Inference</b> 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.			
<b>P</b>	<b>Prediction</b> 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.			<b>Prediction</b> 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.			
<b>E</b>	<b>Explain</b> 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.			<b>Explain</b> 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 .			
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<b>S</b>	<b>Summarise</b> 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.			<b>Summarise</b> To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.			
<b>READ ALOUD TEXTS</b>  <b>Books to be read to the children</b>							





English Map– Autumn 2

DT & ART

Geography

Science

Current topic

History

Inclusion & PSHE




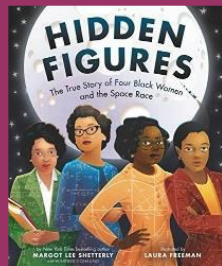
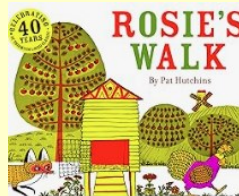
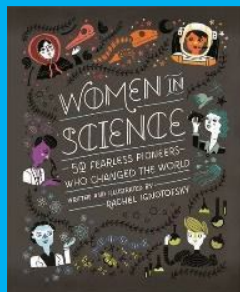
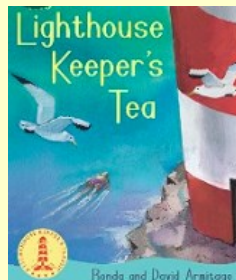
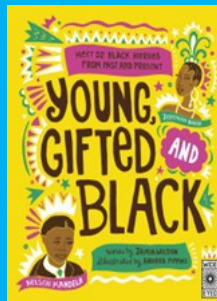

Reading for pleasure

VIPERS COMPRE-HENSION +

Current writing unit

Assessment



Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/stimulus						
Reading	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS ‘CHRISTMAS’—LITERACY SHED	
V	<p><b>Vocabulary Decoding</b> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><b>Word meanings</b> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p><b>Understanding</b> To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p><b>Vocabulary Decoding</b> 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.</p> <p><b>Word meanings</b> Independently using dictionaries to check to meaning of words that they have read .</p> <p><b>Understanding</b> 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.</p>		
I	<p><b>Inference</b> To use quotations from the text to explain characters’ thoughts, feelings and motives from their actions and settings using evidence from a chapter.</p>			<p><b>Inference</b> 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.</p>		
P	<p><b>Prediction</b> 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.</p>			<p><b>Prediction</b> 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.</p>		
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READ ALOUD TEXTS						
Books to be read to the children						



English Map– Spring 1

DT & ART

Geography

Science

Current topic

History

Inclusion & PSHE



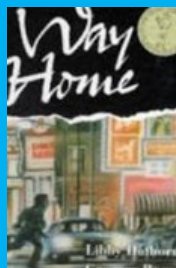
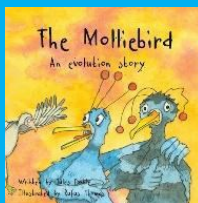
Reading for pleasure

VIPERS COMPRE- HENSION +

Current writing unit

Assessment



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English Unit—text/stimulus							
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	Civil Rights—VIPERS	Civil Rights—VIPERS	
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English Map– Spring 2

DT & ART

Geography

Science

Current topic

History

Inclusion & PSHE

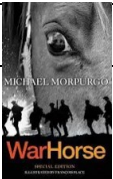
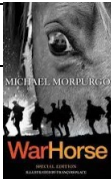


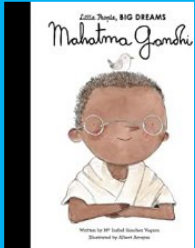
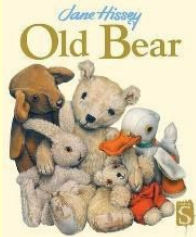




Reading for pleasure

VIPERS COMPRE- HENSION +

Current writing unit

Assessment



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English Unit—text/stimulus						 	
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# English Map– Summer 1

DT &amp; ART

Geography

Science

Current topic

History

Inclusion &amp; PSHE



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									
Reading	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED
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<b>READ ALOUD TEXTS</b>  <b>Books to be read to the children</b>									










# English Map– Summer 2

DT & ART	Geography	Science	Current topic	History	Inclusion & PSHE	Reading for pleasure	VIPERS COMPRE-HENSION +	Current writing unit	Assessment
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Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit—text/stimulus				 		
Reading	VIPERS ‘THE SOLAR SYSTEM’—LITERACY SHED		VIPERS ‘ALL WEATHERS’—LITERACY SHED		VIPERS ‘SPACE’—LITERACY SHED	
V	<p><b>Vocabulary Decoding</b> Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words.</p> <p><b>Word meanings</b> Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</p> <p><b>Understanding</b> To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p><b>Vocabulary Decoding</b> 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.</p> <p><b>Word meanings</b> Independently using dictionaries to check to meaning of words that they have read .</p> <p><b>Understanding</b> 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.</p>		
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E	<p><b>Explain</b> 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.</p>			<p><b>Explain</b> 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 .</p>		
R	<p><b>Retrieve</b> 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.</p>			<p><b>Retrieve</b> 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.</p>		
S	<p><b>Summarise</b> 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.</p>			<p><b>Summarise</b> To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>		
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