



# Ash Class English Map - Cycle B

Writing to entertain

Writing to Inform

Linked to XC – e.g: history/geography/science

Diversity and Inclusion

## Writing Opportunities

Our Inclusive Curriculum has been designed around the following values:

Kindness, Positivity, Inclusivity, Resilience, Aspiration and Integrity.



The writing curriculum links with the following articles:

- Article 28 – Right to education
- Article 29 – Goals of education
- Article 13 – Freedom of expression
- Article 17 – Access to information
- Article 12 – Respect for the child’s views)

Terms:	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
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## informal Writing

<b>P - purpose</b>	<b>Purpose:</b> Write to Entertain	<b>Purpose:</b> Write to Entertain	<b>Purpose:</b> Write to Entertain	<b>Purpose:</b> Write to Entertain	<b>Purpose:</b> Write to Entertain	<b>Purpose:</b> Write to Entertain
<b>A - Audience</b>	Write our own narrative: to publish in a class book.	Write our own narrative: to share in school.	Write our own first person narrative: to share with another class.	Write our own setting descriptions: to share with another class.	Write our own poems: to perform in assembly.	Write our own modern fairy-tale narrative.
<b>F - Form</b>	<b>Audience</b> Children within KS2.	<b>Audience</b> Children across the school.	<b>Audience</b> Children within KS2.	<b>Audience</b> Children within KS2.	<b>Audience</b> Children within KS1 and 2.	<b>Audience</b> Children within KS2.
<b>Class stimuli for writing lesson</b>	<b>Form - Story</b>	<b>Form:</b> story,	<b>Form:</b> story.	<b>Form:</b> Descriptive.	<b>Form:</b> descriptive poetry.	<b>Form:</b> story.
	Leon and the Place Between Angela McAllister	The Diary of a Killer Cat - Anne Fine	Into the Forest - Anthony Browne.	The Egyptian Cinderella - Shirely Climo	Rhythm of the Rain - Grahame Baker-Smith	TinderBox - Stephan Mitchell.

## formal Writing

<b>Text Type</b>	<b>Purpose:</b> Write to inform	Write a diary: to make our own class diary (with a lock and key).	<b>Purpose:</b> Write to inform	<b>Purpose:</b> Write to instruct:	<b>Purpose:</b> Write to inform:	<b>Purpose:</b> Write to inform:
<b>What the children will write.</b>	Write an information text: to publish in the library.	Write an information text: to publish in the library.	Write a letter to persuade: to write a letter in role as a character and post another child in school.	Write instructions: to write instructions on how to mummify for a guest to follow.	Write a newspaper: to publish a class newspaper to sell in school.	Write a letter: to write a letter in role as a character and post to xxx.
	<b>Audience</b> Children within KS2.	<b>Audience</b> Children across the school.	<b>Audience</b> Children in KS2.	<b>Audience</b> - teacher.	<b>Audience</b> - teacher.	<b>Audience</b> - teacher.
<b>Class stimuli for writing lesson</b>	<b>Form:</b> non-fiction leaflet.	<b>Form:</b> story, diary.	<b>Form:</b> letter.	<b>Form:</b> procedural writing.	<b>Form:</b> newspaper article.	<b>Form:</b> letter.
	The Shirt Machine– Literacy Shed.	Jim and the Beanstalk - Raymond Briggs	Tom’s Sausage Lion – Michael Morporgo	The Egyptian Cinderella - Shirely Climo	Varjak Paw - S. F. Sed	TinderBox - Stephan Mitchell.



# English Map– Autumn 1

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
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	1:1 reading assessments		VIPERS—LITERACY SHED		PIXEL ASSESSMENTS	
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
<b>I</b>	<p><b>Inference</b> To draw inference from across a paragraph referring to simple settings and characters.</p>			<p><b>Inference</b> To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p>		
<b>P</b>	<p><b>Prediction</b> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage</p>			<p><b>Prediction</b> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p>		
<b>E</b>	<p><b>Explain</b> To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning</p>			<p><b>Explain</b> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>		
<b>R</b>	<p><b>Retrieve</b> To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. 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 page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>		
<b>S</b>	<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>			<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>		
<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
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Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED		VIPERS—LITERACY SHED	
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
<b>I</b>	<p><b>Inference</b> To draw inference from across a paragraph referring to simple settings and characters.</p>			<p><b>Inference</b> To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p>		
<b>P</b>	<p><b>Prediction</b> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage</p>			<p><b>Prediction</b> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p>		
<b>E</b>	<p><b>Explain</b> To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning</p>			<p><b>Explain</b> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>		
<b>R</b>	<p><b>Retrieve</b> To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. 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 page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>		
<b>S</b>	<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>			<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>		
<b>READ ALOUD TEXTS</b>						
<b>Books to be read to the children</b>						



# 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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Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	
	Voices in the park	Countries	Habitats	Habitats	PIXL therapies	
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
<b>I</b>	<p><b>Inference</b> To draw inference from across a paragraph referring to simple settings and characters.</p>			<p><b>Inference</b> To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p>		
<b>P</b>	<p><b>Prediction</b> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage</p>			<p><b>Prediction</b> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p>		
<b>E</b>	<p><b>Explain</b> To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning</p>			<p><b>Explain</b> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>		
<b>R</b>	<p><b>Retrieve</b> To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. 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 page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>		
<b>S</b>	<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>			<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>		
<b>READ ALOUD TEXTS</b>						
<b>Books to be read to the children</b>						



# 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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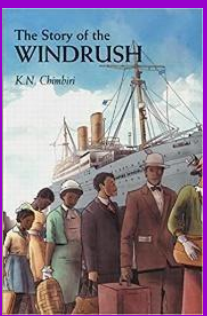

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	PIXL assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. <b>Word meanings</b> Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and independently using meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
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<b>READ ALOUD TEXTS</b>						
<b>Books to be read to the children</b>						



# English Map– Summer 1

DT & ART	Geography	Science	Current topic	History	Inclusion & PSHE	Reading for pleasure	VIPERS COMPRE-HENSION +	Current writing unit	Assessment
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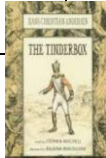
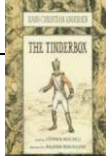


Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	VIPERS—LITERACY SHED		VIPERS—LITERACY SHED		VIPERS—LITERACY SHED	
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
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<b>P</b>	<p><b>Prediction</b> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage</p>			<p><b>Prediction</b> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p>		
<b>E</b>	<p><b>Explain</b> To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning</p>			<p><b>Explain</b> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>		
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<b>S</b>	<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>			<p><b>Summarise</b> To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.</p>		
<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
<b>English Unit—text/stimulus</b>						
<b>Reading</b>	PIXL assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
<b>V</b>	<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</p> <p><b>Word meanings</b> Explicitly teaching and providing assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.</p>			<p><b>Vocabulary Decoding</b> Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. <b>Understanding</b> To be explicitly taught and independently using meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.</p>		
<b>I</b>	<p><b>Inference</b> To draw inference from across a paragraph referring to simple settings and characters.</p>			<p><b>Inference</b> To draw inferences from across a page of text referring to settings and characters using evidence from the text.</p>		
<b>P</b>	<p><b>Prediction</b> To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage</p>			<p><b>Prediction</b> To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.</p>		
<b>E</b>	<p><b>Explain</b> To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning</p>			<p><b>Explain</b> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>		
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<b>READ ALOUD TEXTS</b>						
<b>Books to be read to the children</b>						