

Oak Class English Map Cycle B

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

P - purpose A - Audience F - Form	Purpose: Write to Entertain Write our own narrative: to read to our peers. Audience Children within KS2. Form - Story	Purpose: Write to Entertain Write our own discussion text: to debate in front of an audience. Audience Children within KS2 and adults within the school. Form - presentation.	Purpose: Write to Entertain Write our own diary entry: to read to our peers. Audience Children within KS2. Form - diary.	Purpose: Write to Entertain Write our own narrative with a flashback: to read to our peers. Audience Children within KS2 - invest year 3 & 4. Form - Story	Purpose: Write to Entertain Write our own narrative: to read to our peers. Audience Children within KS2. Form - Story	Purpose: Write to Inform Write a biography: to read to our headteacher. Audience Children within KS2. Form: Blog
Class stimuli for writing lesson	Who Let the Gods Out? Maz Evans	Hamlet - Andrew Matthews and Tony Ross	London Eye Mystery - Siobahn Dowd	War Horse - Michael Morpurgo	A Series of Unfortunate Events - Lemony Snicket	Various stimuli from research.

formal Writing

Text Type What the children will write.	Purpose: Write to Inform Write our own letter: to post to our headteacher. Audience Children within KS2.	Purpose: Write to Inform Write our own newspaper report : to publish and sell in school. Audience Children within KS2 and adults within the school. Form - newspaper article	Purpose: Write to Inform Write our own newspaper report : to publish within our library. Audience Children within KS2 and adults within the school. Form - newspaper article	Purpose: Write to Entertain Write our own poems : to publish class books for our reception area. Audience Children within KS2 and adults within the school. Form - poetry.	Purpose: Write to inform Write our own diary entry: to read to our peers. Audience Children within KS2. Form - diary.	Purpose: Write to Inform Write a science experiment: to read to our science lead. Audience Adults within school.
Class stimuli for writing lesson	Who Let the Gods Out? Maz Evans	Snow Sister - Emma Carrol	London Eye Mystery - Siobahn Dowd	War Horse - Michael Morpurgo	A Series of Unfortunate Events - Lemony Snicket	Science experiment Stimuli



English Map– Autumn 1

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—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
V	<p>Vocabulary Decoding 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>Word meanings 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>Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p>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.</p> <p>Word meanings Independently using dictionaries to check to meaning of words that they have read .</p> <p>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.</p>		
I	<p>Inference 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>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.</p>		
P	<p>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.</p>			<p>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.</p>		
E	<p>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.</p>			<p>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 .</p>		
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S	<p>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.</p>			<p>Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</p>		
READ ALOUD TEXTS						
Books to be read to the children						



English Map– Autumn 2

DT & ART

Geography

Science

Current topic

History

Inclusion & PSHE




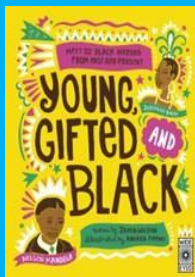
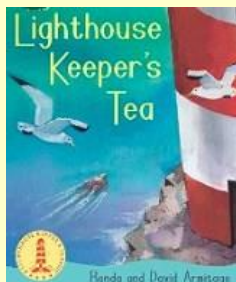
Reading for pleasure

VIPERS COMPREHENSION +

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 'CHRISTMAS'—LITERACY SHED	
V	<p>Vocabulary Decoding 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>Word meanings 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>Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p>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.</p> <p>Word meanings Independently using dictionaries to check to meaning of words that they have read .</p> <p>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.</p>		
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E	<p>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.</p>			<p>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 .</p>		
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READ ALOUD TEXTS	<p>Books to be read to the children</p> <div style="display: flex; justify-content: space-around;">       </div>					



English Map– Spring 1

DT & ART

Geography

Science

Current topic

History

Inclusion & PSHE


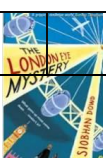
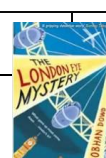


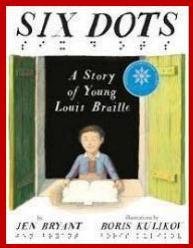


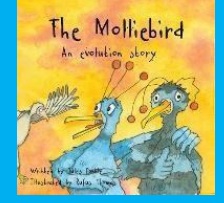
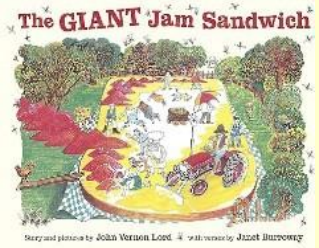
Reading for pleasure

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—LITERACY SHED	Civil Rights—VIPERS	Civil Rights—VIPERS
V	<p>Vocabulary Decoding 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>Word meanings 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>Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p>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.</p> <p>Word meanings Independently using dictionaries to check to meaning of words that they have read .</p> <p>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.</p>		
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READ ALOUD TEXTS	     					
Books to be read to the children						



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
English Unit—text/stimulus						
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—WORLD WAR 1	VIPERS—WORLD WAR 1
V	<p>Vocabulary Decoding 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>Word meanings 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>Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>			<p>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.</p> <p>Word meanings Independently using dictionaries to check to meaning of words that they have read .</p> <p>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.</p>		
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READ ALOUD TEXTS Books to be read to the children						



English Map– Summer 1

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—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
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READ ALOUD TEXTS Books to be read to the children						



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>Vocabulary Decoding 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>Word meanings 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>Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to .</p>		<p>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.</p> <p>Word meanings Independently using dictionaries to check to meaning of words that they have read .</p> <p>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.</p>			
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READ ALOUD TEXTS						
Books to be read to the children	