



# Ash Class English Map - Cycle B

Writing to entertain	Writing to Inform	Linked to XC – e.g: history/geography/science	Diversity and Inclusion
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## 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)




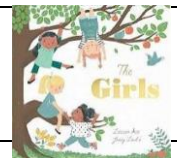
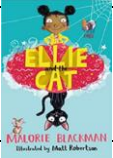
<b>Terms:</b>	<b>Autumn 1</b> (7.5 weeks)	<b>Autumn 2</b> (7 weeks)	<b>Spring 1</b> (6 weeks)	<b>Spring 2</b> (5 weeks)	<b>Summer 1</b> (6 weeks)	<b>Summer 2</b> (6 weeks)
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## informal Writing



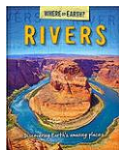
<b>P - purpose</b>	<b>Purpose:</b> <b>Write to Entertain</b>	<b>Purpose:</b> <b>Write to Entertain</b>	<b>Purpose:</b> <b>Write to Entertain</b>	<b>Purpose:</b> <b>Write to Entertain</b>	<b>Purpose:</b> <b>Write to Entertain</b>	<b>Purpose:</b> <b>Write to Entertain</b>
<b>A - Audience</b>	Write our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


## formal Writing

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

<b>Autumn 1 - Cycle B</b>		
Inclusion Message	 <b>Inclusion message:</b> Believing in yourself and valuing different kinds of imagination	 <b>Inclusion message:</b> seeing and valuing what makes each person unique, and responding with care.
English Unit	Leon and the Place between - Angela McAllister	The Shirt Machine: Literacy Shed
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, <a href="#">VIPERS</a> .	
Read Aloud Focus	PSHE  PSHE  PSHE 	Free choice Read Aloud Books – See Read Aloud <a href="#">Map</a> .
Text Level features	Description of personality and appearance Actions of character as evidence for personality. Setting, Build-Up, Problem, Resolu-tion, End. Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme	Factual information organised into different paragraph on different aspects, headings, sub-headings, captions, labels  Use of organizational devices for non-narrative writing. Develop paragraphs around a theme Third person writing
Grammar and sentences  SPAG <a href="#">Policy</a>	Fronted adverbial phrases Expanded noun phrases Subordinate clause Nouns and pronouns Using fronted adverbial phrases to indi- cate time and place. Choosing nouns and pronouns to achieve clarity and cohesion and avoid repetition.	Coordinating and subordinating con- junctions Noun phrases Commas Past/present simple tense  Use conjunctions (when, before, after, so because) adverbs (then, next, soon, therefore) and prepositions (during, in) to express time and cause Using the present perfect tents in reports.
Words and spellings Follow Spelling shed <a href="#">Scheme</a> .	Homophones (peace/piece, main/mane, fair/fare)	Prefix 'dis', prefix 'un'. Recap suffixes -ed, -es, -ing -er Revise apostrophes for contractions
Punctuation	Inverted comma Apostrophes Commas Dashes Using commas after fronted adverbials Using and punctuation direct speech	Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points
Editing	Proof read for spelling and punctuation errors.	Mini-plenary points for editing work. Reading own writing and suggesting improvements
Grammatical Terminology  SPAG <a href="#">Policy</a>	Subordinating and coordinating con- junctions Adverbials of time and place Expanded noun phrases Prepositional language Past simple tense Direct speech Determiner Adverb Adverbial	Adverbials of subordinating and coor- dinating conjunctions Present simple tense Pronoun, possessive pronoun, con- junction, adverb, preposition
Handwriting	Follow Nelson Handwriting Scheme and Handwriting <a href="#">Policy</a> .	








<b>Autumn 2 - Cycle B</b>				
Inclusion Message	<b>Inclusion message:</b> <b>We all see the world differently; everyone’s viewpoint deserves to be heard.</b>		<b>Inclusion message:</b> <b>Empathy and kindness bridge differences — age, size, or background.</b>	
English Unit	The Diary of a Killer Cat - <b>Anne Fine</b>		Jim and the Beanstalk - <b>Raymond Briggs</b>	
<b>Reading</b>	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, <a href="#">VIPERS</a> .			
Read Aloud	<b>Physical geography</b> 	<b>Physical geography</b> 	<b>Physical geography</b> 	Free choice Read Aloud Books – See Read Aloud <a href="#">Map</a> .
Text Level features	Setting, Build-up, Problem, Resolution, End Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme.		Informal style Rhetorical questions Emotional Chronological account of personal events Recounting events in a chronological sequence Reflecting on events – expressing personal opinion	
Grammar and sentences <small>SPAG <a href="#">Policy</a></small>	Fronted adverbials Expanded noun phrases Subordinate clauses Noun and pronouns Using fronted adverbial phrases to indicate time and place. Choosing nouns and pronouns to achieve clarity and cohesion and avoid repetition.		Coordinating conjunctions Subordinating conjunctions Noun phrases Commas Past/present simple tense Subordinating conjunctions Fronted adverbials of time Noun phrases with prepositions Present perfect tense	
Words and spellings Follow Spelling shed <a href="#">Scheme</a> .	Prefixes ‘mis-’ and ‘re-’ The /ɪ/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ Year 3/4 word list		Revise ‘ei’ ‘eigh’ ‘ey’ Revise ‘ch’ and ‘ou’ Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)	
Punctuation	Inverted commas Apostrophes Commas dashes Using commas after fronted adverbials Using and punctuation direct speech		Capital letters Commas – adverbials and clauses Inverted commas Bullet points Exclamations Possessive apostroph	
Editing	Editing a piece of writing after a teacher model		Assessing the effectiveness of their own and others’ writing and suggesting improvements.	
Grammatical Terminology	Subordinating and coordinating conjunctions Adverbials of time and place Expanded noun phrases , Prepositional language Past simple tense, Direct speech Determiner, Adverb, Adverbial		Adverbials of time Past simple tense First person Subordinating clause, Adverbial, Expand- ed noun phrase , Prepositional phrase Tense	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting <a href="#">Policy</a> .			

<b>Spring 1 - Cycle B</b>		
Inclusion Message	☑ <b>Inclusion message:</b> People from every culture and background deserve fairness, respect, and the chance to belong.	☑ <b>Inclusion message:</b> People from every culture and background deserve fairness, respect, and the chance to belong.
English Unit	The Egyptian Cinderella - <b>Shirely Climo Setting Description</b>	The Egyptian Cinderella - <b>Shirely Climo - Instructions</b>
<b>Reading</b>	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, <a href="#">VIPERS</a> .	
Read Aloud	<p>Ancient Egypt</p> <p>Roman Empire</p> 	Free choice Read Aloud Books – See Read Aloud <a href="#">Map</a> .
Text Level features	<p>Third person narration(?)</p> <p>Detailed description to evoke suspense</p> <p>Use paragraphs to organize in time sequence</p>	<p>Factual information organised into para- graphs on different aspects headings, headlines, captions, labels</p> <p>Plan writing by discussing and recording ideas</p> <p>Composing and rehearsing sentences</p> <p>Use organisational devices for non- narrative writing</p>
Grammar and sentences SPAG <a href="#">Policy</a>	<p>Fronted adverbials Expanded noun phrases Subordinate clauses Noun and pronouns</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Expanded noun phrases to give precises details</p> <p>Subordinate clauses to add details nd description</p>	<p>Coordinating conjunctions Subordinating conjunctions Noun phrases</p> <p>Commas</p> <p>Past/present simple tense</p> <p>Use conjunctions (when, before, after, so because) adverbs (then, next, soon, there- fore) and prepositions (during, in) to express time and cause</p> <p>Using the present perfect tense in reports</p>
Words and spellings Follow Spelling shed <a href="#">Scheme</a> .	<p>Suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>suffixes '-less' and '-ly'</p> <p>Apostrophe for contractions</p>	<p>Revise apostrophe for contraction The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p>
Punctuation	<p>Commas</p> <p>Fronted adverbials</p> <p>Dashes</p>	<p>Capital letters</p> <p>Commas – adverbials and clauses Inverted commas</p> <p>Bullet points</p> <p>Consistent use of sentence punctuation in science reports</p> <p>Bullet points</p>
Editing	Read aloud own writing, to a group or the whole class, using intonation—prosody.	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Grammatical Terminology	Noun, pronoun, expanded noun phrases, subordinate clauses	<p>Adverbials of time</p> <p>Subordinating and coordinating conjunc- tions</p> <p>Present simple tense</p> <p>Pronoun, possessive pronoun, conjunc tion, adverb, preposition</p>
Handwriting	Follow Nelson Handwriting Scheme and Handwriting <a href="#">Policy</a> .	



**Summer 1 - Cycle B**

Inclusion Message	<p>☑ <b>Inclusion message:</b> Being different is a strength—everyone has unique qualities that deserve acceptance and respect.</p>	<p>☑ <b>Inclusion message:</b> We are all connected, and we share responsibility for caring for our world and each other.</p>
English Unit	<p>Varjak Paw - <b>S. F. Sed</b> - newspaper</p>	<p>Rhythm of the Rain - Grahame Baker-Smith - Poetry</p>
Reading	<p>Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, <a href="#">VIPERS</a>.</p>	
Read Aloud	<p>Physical Geography </p> <p>Migration and Empire </p>	<p>Free choice Read Aloud Books – See Read Aloud <a href="#">Map</a>.</p>
Text Level features	<p>Factual information organised into different paragraph on different aspects, headings, sub-headings, captions, labels</p> <p>Use of organizational devices for non-narrative writing.</p> <p>Develop paragraphs around a theme</p> <p>Third Person Writing</p>	<p>Rhyming or non-rhyming Rhythm of words</p> <p>Carefully chosen words Figurative language</p> <p>Alliteration Planned repetition</p> <p>Adjectives for positive description Build in rich vocabulary</p>
Grammar and sentences <small>SPAG <a href="#">Policy</a></small>	<p>Coordinating and subordinating conjunctions</p> <p>Noun phrases Commas</p> <p>Past/present simple tense</p> <p>Use conjunctions (when, before, after, so because) adverbs (then, next, soon, therefore) and prepositions (during, in) to express <b>time</b> and <b>cause</b></p> <p>Using the present perfect tense in reports</p>	<p>Adverbials</p> <p>Expanded noun phrases</p>
Words and spellings Follow Spelling shed <a href="#">Scheme</a> .	<p>Words with the /s/ sound</p> <p>spelt 'sc' (Latin in origin)</p> <p>Endings that sound like /jən/ spelt 'sion</p> <p>Apostrophes for possession, including singular and plural</p> <p>Further homophones</p>	<p>Statutory Word</p> <p>List Homophones</p> <p>Words ending 'ure'</p> <p>Homophones (peace/piece, main/mane, fair/fare)</p>
Punctuation	<p>Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas</p> <p>Bullet points</p>	<p>Commas Apostrophes Dashes</p> <p>Possessive apostrophes</p>
Editing	<p>proof-read for spelling and punctuation errors</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Proof read for spelling and punctuation errors.</p>
Grammatical Terminology	<p>Adverbials of subordinating and coordinating conjunctions</p> <p>Present simple tense.</p> <p>Pronoun, possessive pronoun, conjunction, adverb, preposition</p>	<p>Figurative language—similes, metaphors, onomatopoeia</p>
Handwriting	<p>Follow Nelson Handwriting Scheme and Handwriting <a href="#">Policy</a>.</p>	

<b>Summer 2 - Cycle B</b>		
<b>Inclusion Message</b>	☑ <b>Inclusion message:</b> Everyone deserves justice and dignity, especially those who are overlooked or treated unfairly.	☑ <b>Inclusion message:</b> Everyone deserves justice and dignity, especially those who are overlooked or treated unfairly.
<b>English Unit</b>	TinderBox - Stephan Mitchell. Fairy Tale narrative	TinderBox - Stephan Mitchell. Letter
<b>Reading</b>	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, <a href="#">VIPERS</a> .	
<b>Read Aloud</b>	  	Free choice Read Aloud Books – See Read Aloud <a href="#">Map</a> .
<b>Text Level features</b>	Setting, Build-up, Problem, Resolution, End Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme.	Factual information organised into different paragraph on different aspects, headings, sub-headings, captions, labels Use of organizational devices for non-narrative writing. Develop paragraphs around a theme Third person writing
<b>Grammar and sentences</b> SPAG <a href="#">Policy</a>	Fronted adverbials Expanded noun phrases Subordinate clauses Noun and pronouns Using fronted adverbial phrases to indicate time and place. Choosing nouns and pronouns to achieve clarity and cohesion and avoid repetition.	Coordinating conjunctions Subordinating conjunctions Noun phrases Commas Past/present simple tense Use conjunctions (when, before, after, so because, therefore, until, etc), situations (during, in) to express <b>time</b> and <b>cause</b> . Using the present perfect tense in reports
<b>Words and spellings</b> Follow Spelling shed <a href="#">Scheme</a> .	The /ʌ/ sound spelt 'ou' Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign) Year 3/4 list	Suffix '-ous' Revise prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
<b>Punctuation</b>	Inverted commas Apostrophes Commas dashes Using commas after fronted adverbials Using and punctuation direct speech	Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points
<b>Editing</b>	Editing for punctuation/syntax	proof-read for spelling and punctuation errors
<b>Grammatical Terminology</b>	Subordinating and coordinating conjunctions Adverbials of time and place Expanded noun phrases Prepositional language Past simple tense Direct speech Determiner Adverb Adverbial	Adverbials of subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition
<b>Handwriting</b>	Follow Nelson Handwriting Scheme and Handwriting <a href="#">Policy</a> .	

