



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)


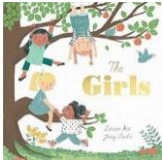

Terms:	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
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informal Writing

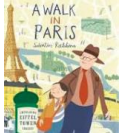

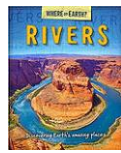
P - purpose	Purpose: Write to Entertain	Purpose: Write to Entertain	Purpose: Write to Entertain	Purpose: Write to Entertain	Purpose: Write to Entertain	Purpose: Write to Entertain
A - Audience	Write our own narrative: to publish in a class book.	Write our own narrative: to share in school.	Write our own setting descriptions: to share with another class.	Write our own first person narrative: to share with another class.	Write our own poems: to perform in assembly.	Write our own modern fairy-tale narrative.
F - Form	Audience Children within KS2.	Audience Children across the school.	Audience Children within KS2.	Audience Children within KS2.	Audience Children within KS1 and 2.	Audience Children within KS2.
Class stimuli for writing lesson	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.
	Form - Story	Form: story,	Form: Descriptive.	Form: story.	Form: descriptive poetry.	Form: story.


formal Writing




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



Autumn 1 - Cycle B				
Inclusion Message	Believing in yourself and valuing different kinds of imagination		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, VIPERS.			
Read Aloud Focus	PSHE 	PSHE 	PSHE 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Description of personality and appearance Actions of character as evidence for personality. 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	
Grammar and sentences (refer to SPAG policy)	Fronted adverbial phrases Expanded noun phrases Subordinate clause Nouns and pronouns Using fronted adverbial phrases to indicate time and place. Choosing nouns and pronouns to achieve clarity and cohesion and avoid repetition.		Coordinating and subordinating conjunctions 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 tenses in reports.	
Words and spellings Follow the Spelling Shed Scheme.	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	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	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			






Autumn 2 - Cycle B		
Inclusion Message	We all see the world differently; everyone’s viewpoint deserves to be heard.	Empathy and kindness bridge differences — age, size, or background.
English Unit	The Diary of a Killer Cat - Anne Fine	Jim and the Beanstalk - Raymond Briggs
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	Physical geography  Physical geography  Physical geography 	Free choice Read Aloud Books – See Read Aloud Map.
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 (refer to SPAG policy)	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 the Spelling Shed Scheme.	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 apostrophe
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, Expanded noun phrase , Prepositional phrase Tense
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

Spring 1 - Cycle B		
Inclusion Message	People from every culture and background deserve fairness, respect, and the chance to belong.	People from every culture and background deserve fairness, respect, and the chance to belong.
English Unit	The Egyptian Cinderella - Shirely Climo Setting Description	The Egyptian Cinderella - Shirely Climo - Instructions
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	<p>Ancient Egypt</p> <p>Roman Empire</p> 	Free choice Read Aloud Books – See Read Aloud Map.
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</p> <p>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 (refer to SPAG policy)	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Subordinate clauses</p> <p>Noun and pronouns</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Expanded noun phrases to give precise details</p> <p>Subordinate clauses to add details and description</p>	<p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>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 the Spelling Shed Scheme.	<p>Suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' suffixes '-less' and '-ly'</p> <p>Apostrophe for contractions</p>	<p>Revise apostrophe for contraction</p> <p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>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</p> <p>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 conjunctions</p> <p>Present simple tense</p> <p>Pronoun, possessive pronoun, conjunction, adverb, preposition</p>
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

Spring 2 - Cycle B			
Inclusion Message	Everyone deserves to be believed and valued, no matter their age or how confident they are.		All families and emotions are valid, everyone's personal experiences deserve understanding and empathy.
English Unit	Tom's Sausage Lion – Michael Morporgo - letter		Into the Forest - Anthony Browne. Narrative
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.		
Read Aloud Focus	Habitat, space and significance 	Habitat, space and significance 	Habitat, space and significance 
Text Level features	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		Setting, Build-up, Problem, Resolution, End Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme.
Grammar and sentences (refer to SPAG policy)	Coordinating conjunctions Subordinating conjunctions Noun phrases Commas Past/present simple tense Use conjunctions (after, so, because, when, before, therefore), adverbs (then, next soon) and prepositions (during, in) to express time and cause . Using the present perfect tense in reports.		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.
Words and spellings Follow the Spelling Shed Scheme.	Prefixes 'super-' and 'auto-' Words with the /k/ sound spelt 'ch' (Greek in origin) Homophones (here/hear, knot/not, meat/meet) Year 3/4 word list		Prefixes 'anti-' and 'inter-' Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' Suffix '-ation'
Punctuation	Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points		Inverted commas Apostrophes Commas dashes Using commas after fronted adverbials Using and punctuation direct speech
Editing	Improving writing by substituting like for like – using synonyms/thesaurus		assessing the effectiveness of their own and others' writing and suggesting improvements
Grammatical Terminology	Adverbials of subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition		Subordinating and coordinating conjunctions Adverbials of time and place Expanded noun phrases Prepositional language Past simple tense Direct speech Determiner Adverb Adverbial
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.		

Summer 1 - Cycle B		
Inclusion Message	Being different is a strength—everyone has unique qualities that deserve acceptance and respect.	We are all connected, and we share responsibility for caring for our world and each other.
English Unit	Varjak Paw - S. F. Sed - Newspaper Report	Rhythm of the Rain - Grahame Baker-Smith - Poetry
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	Physical Geography  Migration and Empire 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	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	Rhyming or non-rhyming Rhythm of words Carefully chosen words Figurative language Alliteration Planned repetition Adjectives for positive description Build in rich vocabulary
Grammar and sentences (refer to SPAG policy)	Coordinating and subordinating conjunctions 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 tense in reports	Adverbials Expanded noun phrases
Words and spellings Follow the Spelling Shed Scheme.	Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /jən/ spelt 'sion Apostrophes for possession, including singular and plural Further homophones	Statutory Word List Homophones Words ending 'ure' Homophones (peace/piece, main/mane, fair/fare)
Punctuation	Consistent use of sentence punctuation. Commas— adverbials and clauses Inverted commas Bullet points	Commas Apostrophes Dashes Possessive apostrophes
Editing	proof-read for spelling and punctuation errors proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proof read for spelling and punctuation errors.
Grammatical Terminology	Adverbials of subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition	Figurative language—similes, metaphors, onomatopoeia
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

Summer 2 - Cycle B		
Inclusion Message	Everyone deserves justice and dignity, especially those who are overlooked or treated unfairly.	Everyone deserves justice and dignity, especially those who are overlooked or treated unfairly.
English Unit	TinderBox - Stephan Mitchell. Fairy Tale narrative	TinderBox - Stephan Mitchell. Letter
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	PSHE   	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	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
Grammar and sentences (refer to SPAG policy)	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 (after, so, because, when, before, therefore), adverbs (then, next soon) and prepositions (during, in) to express time and cause . Using the present perfect tense in reports.
Words and spellings Follow the Spelling Shed Scheme.	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'
Punctuation	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
Editing	Editing for punctuation/syntax	proof-read for spelling and punctuation errors
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 subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

