



Cherry 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)

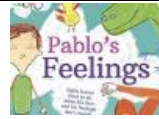

Terms:	Autumn 1 (7.5 weeks)  	Autumn 2 (7 weeks)  	Spring 1 (6 weeks)  	Spring 2 (5 weeks) 	Summer 1 (6 weeks) 	Summer 2 (6 weeks)   
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informal Writing

P - purpose	Purpose: Write to Entertain Write our own narrative: to share with Reception children.	Purpose: Write to Entertain Write our own narrative: to create a class book.	Purpose: Write to Entertain Write our own narrative: to share with Reception children.	Purpose: Write to Entertain Write our own narrative: to share with Reception children.	Purpose: Write to Poetry Write our own letter: to hold a class poetry SLAM event.	Purpose: Write to Entertain Write our own narrative: to share with Reception children.
A - Audience	Audience Children within Reception.	Audience Children within KS1.	Audience Children within Reception.	Audience Children within Reception.	Audience Children within KS1.	Audience Children within Reception.
F - Form	Form - Story	Form - Story	Form - Story	Form - Story	Form - poetry.	Form - Story
	Purpose: Write to Poetry Write our own letter: to hold a class poetry SLAM event.	Purpose: Write to Poetry Write our own letter: to hold a class poetry SLAM event.	Purpose: Write to Entertain Write our own character Description: to allow someone to draw what they think that person looks like.			Purpose: Write to Poetry Write our own letter: to hold a class poetry SLAM event.
	Audience Children within KS1.	Audience Children within KS1.	Audience Children and adults in KS1.			Audience Children within KS1.
	Form - poetry.	Form - poetry.	Form - Story			Form - poetry.
Class stimuli for writing lesson	Bog Baby - Jeanne Willis.	Flat Stanley - Jeff Brown The Lonely Christmas Tree- Chris Naylor- Ballesteros	Rapunzel Character, Bethan Wolvin- character description	Oliver’s Vegetables - Vivian French	The Magic Finger - Roald Dahl.	Prince Cinders - Babette Cole The Colour Monster - Anna Llenas

formal Writing

<p>Text Type</p> <p>What the children will write.</p>	<p>Purpose: Write to Inform Write our own Information Text: to provide to our local library for others to read.</p> <p>Audience Children within KS1 and 2.</p> <p>Form - report.</p> <p>Purpose Write to Inform Write Instructions: for a member of SLT to follow.</p> <p>Audience Adults within school.</p> <p>Form - Report.</p>	<p>Purpose: Write to Inform Write our own letter: to post to a favourite person.</p> <p>Audience Children within KS1.</p> <p>Form - letter.</p>	<p>Purpose: Write to Inform Write our own letter: to post to someone in school.</p> <p>Audience Children within KS1.</p> <p>Form - letter.</p>	<p>Purpose: Write to Inform Write our own Information Text: to publish a book in Reception for Visitors to read..</p> <p>Audience Adults visiting school.</p> <p>Form - Report.</p>	<p>Purpose: Write to Inform Write our own letter: to post to someone in school.</p> <p>Audience Children within KS1.</p> <p>Form - letter.</p> <p>Purpose: Write to Inform Write our own Diary: to read in rotation in class and make a full diary entry.</p> <p>Audience Children within KS1.</p> <p>Form - diary.</p>	<p>Purpose: Write to Inform Write our own instructions: for someone else to follow.</p> <p>Audience Adults in KS1.</p> <p>Form - instructions.</p>
<p>Class stimuli for writing lesson</p>	<p>The Last Wolf, Mini Grey</p>	<p>Flat Stanley - Jeff Brown</p>	<p>The Day the Crayons Quit, Oliver Jeffers - Letter writing</p>	<p>Oliver's Vegetables - Vivian French</p>	<p>The Magic Finger - Roald Dahl.</p>	<p>Science Experiment</p>

Autumn 1 - Cycle B			
Inclusion Message	We must care for all living things with kindness and respect, even the smallest or strangest creatures deserve protection.		Every species and every individual matters -our actions have an impact, and caring for those who are vulnerable is everyone's responsibility.
English Unit	Bog Baby, Jeanne Willis - narrative writing	The Last Wolf, Mini Grey - Fact Files	The Last Wolf, Mini Grey - Instructions
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.		
Read Aloud Focus	Monarchy	PSHE 	PSHE  Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Composing sentences orally before writing Sequencing sentences to form a description/narrative. story language - Past tense - Rhyme - Third person narrative - Adjectives to describe a setting	Composing a sentence orally before writing it . First person Past tense Facts and statistics	Sequencing sentences in order Sequencing Numbers to separate instructions Imperative verbs
Grammar and sentences (refer to SPAG policy)	Joining words and joining clauses using and Capital letters for proper nouns Question marks Sentences with different forms: statements, exclamations to express surprise Co-ordination using: and or but Subordination using: when, that, or, because Expanded noun phrases: using adjectives to give detail	*Spaces between words *Capital letters and full stops to punctuate sentences Sentences with different forms: statements, questions, exclamations, commands.	Time words (first, then, next, after, alter) Imperative verbs Adverbials of time words and phrases to sequence events in order. Imperative verbs
Words and spellings Follow the Spelling Shed Scheme.	Phase 3 Revision Phase 4 ccvc, cvcc, ccvc, ccvc Polysyllabic words Common exception words and HFW to read: said, so, have, like, some, come, were, there, little, one, do, when, what, out Common exception words and HFW to spell: a, is, and, his, has, to, the, I no, go, into, he, she, we, me, be, was, you, they, all, are, her, my, by	Year 1 revision Alternatives for long vowels: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er Alternatives for short vowels: a, e, i, o, u Alternatives for consonants: c, ch, m, f, ng (nk), v, w Common Exception words: Revise Y1	
Punctuation	Spaces between words Capital letters and full stops to demarcate sentences. Question marks Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) Commas in a list	Spaces between words Capital letters and full stops to punctuate sentences Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) Focus—Full stops, question marks	Spaces between words Capital letters and full stops to demarcate sentences. Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) - apostrophes for contractions (don't) I'm)
Editing	Re-read what they have written to check it makes sense.		Proof read to check errors in spelling, grammar and punctuation.
Grammatical Terminology	Singular and plural, Question mark, proper noun, clauses, sentence, word, letter, full stop, capital letter, finger space Apostrophes for singular possession Exclamation marks	Sentence, word, letter, full stop, capital letter, finger space , use of exclamation marks where needed. Capital letters for names of people and places. Noun, adjective, noun phase, sentence types– statements, questions, exclamations and commands, conjunction, subordination, coordination, comma	Sentence, word, letter, full stop, capital letter, finger space. Noun, adjective, noun phrase, simple sentence, conjunction, co-ordination, subordination, comma, apostrophe
Handwriting	Follow Nelson Handwriting Scheme and refer to Handwriting Policy.		



Autumn 2 - Cycle B			
Inclusion Message	Being different is nothing to hide-everyone's uniqueness can be a strength and should be celebrated.		No one should be left out-everyone deserves to feel included, welcomed, and valued, especially at special times of year.
English Unit	Flat Stanley, Jeff Brown - Character Description	Flat Stanley, Jeff Brown - Letter Writing	The Lonely Christmas Tree , Chris Naylor- Ballesteros
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.		
Read Aloud Focus	Music 	Continents and Oceans 	Physical 
Text Level features	<p>Composing sentences orally before writing</p> <p>Sequencing sentences to form a description/narrative.</p> <p>Adjectives to convey a character's appearance and personality - Story language - Third person narration - Past tense - Rhymes and repeated phrases</p>	<p>Composing sentences orally before writing</p> <p>Write sentences to give factual information</p> <p>first person</p> <p>Sequencing events Facts and statistics</p>	<p>Past tense</p> <p>Rhyme</p> <p>Adjectives to describe a setting</p>
Grammar and sentences (refer to SPAG policy)	<p>Joining words and joining clauses using and</p> <p>Capital letters for proper nouns Question marks</p> <p>What is a sentence?</p> <p>Oral rehearsal of sentences Expanded noun phrases to describe and specify</p> <p>Comma in a list</p> <p>Subordination and coordination (and, but, because)</p>	<p>Joining words and joining clauses using and</p> <p>Capital letters for proper nouns Question marks</p> <p>Sentences with different forms: statements, questions, commands, exclamations</p> <p>Co-ordination using: and or but Subordination using: when, if, that, or, because Consistent use of past/present tense</p>	
Words and spellings Follow the Spelling Shed Scheme.	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Common exception words and HFW to read: oh, their, people, Mr, Mrs, looked, called, asked, could.</p> <p>Common exception words and HFW to spell: said, so, today, have, like, some, come, were, there, little, one, do, when</p>		<p>Alternatives for consonants: ff, ll, ss, zz / ck after a short vowel</p> <p>Recap year 1: plurals -s -es, prefix un, suffixes ed, ing, er (verbs), suffixes er, est (adjectives) Year 2 spellings: -ge, -dge, g/j (j) c (s) kn, gn (n) -y (igh)</p> <p>Common Exception words: find, kind, mind, behind, child, children, wild, climb, because, most, only, both, old, told, gold, hold, cold, father, Christmas</p>
Punctuation	<p>Spaces between words</p> <p>Capital letters and full stops to punctuate sentences.</p> <p>Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)</p>	<p>Spaces between words</p> <p>Capital letters and full stops to demarcate sentences.</p> <p>Question marks</p> <p>Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)</p> <ul style="list-style-type: none"> ◆ apostrophes for contractions (don't) I'm) ◆ Exclamation marks 	<p>Spaces between words</p> <p>Capital letters and full stops to punctuate sentences</p> <p>Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)</p> <p>Commas in a list</p>
Editing	Re-read what they have written to check it makes sense.		Proof read to check errors in spelling, grammar and punctuation.
Grammatical Terminology	sentence, word, letter, full stop, capital letter, finger space noun, noun phrase, adjective, simple sentence, conjunction, subordination, coordination, comma	Question mark, Capital letters for names and I, sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phrase, simple sentence, conjunction, co-ordination, subordination, comma, apostrophe, exclamation mark	Sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phase, rhyme, rhythm, onomatopoeia , comma
Handwriting	Follow Nelson Handwriting Scheme and refer to Handwriting Policy.		

Spring 1 - Cycle B

Inclusion Message Girls and women can be strong, brave, and independent—everyone has the right to control their own story. Everyone’s voice and perspective matters-differences should be respected, and collaboration makes the best outcomes for all.

English Unit **Rapunzel Character, Bethan Wolvin**- character description **Rapunzel Character, Bethan Wolvin**- Alternative Story **The Day the Crayons Quit, Oliver Jeffers** - Letter writing

Reading Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.

Read Aloud Focus Environment  Migration  Free choice Read Aloud Books – See Read Aloud Map.

Text Level features **Composing sentences orally before writing Sequencing sentences to form a description/narrative.** **Adjectives to convey a character’s appearance and personality - Story language - Third person narration - Past tense - Rhymes and repeated phrases** ***Sequencing sentences to form short narratives** **Adjectives to create an atmosphere Story language** **Third person narration Past tense** **Comparing two tales The power of three** **Composing sentences orally before writing Write sentences to give factual information** **first person** **Sequencing events Facts and statistics**

Grammar and sentences (refer to SPAG policy) **Joining words and joining clauses using *and*** **Capital letters for proper nouns Question marks** **What is a sentence?** **Oral rehearsal of sentences** **Expanded noun phrases to describe and specify** **Comma in a list** **Subordination and coordination (and, but, because)** **Capital letter for names of people and places** **-er and -est to add more detailed description [the darkest night]** ***Spaces between words** ***Capital letters and full stops to punctuate sentences** **Expanded noun phrases to create an atmosphere / for effect** **Time words and story language to open sentences (avoid repetition of subject) Consistent use of past tense (progressive where appropriate)** **Appropriate use of coordination and subordination Sentences with different forms** **Joining words and joining clauses using *and*** **Capital letters for proper nouns Question marks** **Sentences with different forms: statements, questions, commands, exclamations** **Co-ordination using: and or but Subordination using: when, if, that, or, because** **Consistent use of past/present tense**




Words and spellings Follow the Spelling Shed Scheme. **Phase 5: New Graphemes for Reading (ur) ir, (ow) ou** **wh, ph, /zh/** **Phase 5: Alternative pronunciations i, o, c, g** **u, ow, ie, ea er, a, y** **ch, ou** **Common exception words and HFW to read: Revisit all** **Common exception words and HFW to spell: what, out, oh, their, people, Mr, Mrs, put, push, pull, full, looked, called** **-le** **e -ing, -ed, -er, -est, -** **y ey (ee)** **wr (r)** **doubling consonant when adding** **suffix a (o) after w/qu** **Common Exception words: door, floor, poor, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, class, grass, pass, path, bath, plant**




Punctuation **Spaces between words** **Capital letters and full stops to punctuate sentences.** **Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)** **Exclamation marks** **Consistent sentence punctuation in narrative** **Spaces between words** **Capital letters and full stops to demarcate sentences.** **Question marks** **Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)** **◆ apostrophes for contractions (don’t) I’m** **◆ Exclamation marks**


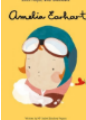
Editing **Discuss what they have written with the teacher or other pupils** **Evaluate their writing with the teacher and other pupils.**

Grammatical Terminology **sentence, word, letter, full stop, capital letter, finger space** **noun, noun phrase, adjective, simple sentence, conjunction, subordination, coordination, comma** **Exclamation mark** **Capital letters for names and I** **Noun, noun phrase, adjective, simple sentence, conjunction, subordination, coordination, comma, past tense** **Question mark, Capital letters for names and I, sentence, word, letter, full stop, capital letter, finger space** **Noun, adjective, noun phrase, simple sentence, conjunction, co- ordination, subordination, com- ma, apostrophe, exclamation mark**

Handwriting Follow Nelson Handwriting Scheme and refer to Handwriting Policy.

Spring 2 - Cycle B				
Inclusion Message	Trying new things and respecting different choices helps us grow—everyone’s preferences and experiences matter.		Trying new things and respecting different choices helps us grow—everyone’s preferences and experiences matter.	
English Unit	Oliver’s Vegetables - Vivian French - Narrative	Olivers Vegetables - Vivian French - Information Text		
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
Read Aloud Focus	Significant Event	 Significant Event	  Art	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	<p>Composing sentences orally before writing Sequencing sentences to form a description/narrative.</p> <p>Story language</p> <p>Third person narrative</p> <p>Adjectives to describe a character/setting</p>	<p>Composing a sentence orally before writing it.</p> <p>First person Past tense</p> <p>Facts and statistics</p>		
Grammar and sentences (refer to SPAG policy)	<p>Joining words and joining clauses using and</p> <p>Capital letters for proper nouns Question marks</p> <p>Sentences with different forms: statements, exclamations to express surprise</p> <p>Co-ordination using: and or but Subordination using: when, that, or, because Expanded noun phrases: using adjectives to give detail</p>	<p>*Spaces between words</p> <p>*Capital letters and full stops to punctuate sentences</p> <p>Sentences with different forms: statements, questions, exclamations, commands.</p>		
Words and spellings Follow the Spelling Shed Scheme.	<p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> <p>Phase 5: Alternatives for short vowels: e, i, o, u Alternatives for consonants: f, v, w, ng (nk), r, s, j</p> <p>Alternatives for long vowels: ow, oi(air) ear (pear) are (bare) / ear (hear)</p> <p>Common exception words and HFW to read: water, where, who, again, thought, through, friends, work, many, mouse, laughed, because</p> <p>Common exception words and HFW to spell: ask, asked, could, of, says, once, your, here, friend, school, house, our, live, give, love</p>		<p>s (zh) y-ies</p> <p>-el</p> <p>y - ing, - ed, -er, -est a before l, ll</p> <p>or/ar (er)</p> <p>Common Exception words: hour, sure, sugar, eye, move, prove, improve, could, would, should, who, whole, any, many, clothes, busy</p>	
Punctuation	<p>Spaces between words</p> <p>Capital letters and full stops to demarcate sentences. Question marks</p> <p>Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) .</p> <p>- apostrophes for contractions (don’t) I’m)</p>	<p>Spaces between words</p> <p>Capital letters and full stops to punctuate sentences</p> <p>Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) Focus—Full stops, question marks</p>		
Editing	Read their writing aloud, clearly enough to be hear by their peers and teacher.		Read aloud what they have written with appropriate intonation to make the meaning clear.	
Grammatical Terminology	<p>Singular and plural, Question mark, proper noun, clauses, sentence, word, letter, full stop, capital letter, finger space</p> <p>Noun, adjective, noun phrase, simple sentence, conjunction, co-ordination, subordination, comma, apostrophe</p>	<p>Sentence, word, letter, full stop, capital letter, finger space , use of exclamation marks where needed. Capital letters for names of people and places.</p> <p>Noun, adjective, noun phrase, sentence types– statements, questions, exclamations and commands, conjunction, subordination, coordination, comma</p>		
Handwriting	Follow Nelson Handwriting Scheme and refer to Handwriting Policy.			

Summer 1 - Cycle B			
Inclusion Message	Everyone should be treated fairly and kindly- our actions have consequences, and empathy makes the world safer for all.		Everyone should be treated fairly and kindly- our actions have consequences, and empathy makes the world safer for all.
English Unit	The Magic Finger, Roald Dahl - Letter	The Magic Finger, Roald Dahl - Diary	The Magic Finger, Roald Dahl - Poetry
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.		
Read Aloud Focus	Environment 	Environment 	Following a Path/map  Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Composing sentences orally before writing Write sentences to give factual information first person Sequencing events Facts and statistics	Composing sentences orally before writing Write sentences to give factual information first person - Past tense - Thoughts, feelings and reflections - Sequencing events - Facts and statistics - Use questions to create headings	Past tense Rhyme Adjectives to describe a setting
Grammar and sentences (refer to SPAG policy)	Joining words and joining clauses using and Capital letters for proper nouns Question marks Sentences with different forms: statements, questions, commands, exclamations Co-ordination using: and or but Subordination using: when, if, that, or, because Consistent use of past/present tense	Spaces between words Capital letters and full stops to punctuate sentences Introduction to question marks What is a sentence? Oral rehearsal of sentences Expanded noun phrases to describe and specify	
Words and spellings Follow the Spelling Shed Scheme.	<ul style="list-style-type: none"> Use letter names to distinguish between alternative spellings of the same sound. Phonics Screening – revise all Common exception words and HFW to read: different, any, eyes, please Common exception words and HFW to spell: where, want	<ul style="list-style-type: none"> -al u (o) -il Suffix -ful/-less/-ly Suffix -ment/-ness Common Exception words: water, again, half, money, parents	
Punctuation	Spaces between words Capital letters and full stops to demarcate sentences. Question marks Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) <ul style="list-style-type: none"> apostrophes for contractions (don't) I'm) Exclamation marks 	Full stops Question marks Exclamation marks Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)	Spaces between words Capital letters and full stops to punctuate sentences Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) Commas in a list
Editing	Re-reading what they have written to check that it makes sense.		Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
Grammatical Terminology	Question mark, Capital letters for names and I, sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phrase, simple sentence, conjunction, co-ordination, subordination, comma, apostrophe, exclamation mark	Question marks Exclamation marks question, verb, adverbial of time, first person, subordination, conjunction, sentence types- statements, questions, exclamations and commands	Sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phase, rhyme, rhythm, onomatopoeia , comma
Handwriting	Follow Nelson Handwriting Scheme and refer to Handwriting Policy.		

Summer 2 - Cycle B			
Inclusion Message	Everyone deserves to feel confident and valued-gender stereotypes should never limit who we can be.		All feelings are valid- everyone deserves the space to express emotions and be understood with patience and care.
English Unit	Prince Cinders, Babette Cole - Narrative	Science - experiment writing - Instructions	The Colour Monster, Anna Llenas - Poem
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.		
Read Aloud Focus	Space 	Historical Significance 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	*Sequencing sentences to form short narratives – based on the class text - Story language - Past tense - Rhyme - Third person narrative - Adjectives to describe a setting	Sequencing sentences in order Sequencing Numbers to separate instructions Imperative verbs	Past tense Rhyme Adjectives to describe a setting
Grammar and sentences (refer to SPAG policy)	Consistent use of sentence punctuation in short narratives GD? Linking clauses using other conjunctions Sentences with different forms: statements, exclamations to express surprise Co-ordination using: and or but Subordination using: when, that, or, because Expanded noun phrases: using adjectives to give detail	Time words (first, then, next, after, after) Imperative verbs Adverbials of time words and phrases to sequence events in order. Imperative verbs	Adjectives Expanded noun phrases.
Words and spellings Follow the Spelling Shed Scheme.	Common exception words and HFW to spell: Revise all		Suffix -tion Contractions Homophones and near homophones Common Exception words: Revise all
Punctuation	Spaces between words Capital letters and full stops to punctuate sentences Apostrophes for singular possession Exclamation marks	Spaces between words Capital letters and full stops to demarcate sentences. Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) - apostrophes for contractions (don't) I'm)	Spaces between words Capital letters and full stops to punctuate sentences Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops) Commas in a list
Editing	Edit work by self, peer or with a teacher to make revisions.		
Grammatical Terminology	sentence, word, letter, full stop, capital letter, finger space Exclamation mark Singular and plural Suffix (ly: quickly, slowly) Adjective Apostrophe Noun, noun phrase	Sentence, word, letter, full stop, capital letter, finger space. Noun, adjective, noun phrase, simple sentence, conjunction, co-ordination, subordination, comma, apostrophe	Sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phrase, rhyme, rhythm, onomatopoeia , comma
Handwriting	Follow Nelson Handwriting Scheme and refer to Handwriting Policy.		