



Oak 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

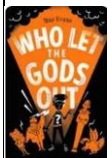







Our Inclusive Curriculum has been designed around the following values:

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 Inform
A - Audience	Write our own narrative: to read to our peers.	Write our own discussion text: to debate in front of an audience.	Write our own diary entry: to read to our peers.	Write our own narrative with a flashback: to read to our peers.	Write our own narrative: to read to our peers.	Write a biography: to read to our head teacher.
F - Form	Audience Children within KS2. Form - Story	Audience Children within KS2 and adults within the school. Form - presentation.	Audience Children within KS2. Form - diary.	Audience Children within KS2 - invest year 3 & 4. Form - Story	Audience Children within KS2. Form - Story	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

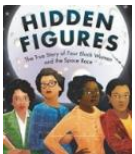
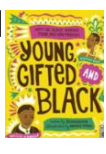

Text Type	Purpose: Write to Inform	Purpose: Write to Inform	Purpose: Write to Inform	Purpose: Write to Entertain	Purpose: Write to inform	Purpose: Write to Inform
What the children will write.	Write our own letter: to post to our headteacher.	Write our own newspaper report: to publish and sell in school.	Write our own newspaper report: to publish within our library.	Write our own poems: to publish class books for our reception area.	Write our own diary entry: to read to our peers.	Write a science experiment: to read to our science lead.
	Audience Children within KS2.	Audience Children within KS2 and adults within the school. Form - newspaper article	Audience Children within KS2 and adults within the school. Form - newspaper article	Audience Children within KS2 and adults within the school. Form - poetry.	Audience Children within KS2. Form - diary.	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

Autumn 1 - Cycle B

Inclusion Message	Everyone, no matter their background or family situation- deserves support, understanding, and a community that stands beside them.		Everyone, no matter their background or family situation- deserves support, understanding, and a community that stands beside them.
English Unit	Who Let the Gods Out? Maz Evans - Narrative		Who Let the Gods Out? Maz Evans- Letter
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.		
Read Aloud Focus	World Wars 	World Wars 	Mayan  Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Describe settings, characters and atmosphere Develop ideas and build cohesion within paragraphs Linking ideas across paragraphs Use dialogue to move narrative forward Detailed description Use paragraphs to organise in time sequence Dialogue moves story Forward Switching between the language of speech and the narration of a text. GD: dialogue reveals information about the character		Facts and statistics Use of second person Planned repetition The power of three (rhetoric) Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a paragraph
Grammar and sentences (refer to SPAG policy)	Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause Use relative clauses to add detail or context Subordinate clauses to add detail or context Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas Punctuation for dialogue		Imperative verbs Adverbials to convey certainty [surely, furthermore, in addition] Short sentences for emphasis Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal Structure
Words and spellings Follow the Spelling Shed Scheme.	Revise Y3/4 spelling list Words with the letter string 'ough' Words with 'silent 'letters' Words ending in '-able' and '-ible' Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Use of the hyphen		Revision of statutory word list for year 3/ 4 Word endings- able/ably/ible/ibly Adding suffixes beginning with vowels to words ending in '-fer'
Punctuation	Commas to clarify meaning and avoid ambiguity Use questions and exclamations to engage the reader Use speech punctuation for dialogue Speech punctuation for dialogue		?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments
Editing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
Grammatical Terminology	Expanded noun phrase, perfect tense, past tense, relative clauses Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,		Imperative verbs, adverbs, adverbials Modal verbs, subjunctive, passive voice





Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	




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Autumn 2 - Cycle B		
Inclusion Message	Listening, empathy, and honest communication matter—people’s feelings and struggles should never be ignored.	Everyone’s grief and memories matter, and all families deserve compassion, understanding, and the chance to heal together.
English Unit	Hamlet - Andrew Matthews and Tony Ross - Discursive text	Snow Sister Emma Carrol - Newspaper
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	Space and Historical Significance  Space and Historical Significance  Science 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	<p>Cohesive devices</p> <p>Well-developed paragraphs Impersonal tone</p> <p>Appropriate use of cohesive devices Subjunctive form Organisation of information within a paragraph</p>	<p>*Build cohesion within and across paragraphs</p> <p>*Select appropriate grammar and vocabulary to change or enhance meaning</p> <p>Subheadings to organise</p> <p>Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a Paragraph</p>
Grammar and sentences (refer to SPAG policy)	<p>Modal verbs</p> <p>Adverbials to add and oppose information Conjunctions to oppose information</p> <p>Relative clauses Commas</p> <p>Semi-colons</p> <p>Brackets for parenthesis</p> <p>Relative clauses to provide supporting detail Expanded noun phrases to describe in detail</p> <p>Passive voice to maintain impersonal tone</p>	<p>Adverbials Modal verbs</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Imperative and modal verbs Adverbials to convey sense of certainty</p> <p>Short sentences for emphasis</p> <p>Subjunctive for formal Structure</p> <p>Passive and active voice</p>
Words and spellings Follow the Spelling Shed Scheme.	<p>plurals (adding ‘-s’, ‘-es’ and ‘-ies’)</p> <p>apostrophe for contraction and possession Use of the hyphen</p> <p>Words from statutory and personal spelling lists</p> <p>Building new words from known morphemes</p>	<p>Revision of statutory word list for year 3/ 4</p> <p>Homophones ce/ se (advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy) cious/ tious endings</p> <p>Year 5/6 word list</p>
Punctuation	<p>Brackets for parenthesis Semi colons for linked sentences</p> <p>Semi-colons to mark related clauses</p> <p>Colons and semi-colons to punctuate complex lists</p>	<p>Colons and semi-colons to list features, attractions and arguments</p> <p>?and ! for exclamations and rhetorical questions</p> <p>Brackets and dashes for Parenthesis</p> <p>?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis</p> <p>Colons and semi-colons to list features, attractions or arguments</p>
Editing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Grammatical Terminology	<p>Modal verbs, adverbs, relative clauses, conjunctions</p> <p>Relative clauses, subjunctive form, passive voice</p>	<p>Prefix, suffix</p> <p>Modal verbs, subjunctive, passive and active voice</p>
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	



Spring 1 - Cycle B

Inclusion Message	People think and communicate in different ways, and those differences should be respected and valued.	People think and communicate in different ways, and those differences should be respected and valued.
English Unit	London Eye Mystery, Siobahn Dowd - Diary	London Eye Mystery, Siobahn Dowd - Newspaper
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	Science   Art and DT  Art and DT 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Detailed descriptions Using paragraphs to organize in time sequence Paragraphs used to group related ideas Adverbials to create cohesion across texts	*Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning Subheadings to organise Use of 2 nd person Personal pronouns Facts and statistics Hyperbole Organisation of information within a Paragraph
Grammar and sentences (refer to SPAG policy)	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or context Use a wide variety of sentence structures to add interest [avoid repetition of SVO] Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech	Adverbials Modal verbs Brackets, dashes or commas to indicate parenthesis Imperative and modal verbs Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive for formal Structure Passive and active voice
Words and spellings Follow the Spelling Shed Scheme.	Year 5/6 words Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Words ending in ‘-ably’ and ‘-ibly’ Homophones (led/lead, steel/steal, alter/altar)	Revision of statutory word list 5/ 6 Ough letter string Cial/ tial endings Proof reading
Punctuation	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis ?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons Semi-colons	Colons and semi-colons to list features, attractions and arguments ?and ! for exclamations and rhetorical questions Brackets and dashes for Parenthesis ?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments
Editing	Ensuring the consistent and correct use of tense throughout a piece of writing and proof-read for spelling and punctuation errors.	Ensuring correct subject and verb agreement when using singular and plural. Assessing the effectiveness of their own and others’ Writing.
Grammatical Terminology	Subordinate clause, past tense, perfect tense Exclamations Parenthesis Subjunctive form	Prefix, suffix Modal verbs, subjunctive, passive and active voice
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	




Spring 2 - Cycle B				
Inclusion Message	Compassion and loyalty can cross any divide—everyone deserves kindness, even in the hardest circumstances.			Compassion and loyalty can cross any divide—everyone deserves kindness, even in the hardest circumstances.
English Unit	War Horse, Michale Morpurgo - Narrative			War Horse, Michale Morpurgo - Poetry
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.			
Read Aloud Focus	Historical Significance 	Historical Significance 	Historical Significance 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	<p>Describe settings, characters and atmosphere</p> <p>Develop ideas and build cohesion within paragraphs</p> <p>Linking ideas across paragraphs Use dialogue to move narrative forward</p> <p>Describing settings, characters and atmosphere</p> <p>Integrating dialogue to convey character and advance action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs Switching between the language of speech and the narration of a text.</p>			<p>Detailed description</p> <p>Use verses and sections to organise in time sequence</p>
Grammar and sentences (refer to SPAG policy)	<p>Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause</p> <p>Use relative clauses to add detail or context</p> <p>Subordinate clauses [in varied positions] and relative clauses to add detail</p> <p>Expanded noun phrases to develop the atmosphere</p> <p>Wide range of adverbials to link ideas Wide range of sentence structures to add interest</p>			<p>Use adverbials to vary sentence openers</p> <p>Use adverbials to create cohesion and sequence ideas</p> <p>Punctuation for dialogue</p> <p>Expanded noun phrases to describe in detail</p>
Words and spellings Follow the Spelling Shed Scheme.	<p>Year 5/6 words</p> <p>Proofreading</p> <p>Building words from root words</p> <p>'ei' and 'ie' word</p>			<p>Revision of statutory word list 5/ 6</p> <p>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Prefixes and root words</p>
Punctuation	<p>Commas to clarify meaning and avoid ambiguity</p> <p>Use questions and exclamations to engage the reader</p> <p>Use speech punctuation for dialogue</p> <p>Speech punctuation for dialogue Use hyphens to avoid ambiguity</p>			<p>Use hyphens to avoid ambiguity</p>
Editing	<p>ensuring the consistent and correct use of tense throughout a piece of writing and proof-read for spelling and punctuation errors.</p>			<p>ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors</p>
Grammatical Terminology	<p>Expanded noun phrase, perfect tense, past tense, relative clauses</p> <p>Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,</p>			<p>Expanded noun phrase Ambiguity</p> <p>Verse , lines, organise</p>
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Summer 1 - Cycle B			
Inclusion Message	Children’s voices and abilities matter, and everyone has the right to safety, fairness, and to be taken seriously.	Children’s voices and abilities matter, and everyone has the right to safety, fairness, and to be taken seriously.	
English Unit	A Series of Unfortunate Events, Lemony Snicket - Narrative	A Series of Unfortunate Events, Lemony Snicket - Diary	
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.		
Read Aloud Focus	Climate Change 	Maps and Significant People 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Describe settings, characters and atmosphere Develop ideas and build cohesion within paragraphs Linking ideas across paragraphs Use dialogue to move narrative forward Describing settings, characters and atmosphere Integrating dialogue to convey character and advance action Using a wide range of devices to build cohesion within and across paragraphs Switching between the language of speech and the narration of a text.	Detailed descriptions Using paragraphs to organize in time sequence Paragraphs used to group related ideas Adverbials to create cohesion across texts	
Grammar and sentences (refer to SPAG policy)	Expanded noun phrases to convey complicated information precisely Use perfect verb forms to mark time and cause Use relative clauses to add detail or context Subordinate clauses [in varied positions] and relative clauses to add detail Expanded noun phrases to develop the atmosphere Wide range of adverbials to link ideas Wide range of sentence structures to add interest	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or context Use a wide variety of sentence structures to add interest [avoid repetition of SVO] Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech	
Words and spellings Follow the Spelling Shed Scheme.	Words from year 5/6 word list Using etymological/ morphological strategies for spelling Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose)	Revision of statutory word list 5/ 6 ant/ ance/ ancy endings ent/ ence/ ency endings Poof reading Root word meaning	
Punctuation	Commas to clarify meaning and avoid ambiguity Use questions and exclamations to engage the reader Use speech punctuation for dialogue Speech punctuation for dialogue Use hyphens to avoid ambiguity	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis ?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons Semi-colons	
Editing	Consistent and correct use of tense in a piece of writing Ensure the correct subject verb agreement when using singular and plural Proof-read for spelling and punctuation errors	ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation error	
Grammatical Terminology	Expanded noun phrase, perfect tense, past tense, relative clauses Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,	Subordinate clause, past tense, perfect tense Exclamations Parenthesis Subjunctive form	

Handwriting

Follow Nelson Handwriting Scheme and Handwriting Policy.

Summer 2 - Cycle B

Inclusion Message	Every person has the power to protect our planet-caring for nature is a shared responsibility that includes everyone, everywhere.	Science is for everyone, every idea, observation, and question has value, and all learners deserve the chance to explore, experiment, and discover.
English Unit	David Attenborough Biography	Science experiment
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Read, VIPERS.	
Read Aloud Focus	PSHE  PSHE  Environment 	Free choice Read Aloud Books – See Read Aloud Map.
Text Level features	Paragraphs used to group related ideas Adverbials to create cohesion across texts Paragraphs used to group related ideas Adverbials to create cohesion across texts	Build cohesion within and across paragraphs *Select appropriate grammar and vocabulary to change or enhance meaning Subheadings to organise Appropriate use of cohesive devices Subjunctive form Organisation of information within a paragraph
Grammar and sentences (refer to SPAG policy)	Subordinating conjunctions Relative clauses Colons to link clauses Conjunctions to link ideas in sentences Subordinating conjunctions Relative clauses Colons to link clauses Conjunctions to link ideas in sentences	Adverbials Modal verbs Brackets, dashes or commas to indicate parenthesis Relative clauses to provide supporting detail Expanded noun phrases to describe in detail
Words and spellings Follow the Spelling Shed Scheme.	Proofreading: use of dictionary to check words Strategies for learning words: problem suffixes Words from year 5/6 word list	Revision of previous objectives and application within extended writing Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)
Punctuation	Brackets for parenthesis Dashes for emphasis Commas to clarify meaning and avoid ambiguity Brackets for parenthesis Dashes for emphasis Commas to clarify meaning and avoid ambiguity	Commas for subordinate clauses Commas for relative clauses Colons to add further detail Dashes for emphasis Semi-colons to mark related clauses Colons and semi-colons to punctuate complex lists
Editing	assessing the effectiveness of their own and others' writing distinguishing between the language of speech and writing and choosing the appropriate register	ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors
Grammatical Terminology	Adverbials, conjunctions, subordinating conjunctions Adverbials, conjunctions, subordinating conjunctions	Prefix, suffix Relative clauses, subjunctive form,
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	