



Ash Class English Map - Cycle A

Writing to entertain

Writing to Inform

Linked to XC – e.g. history/geography/science

Diversity and Inclusion

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

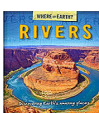
Article 17 – Access to information

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)
informal Writing						
P - purpose A - Audience F - Form	Purpose: Write to Entertain Write our own narrative. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own poem: to create a class book. Audience Children within KS2. Form – poetry	Purpose: Write to Entertain Write our own narrative. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own character description. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own character and setting description. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own narrative. Audience Children and adults Form – Descriptive Writing
Class stimuli for writing lesson	Ug – Raymond Briggs	Christmas Acrostic Poem	Taking Flight – Literacy Shed	Charlotte's Webb – E.B White.	The Miraculous Journey of Edward Tulane - Kate DiCamillo	Iron Man – Ted hughes

formal Writing						
Text Type What the children will write.	Purpose: Write to Inform Write our own Information Text: to publish a book in Reception for Visitors to read. Audience Adults visiting school. Form – Report.	Purpose: Write to Inform Write our own Diary: to read in rotation in class and make a full diary entry. Audience Children within KS2. Form – diary. Purpose: Write to inform: Write a newspaper: to publish a class newspaper to sell in school. Audience – teacher. Form – Newspaper.	Purpose: Write to Inform Write our own Diary: to read in rotation in class and make a full diary entry. Audience Children within KS2. Form – diary. Purpose Write a Letter: to post to a member of the class. Audience: Children in KS2. Form – Letter.	Purpose: Write to Inform Write our own persuasive writing: to persuade another to change their point of view. Audience Children within KS2. Form – persuasive writing.	Purpose Write a Letter: Write a letter: to post to Ardeep. Audience: Headteacher Form – Letter.	Purpose: Write to Inform Write our own explanation/instructions: for someone else to follow. Audience Adults in KS2. Form – explanation/instructions.
Class stimuli for writing lesson	Stone Age Boy – Satoshi Kitamura	Escape From Pompeii – Christina Balit	My Name is Not Refugee – Kate Milner	Charlotte’s Webb – E.B White	The Miraculous Journey of Edward Tulane - Kate DiCamillo	Science experiment/instructions

Autumn 1 –				
Inclusion Message	Explores creativity, problem-solving, and adapting to change.			Promotes curiosity about the past and understanding different ways of life.
English Unit	Ug – Raymond Briggs – Narrative			Stone Age Boy - Satoshi Kitamura - report
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
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, headings, captions Formal language Use organisational devices for non-narrative writing Developing paragraphs around a theme.
Grammar and Sentences 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 tense in reports
Words and Spellings Follow the Spelling Scheme -	prefix ‘dis-’ Prefix ‘un’ Recap suffixes -ed, -es, -ing -er Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they) Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) Revise apostrophes for contractions			Statutory Word List Homophones Words ending ‘ure’ Homophones (peace/piece, main/mane, fair/fare)
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	Reading own writing and suggesting improvements			Proof read for spelling and punctuation errors.
Grammatical Terminology SPAG policy	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				
Inclusion Message	Demonstrates resilience, survival, and the importance of community during adversity.			Celebrates shared traditions, reflection, and bringing people together.
English Unit	Escape From Pompeii – Christina Balit – Diary		Escape From Pompeii – Christina Balit- Newspaper	Christmas Acrostic Poem
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
Read Aloud Focus	Physical Geography 	Physical Geography 	Physical Geography 	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		Factual information organised into different paragraph, headings, , captions, 5Ws, quotes. Formal language Use organisational devices for non-narrative writing Developing paragraphs around a theme.	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 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		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 Scheme -	Prefixes ‘mis-’ and ‘re-’ The /I/ 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	Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points		Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points	Commas Apostrophes Dashes Possessive apostrophes
Editing	Editing a piece of writing after a teacher model			Assessing the effectiveness of their own and others’ writing and suggesting improvements.
Grammatical Terminology SPAG policy	Adverbials of subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition		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.			

Spring 1				
Inclusion Message	Encourages perseverance, ambition, and believing in yourself.		Encourages empathy, respect, and understanding for people from different backgrounds and experiences.	
English Unit	Taking Flight – Narrative		My Name is Not Refugee – Kate Milner – Diary	My Name is Not Refugee – Kate Milner – Letter
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
Read Aloud Focus	Ancient Egypt 	Roman Empire 		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.		Informal style Rhetorical questions Emotional Chronological account of personal events Recounting events in a chronological sequence Reflecting on events – expressing personal opinion	Formal or informal tone Address, salutation, closing statement Emotive language Alliteration Planned repetition Facts and statistics Adjectives for positive description
Grammar and Sentences 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 conjunctions Subordinating conjunctions Noun phrases Commas Past/present simple tense Subordinating conjunctions Fronted adverbials of time Noun phrases with prepositions Present perfect tense	Imperative verbs Rhetorical questions Noun phrases Imperative verbs Subordinate clauses Fronted adverbials of place Rhetorical questions Noun phrases to add detail and description
Words and Spellings Follow the Spelling 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 /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Suffix ‘-ation’	
Punctuation	Inverted comma 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	Capital letters ?! for rhetorical and exclamation sentences Commas – adverbials and clauses Question marks Exclamation marks
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 SPAG policy	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	Persuasive language Imperative verbs Question marks Exclamation marks
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Spring 2 –					
Inclusion Message	Highlights friendship, loyalty, empathy, and valuing others.				
English Unit	Charlotte’s Webb - Character Description		Charlotte’s Webb – Persuasive Writing		
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, VIPERS.				
Read Aloud Focus	Habitat, space & significance 	Habitat, space & significance 	Habitat, space & significance 	Free choice Read Aloud Books – See Read Aloud Map.	
Text Level Features	Description of personality and appearance Actions of character as evidence for personality. Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme.			Formal or informal tone Address, salutation, closing statement Name of product, statement, persuasive language, catchy slogan, rhetorical question, hyperbole, quotes Emotive language, Alliteration, Planned repetition, Facts and statistics Adjectives for positive description	
Grammar and Sentences SPAG policy	Expressing time, place and cause using adverbs. Expressing time, place and cause using prepositions Subordination (ISAWAWABUB) Coordination (FANBOYS) High quality vocabulary Fronted adverbial phrases Expanded noun phrases to describe and modify Expanded noun phrases to convey mystery / suspenseful details Fronted adverbials of manner to give detail about character’s actions Simple vs progressive verb forms: <i>He crept vs He was creeping...</i>			Imperative verbs Rhetorical questions Noun phrases Imperative verbs Subordinate clauses Fronted adverbials of place Rhetorical questions Noun phrases to add detail and description	
Words and Spellings Follow the Spelling Scheme -	Suffixes ‘-ness’ and ‘-ful’ following a consonant Prefixes ‘sub-’ and ‘tele-’ Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’ suffixes ‘-less’ and ‘-ly’ Apostrophe for contractions			Revise apostrophe for contraction The /g/ sound spelt ‘gu’ Words with endings sounding like /tʃə/ spelt ‘-ture’ Possessive apostrophe with plurals Homophones (scene/seen, mail/male, bawl/ball)	
Punctuation	Correct punctuation (full stops, capital letters, exclamation marks, question marks, commas) Commas after a fronted adverbial phrase Apostrophe Dashes Inverted commas Commas for fronted adverbials, Speech punctuation, Inverted commas			Capital letters ?! for rhetorical and exclamation sentences Commas – adverbials and clauses Question marks Exclamation marks	
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 SPAG policy	Subordinating and coordinating conjunctions Adverbials of time and place Expanded noun phrases Prepositional language Past simple tense Direct speech Simple and progressive past Tense Pronoun, possessive pronoun, conjunction, adverb, preposition			Persuasive language Imperative verbs Imperative (bossy) verb Expanded noun phrases	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.				

Summer 1 –		
Inclusion Message	Explores love, loss, compassion, and personal growth.	
English Unit	The Miraculous Journey of Edward Tulane - Kate DiCamillo – Character & Setting Description	The Miraculous Journey of Edward Tulane - Kate DiCamillo - Letter
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, VIPERS.	
Read Aloud Focus	Physical Geography 	Migration & Empire 
Text Level Features	Description of personality and appearance Actions of character as evidence for personality. Composing and rehearsing sentences orally, building in rich vocabulary. Organising paragraphs around a theme.	
Grammar and Sentences	Expressing time, place and cause using adverbs. Expressing time, place and cause using prepositions Subordination (ISAWAWABUB) Coordination (FANBOYS) High quality vocabulary Fronted adverbial phrases Expanded noun phrases to describe and modify Expanded noun phrases to convey mystery / suspenseful details Fronted adverbials of manner to give detail about character’s actions Simple vs progressive verb forms: <i>He crept vs He was creeping...</i>	
SPAG policy		
Words and Spellings	Words with the /s/ sound spelt ‘sc’ (Latin in origin) Apostrophes for possession, including singular and plural. Further Homophones	
Follow the Spelling Scheme -	Statutory Word List Homophones Words ending ‘ure’ Homophones (peace/piece, main/mane, fair/fare)	
Punctuation	Correct punctuation (full stops, capital letters, exclamation marks, question marks, commas) Commas after a fronted adverbial phrase Apostrophe Dashes Inverted commas Commas for fronted adverbials, Speech punctuation, Inverted commas	
Editing	Consistent use of sentence punctuation. Commas—adverbials and clauses Inverted commas Bullet points	
	Proof-read for spelling and punctuation errors proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
Grammatical Terminology	Proof read for spelling and punctuation errors.	
SPAG policy	Adverbials of subordinating and coordinating conjunctions Present simple tense. Pronoun, possessive pronoun, conjunction, adverb, preposition	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

Summer 2 –				
Inclusion Message	Shows acceptance of differences and the power of cooperation.			Develops curiosity, critical thinking, teamwork, and learning through exploration.
English Unit	Iron Man – Ted Hughes, Narrative			Science Experiment/Instructions
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, VIPERS.			
Read Aloud Focus	PSHE 	PSHE 	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 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 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
Words and Spellings Follow the Spelling Scheme -	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 SPAG policy	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.			