



Cherry 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 character description: to read to another child or adult who can draw that character from the description. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own traditional tale: to create a class book. Audience Children within KS1. Form - Story	Purpose: Write to Poetry Write our own poem: to hold a class poetry SLAM event. Audience Children within KS1. Form - poetry.	Purpose: Write to Entertain Write our own narrative: to share with Reception children. Audience Children within Reception. Form - Story	Purpose: Write to Entertain Write our own setting description: to read to another child or adult who can draw the setting from the description. Audience Children and adults Form – Descriptive Writing	Purpose: Write to Entertain Write our own narrative: to share with KS1 children Audience Children Form - Story
Class stimuli for writing lesson	Beagu – Alexis Deacon	Little Red – Bethan Woolvin	A Cloudy Lesson – Literacy Shed.	One Day on our Blue Planet in the Savannah – Ella Bailey	Lila and the Secret of Rain – David Conway and Jude Daly	The Clock Tower – Literacy Shed.

formal Writing						
Text Type What the children will write.	Purpose: Write to Inform Write our own Diary: to read in rotation in class and make a full diary entry. Audience Children within KS1. Form – diary	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 letter: to post to someone in school. Audience Children within KS1. Form - letter. Purpose: Write to Inform Write our own instructional Poster : to display around school. Audience Children within KS1. Form - poster.	Purpose: Write to Inform Write our own Information Leaflet about animals: to publish a book in Reception for visitors to read. Audience Adults visiting school. Form - leaflet.	Purpose: Write to Inform Write our own Diary: to read in rotation in class and make a full diary entry. Audience Children within KS1. Form - diary.	Purpose: Write to Inform Write our own instructions: for someone else to follow. Audience Adults in KS1. Form - instructions.
Class stimuli for writing lesson	Toby and The Great Fire of London – Margaret Nash	Meerkat Mail – Emily Gravett	The Incredible Book Eating Boy – Oliver Jeffers A Cloudy Lesson – Literacy Shed.	One Day on our Blue Planet in the Savannah – Ella Bailey	Lila and the Secret of Rain – David Conway and Jude Daly	Science Experiment

Autumn 1 – Cycle A				
Inclusion Message	Teaches acceptance and kindness towards those who are different.			Demonstrates resilience and how communities come together during difficult times.
English Unit	Beagu – Alexis Deacon - character description		Toby and The Great Fire of London – Margaret Nash	
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. Adjectives to convey a character’s appearance and personality - Story language - Third person narration - Past tense - Rhymes and repeated phrases		Composing sentences orally before writing Write sentences to give factual in- formation first person - Past tense - Thoughts, feelings and reflections - Sequencing events - Facts and statistics - Use questions to create headings	
Grammar and Sentences SPAG policy	Joining words and joining clauses using <i>and</i> 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)		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 Scheme -	Phase 3 Revision Phase 4 ccvc, cvcc, cccvc, ccvcc 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 punctuate sentences. Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)		Full stops Question marks Exclamation marks Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)	
Editing	Re-read what they have written to check it makes sense.			Proof read to check errors in spelling, grammar and punctuation.
Grammatical Terminology SPAG policy	sentence, word, letter, full stop, capital letter, finger space noun, noun phrase, adjective, simple sentence, conjunction, subordination, coordination, comma		Question marks Exclamation marks question, verb, adverbial of time, first person, subordination, conjunction, sentence types- statements, questions, exclamations and commands	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Autumn 2 – Cycle A				
Inclusion Message	Shows bravery, independence, and challenging stereotypes.			Celebrates belonging, family, and appreciating different places and experiences.
English Unit	Little Red – Bethan Woolvin – narrative		Meerkat Mail – Emily Gravett – report	
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
Read Aloud Focus	Music 	Continents and Oceans 	Physical Geography 	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	
Grammar and Sentences SPAG policy	Joining words and joining clauses using <i>and</i> 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.	
Words and Spellings Follow the Spelling Scheme -	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. Common exception words and HFW to spell: said, so, today, have, like, some, come, were, there, little, one, do, when		Alternatives for consonants: ff, ll, ss, zz / ck after a short vowel 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) Common Exception words: find, kind, mind, behind, child, children, wild, climb, because, most, only, both, old, told, gold, hold, cold, father, Christmas	
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	
Editing	Re-read what they have written to check it makes sense.			Proof read to check errors in spelling, grammar and punctuation.
Grammatical Terminology SPAG policy	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	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Spring 1 – Cycle A					
Inclusion Message	Encourages a love of learning and recognising that everyone learns in different ways.			Encourages understanding emotions and supporting one another.	
English Unit	The Incredible Book Eating Boy – Oliver Jeffers – letter		A Cloudy Lesson – Literacy Shed – instructional poster.		A Cloudy Lesson – Literacy Shed – poetry
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 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 Sequencing events Facts and statistics		Past tense Rhyme Adjectives to describe a setting
Grammar and Sentences SPAG policy	Joining words and joining clauses using <i>and</i> 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		Joining words and joining clauses using <i>and</i> 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 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 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		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		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	Discuss what they have written with the teacher or other pupils			Evaluate their writing with the teacher and other pupils.	
Grammatical Terminology SPAG policy	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		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		Sentence, word, letter, full stop, capital letter, finger space Noun, adjective, noun phase, rhyme, rhythm, onomatopoeia , comma
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.				

Spring 2 – Cycle A					
Inclusion Message	Promotes respect for nature and all living things.				
English Unit	One Day on our Blue Planet in the Savannah – Ella Bailey – narrative			One Day on our Blue Planet in the Savannah – Ella Bailey –leaflet	
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	Composing sentences orally before writing Sequencing sentences to form a description/narrative. Story language Third person narrative Adjectives to describe a character/setting			Composing a sentence orally before writing it. First person Past tense Facts and statistics	
Grammar and Sentences SPAG policy	Joining words and joining clauses using <i>and</i> 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.	
Words and Spellings Follow the Spelling Scheme -	How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Phase 5: Alternatives for short vowels: e, i, o, u Alternatives for consonants: f, v, w, ng (nk), r, s, j Alternatives for long vowels: ow, oi(air) ear (pear) are (bare) / ear (hear) Common exception words and HFW to read: water, where, who, again, thought, through, friends, work, many, mouse, laughed, because Common exception words and HFW to spell: ask, asked, could, of, says, once, your, here, friend, school, house, our, live, give, love			s (zh) y-ies -el y - ing, - ed, -er, -est a before l, ll or/ar (er) Common Exception words: hour, sure, sugar, eye, move, prove, improve, could, would, should, who, whole, any, many, clothes, busy	
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). - 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) Focus—Full stops, question marks	
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 SPAG policy	Singular and plural, Question mark, proper noun, clauses, 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 , 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	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.				

Summer 1 – Cycle A				
Inclusion Message	Highlights hope, perseverance, and the importance of community.			
English Unit	Lila and the Secret of Rain – David Conway and Jude Daly – descriptive writing		Lila and the Secret of Rain – David Conway and Jude Daly – diary	
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers.			
Read Aloud Focus	Environment 	Environment 	Follow a Map/Path 	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			Composing sentences orally before writing Write sentences to give factual in- formation first person - Past tense - Thoughts, feelings and reflections - Sequencing events - Facts and statistics - Use questions to create headings
Grammar and Sentences SPAG policy	Joining words and joining clauses using <i>and</i> 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)			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 Scheme -	♦ 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		-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 punctuate sentences. Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)			Full stops Question marks Exclamation marks Consistent sentence punctuation for simple sentences (capital letters, finger spaces, full stops)
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 SPAG policy	sentence, word, letter, full stop, capital letter, finger space noun, noun phrase, adjective, simple sentence, conjunction, subordination, coordination, comma			Question marks Exclamation marks question, verb, adverbial of time, first person, subordination, conjunction, sentence types- statements, questions, exclamations and commands
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Summer 2 – Cycle A				
Inclusion Message	Explores teamwork, responsibility, and caring for others.			Promotes curiosity, questioning, and learning through exploration and collaboration.
English Unit	The Clock Tower – Literacy Shed – narrative.		Science Experiment – information report.	
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 de- scribe a setting			Sequencing sentences in order Sequencing Numbers to separate instructions Imperative verbs
Grammar and Sentences 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 coordination using: and or but Subordination using: when, that, or, because Expanded noun phrases: using adjectives to give detail			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 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)
Editing	Edit work by self, peer or with a teacher to make revisions.			
Grammatical Terminology SPAG policy	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
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			