



Oak 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.



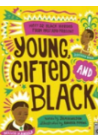
The writing curriculum links with the following articles:

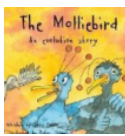
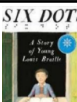
Article 28 – Right to education
Article 29 – Goals of education
Article 13 – Freedom of expression
Article 17 – Access to information
Article 12 – Respect for the child's views)

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: To retell key events from the myth of Odysseus in a clear and engaging way. Audience: Readers who enjoy myths, adventure stories, and hero journeys Form: Narrative retelling (myth-based story writing)	Purpose: To entertain an audience by bringing key scenes from the story to life through performance. Audience: Year 5 & 6 pupils, teachers, and parents Form: Playscript, written in acts and scenes	Purpose: To reflect on injustice, freedom, and survival in a personal and emotional way. Audience: Year 5 & 6 pupils reading to understand character voice and emotion Form: Diary entry (first person narrative).	Purpose: To develop understanding of a character's emotions and background by revealing memories through flashbacks. Audience: People interested in World War II and evacuation stories. Form: Narrative story with flashback structure.	Purpose: To express the thoughts, feelings, and experiences of a character living in a flooded, post-apocalyptic world. Audience: Year 5 & 6 pupils learning to write in character and explore emotion. Form: Diary entry (first person narrative).	Purpose: Write our own poems: to publish class books for our reception area. Audience Children within KS2 and adults within the school. Form - poetry.
Class stimuli for writing lesson	The Adventures of Odysseus - Hugh Lupton.	A Christmas Carol - Charles Dickens.	Freedom, Catherine Johnson.	Goodnight Mister Tom, Michelle Magorian	Floodland, Diary Entry Marcus Sedwick.	Emotive poetry

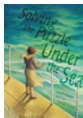
formal Writing						
Text Type What the children will write.	Purpose: To inform the reader about dramatic and significant events from Odysseus’ journey. Audience: Year 5 & 6 pupils and teachers Form: Newspaper report	Purpose: To inform the reader about the life of Charles Dickens . Audience: Readers interested in authors, history, and literature. Form: Biography (non-fiction text), written in chronological order.	Purpose: To persuade or influence the reader to take action or change their views about freedom and justice. Audience: Year 5 & 6 pupils and teachers. Form: Formal persuasive letter.	Purpose: To express thoughts, feelings, and emotions about war in a powerful and creative way. Audience: Readers interested in history and emotional poetry. Form: Poetry (war-themed poems).	Purpose: To use emotive and persuasive language to influence decision-making. Audience: People who can make decisions and bring about change. Form: Formal persuasive letter.	Purpose: Write to Inform To instruct the reader clearly and safely on how to carry out a science experiment. Audience Anyone needing clear, safe, and easy-to-follow scientific instructions. Form: Non-fiction instructional / procedural text.
Class stimuli for writing lesson	The Adventures of Odysseus - Hugh Lupton.	A Christmas Carol - Charles Dickens.	Freedom, Catherine Johnson - Diary Entry.	Goodnight Mister Tom, Michelle Magorian	Eye of the Storm- Literacy Shed.	Technical Writing, science experiment.

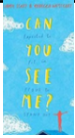
Autumn 1				
Inclusion Message	Every journey is different, but with courage, resilience, wisdom, and kindness, we can overcome challenges and help one another to succeed.			Every journey is different, but with courage, resilience, wisdom, and kindness, we can overcome challenges and help one another to succeed.
English Unit	The Adventures of Odysseus, Hugh Lupton - Narrative Retelling			The Adventures of Odysseus - Newspaper.
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, 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			*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 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			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 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			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	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
Grammatical Terminology SPAG policy	Expanded noun phrase, perfect tense, past tense, relative clauses Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials			Prefix, suffix Modal verbs, subjunctive, passive and active voice
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Autumn 2		
Inclusion Message	Kindness has the power to change lives. When we show empathy, generosity, and respect, everyone can belong, grow, and thrive together.	Kindness has the power to change lives. When we show empathy, generosity, and respect, everyone can belong, grow, and thrive together.
English Unit	A Christmas Carol, Charles Dickens- Playscript	A Christmas Carol - biography
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, 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	Organise writing into scenes Use character names followed by dialogue (no speech marks) Use stage directions in brackets to show actions and feelings Use present tense throughout Use dialogue to move the story forward Organise writing into acts and scenes with clear structure Develop ideas and build cohesion across scenes Use dialogue to develop plot, conflict, and resolution Use stage directions to show subtle emotion, tone, and movement Control pace and dramatic tension through structure	Paragraphs used to group related ideas Adverbials to create cohesion across texts Paragraphs used to group related ideas Adverbials to create cohesion across texts
Grammar and Sentences SPAG policy	Use a range of sentence types (statement, question, command, exclamation) Use coordinating and subordinating conjunctions to join ideas Use expanded noun phrases for description and detail Use fronted adverbials with commas Maintain consistent tense (usually past tense in narratives) Use a range of sentence structures for effect and clarity Use relative clauses (who, which, that) to add detail Use parenthesis (brackets, dashes, commas) for extra information Use passive voice where appropriate Use varied sentence lengths to control pace and atmosphere	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
Words and Spellings Follow the Spelling Scheme -	plurals (adding ‘-s’, ‘-es’ and ‘-ies’ apostrophe for contraction and possession Use of the hyphen Words from statutory and personal spelling lists Building new words from known morphemes	Revision of statutory word list for year 3/ 4 Homophones ce/ se (advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy) cious/ tious endings Year 5/6 word list
Punctuation	Use capital letters for character names,Use full stops, question marks, and exclamation marks in dialogue, Use commas for clarity in stage directions Use brackets for stage directions (e.g. <i>[Scrooge shivers]</i>),Use correct punctuation in sentences within dialogue Maintain accurate punctuation within dialogue for effect and clarity, Use brackets consistently for stage directions, including embedded actions, Use dashes or colons to support dramatic effect in stage directions (where appropriate) ,Use commas accurately in complex stage directions and clauses, Use punctuation to control pace and meaning in spoken dialogue (e.g. ! ? ...)	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
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 SPAG policy	Clause (main and subordinate), phrase (noun and adverbial), conjunction (coordinating and subordinating), relative clause, fronted adverbial, tense (past, present, future), expanded noun phrase, direct speech, parenthesis (brackets, dashes, commas), active and passive voice, modal verbs, subject and object	Adverbials, conjunctions, subordinating conjunctions Adverbials, conjunctions, subordinating conjunctions
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.	

Spring 1				
Inclusion Message	True freedom means fairness, respect, and equality for all, where every voice is valued and everyone belongs			True freedom means fairness, respect, and equality for all, where every voice is valued and everyone belongs
English Unit	Freedom, Catherine Johnson- Diary Entry			Freedom - persuasive letter.
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, 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			Cohesive devices Well-developed paragraphs Impersonal tone Appropriate use of cohesive devices Subjunctive form Organisation of information within a paragraph
Grammar and Sentences	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or con-text			Modal verbs Adverbials to add and oppose information Conjunctions to oppose information Relative clauses Commas
SPAG policy	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			Semi-colons Brackets for parenthesis Relative clauses to provide supporting detail Expanded noun phrases to describe in detail Passive voice to maintain impersonal tone
Words and Spellings Follow the Spelling 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			Brackets for parenthesis Semi colons for linked sentences Semi-colons to mark related clauses Colons and semi-colons to punctuate complex lists
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 SPAG policy	Subordinate clause, past tense, perfect tense Exclamations Parenthesis Subjunctive form			Modal verbs, adverbs, relative clauses, conjunctions Relative clauses, subjunctive form, passive voice
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Spring 2				
Inclusion Message	Even in the hardest times, kindness, care, and patience can help people heal, grow, and find a sense of belonging and family			Even in the hardest times, kindness, care, and patience can help people heal, grow, and find a sense of belonging and family
English Unit	Goodnight Mister Tom, Michelle Magorian - Story with Flashback			Goodnight Mister Tom, Michelle Magorian, war poems.
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, VIPERS.			
Read Aloud Focus	Historical Significance 	Historical Significance 	Historical Significance 	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 for- ward 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 description Use verses and sections to organise in time sequence
Grammar and Sentences	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			Use adverbials to vary sentence openers Use adverbials to create cohesion and sequence ideas
SPAG policy	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			Punctuation for dialogue Expanded noun phrases to describe in detail
Words and Spellings Follow the Spelling Scheme -	Year 5/6 words Proofreading Building words from root words ‘ei’and ‘ie’word			Revision of statutory word list 5/ 6 Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Prefixes and root words
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			Use hyphens to avoid ambiguity
Editing	ensuring the consistent and correct use of tense throughout a piece of writing and 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 errors
Grammatical Terminology SPAG policy	Expanded noun phrase, perfect tense, past tense, relative clauses Subordinate clauses, subordinating conjunctions, expanded noun phrases, Adverbials,			Expanded noun phrase Ambiguity Verse , lines, organise
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

Summer 1			
Inclusion Message	Even in the toughest situations, hope, resilience, and the will to survive can help us keep going and look for a better future	Through awareness, preparation, and responsibility, we can protect ourselves and others from danger and work together to reduce the impact of extreme events.	
English Unit	Floodland, Marcus Sedwick - Diary Entry	Eye of the Storm, Literacy Shed - Persuasive Letter.	
Reading	Children to complete developmental appropriate reading books: Little Wandle, Big Fluency Readers, VIPERS.		
Read Aloud Focus	Climate Change 	Maps and Significant People 	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	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 SPAG policy	Use subordinate clauses to add detail or context; and vary their position in the sentence Use relative clauses to detail or con- text Use a wide variety of sentence struc- tures to add interest [avoid repetition of SVO] Using a colon to introduce a list Use of semicolons within lists Passive voice Informal/formal speech	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 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 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	?! for rhetorical / exclamatory sentences Brackets for parenthesis Dashes for emphasis Colons and semi-colons to list features, attractions or arguments	
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 SPAG policy	Subordinate clause, past tense, perfect tense Exclamations Parenthesis Subjunctive form	Imperative verbs, adverbs, adverbials Modal verbs, subjunctive, passive voice	
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.		

Summer 2				
Inclusion Message	Every voice matters in poetry—our words help us share, understand, and connect with one another .			Science is for everyone, every idea, observation, and question has value, and all learners deserve the chance to explore, experiment, and discover.
English Unit	Emotive poetry			Technical Writing, 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	Use clear poetic structure (lines and verses/stanzas) Use descriptive language to create imagery Use expanded noun phrases for detail and effect Use carefully chosen vocabulary for impact Use consistent or simple rhyme patterns (where appropriate),Use repetition for emphasis Control poetic structure for effect (stanzas, free verse, or rhyme) Use powerful figurative language (metaphor, simile, personification) Use precise vocabulary to create mood and tone Use line length and punctuation for pace and impact Use repetition and pattern for emphasis and structure Use imagery to evoke emotion and atmosphere, Use careful word choice to convey deeper themes			Build cohesion within and across paragraphs *Select appropriate gram- mar 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)	Use a wide range of sentence structures for effect and meaning Use relative clauses to add detail and depth Use parenthesis (brackets, dashes, commas) for extra meaning or impact Use varied sentence lengths to control pace and mood Use precise grammar choices to shape tone and emotion Use passive or active voice for effect where appropriate			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	Use hyphens to avoid ambiguity Use parenthesis (brackets, dashes, commas) for extra information Use semi-colons to link related ideas (where appropriate) Use colons to introduce ideas or emphasis (where appropriate) Use accurate punctuation for effect within poetic lines			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	, organise Clause (main and subordinate), phrase (noun phrase, adverbial phrase), conjunction (coordinating and subordinating), relative clause, fronted adverbial, tense (past, present, future), expanded noun phrase, direct speech, parenthesis (brackets, dashes, commas), active and passive voice, modal verbs, subject and object Expanded noun phrase Ambiguity Verse , lines.			Prefix, suffix Relative clauses, subjunctive form,
Handwriting	Follow Nelson Handwriting Scheme and Handwriting Policy.			

