

Writing to entertain	Writing to Inform	Linked to XC – e.g. history/geography/science	Diversity and Inclusion
----------------------	-------------------	---	-------------------------

Ash Class English Map - Cycle A

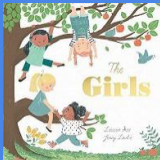
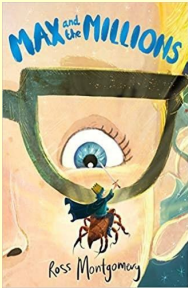
Writing Opportunities						
Our Inclusive Curriculum has been designed around the following values: Kindness, Positivity, Inclusivity, Resilience, Aspiration and Integrity.					The writing curriculum links with the following articles: Article 28 – Right to education Article 29 – Goals of education Article 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

DT & ART	Geography	Science	Current topic	History	Inclusion & PSHE	Reading for pleasure	VIPERS COMPRE- HENSION +	Current writing unit	Assessment
----------	-----------	---------	---------------	---------	------------------	----------------------	--------------------------	----------------------	------------

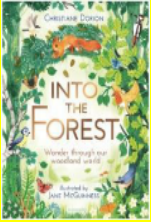
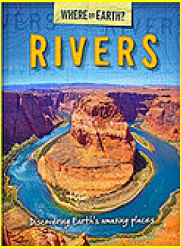
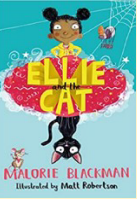


Autumn 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit	Ug - Raymond Briggs			Stone Age Boy - Satoshi Kitamura		
Reading	1:1 reading assessments	1:1 reading assessments	VIPERS—LITERACY SHED	Stone Age Boy VIPERS—LITERACY SHED	PIXEL ASSESSMENTS	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.			Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.		
I	Inference To draw inference from across a paragraph referring to simple settings and characters.			Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.		
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage			Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.		
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning			Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.		
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction			Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.		
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.			Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.		
Read Aloud Texts						

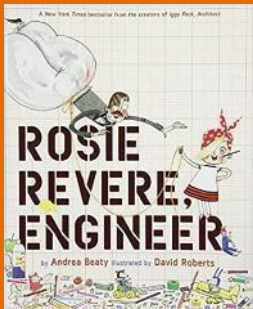
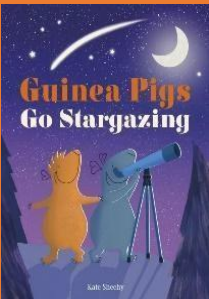
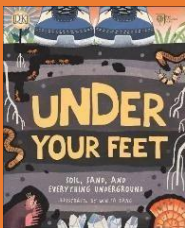


Autumn 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit	Escape from Pompeii, Christina Balit		Escape from Pompeii- Christina Balit		Christmas poetry	
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	PIXL Assessments	1:1 reading assessments	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.		Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.			
I	Inference To draw inference from across a paragraph referring to simple settings and characters.				Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.	
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage				Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.	
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning				Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.	
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction				Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.	
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.				Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.	
Read Aloud Texts						



Spring 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit	Taking Flight - Literacy Shed			My Name is Not Refugee, Kate Milner		
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	1:1 reading assessments	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.			Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.		
I	Inference To draw inference from across a paragraph referring to simple settings and characters.			Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.		
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage			Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.		
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning			Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.		
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction			Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.		
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.			Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.		
READ ALOUD TEXTS						

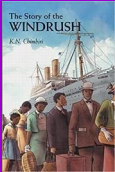
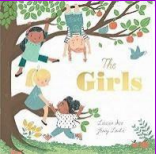


Spring 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Unit	Charlotte's Webb - Character Description			Charlotte Webb's - Persuasive Writing		
Reading	PIXL assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	1:1 reading assessments	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.			Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.		
I	Inference To draw inference from across a paragraph referring to simple settings and characters.			Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.		
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage			Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.		
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning			Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.		
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction			Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.		
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.			Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.		
READ ALOUD TEXTS						



Summer 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	1:1 reading assessments	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.			Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.		
I	Inference To draw inference from across a paragraph referring to simple settings and characters.			Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.		
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage			Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.		
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning			Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.		
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction			Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.		
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.			Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.		
READ ALOUD TEXTS						 

Summer 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	PIXL assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	1:1 reading assessments	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph.			Vocabulary Decoding Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph.		
I	Inference To draw inference from across a paragraph referring to simple settings and characters.			Inference To draw inferences from across a page of text referring to settings and characters using evidence from the text.		
P	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage			Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read.		
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning			Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.		
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction			Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.		
S	Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.			Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.		
READ ALOUD TEXTS	