

English



English Curriculum Map

English- Our Why?

Our English curriculum is designed to promote high standards of language and literacy by equipping pupils with the skills for understanding and applying spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Please note: The Curriculum Map begins with L1 at the bottom of this document

Big Ideas promoted in our English Curriculum



Areas of coverage

R - Reading
W- Writing
C- Communication
EP - Exam Preparation

Substantive Concepts of our English Curriculum

Word Reading		Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is making meaning from print. It requires that we: Identify the words in print - a process called word recognition.
Comprehension		Construct an understanding from print to help and build further knowledge.
Transcription		The knowledge that transcription is the process of transferring one's thoughts and ideas into words and putting those words on paper. Transcription skills are basic writing skills—primarily handwriting and spelling—and proficient writing requires a mastery of them
Composition		The knowledge of how the print is put together or arranged to inform further understanding.
Grammar and Punctuation		The understanding that Grammar refers to the ways we put words together in sentences to form meaning. To gain the knowledge that punctuation refers to all the symbols that enhance sentences and add clarity.



	<p>2.2 U6</p> <p>R- To begin to read and analyse poetry W- To begin to respond critically to poetry C- To use standard English when talking (when appropriate)</p>	<p>3.1 U6 Exam Prep</p> <p>Revising Core Essential Functional / GCSE Skills for Reading and Writing Speaking and Listening for spoken language exam.</p>	<p>3.2 U6 Exam Prep</p> <p>Revising Core Essential Functional / GCSE Skills for Reading and Writing Speaking and Listening for spoken language exam.</p>
	<p>2.1 U6</p> <p>R- To read and study a dramatic play (Blood Brothers) W- To respond to plot themes and characters C- To begin to use standard English when talking (when appropriate)</p>	<p>1.2 U6</p> <p>R - To read and study A Christmas Carol (Prose) W- To respond to plot, themes and characters C- To use long sentences to talk about ideas</p>	<p>1.1 U6</p> <p>R- To read and study a Shakespeare play (The Tragedy of Macbeth) W- To respond to plot, themes and characters C- To begin to use long sentences to talk about ideas</p>



2.2 U3-5: Off with her Head
 R- Use varied rich vocabulary
 W- To apply knowledge to Newspaper reports, recounts and diary writing.
 C- To reason for what I think in small group discussions.



3.1, U3-5 :States of Matter
 R- To read seminal world literature (About a boy)
 W- To respond to seminal world literature
 C- To begin to say when they cannot remember certain words and ask for explanations



3.2 U3-5: Environmental Artists
 R- To read poetry (Link to topic)
 W- To respond to poetry
 C- To ask a variety of follow up questions to find out more about an initial answer / information given



2.1 U3-5: Darwin's Delights
 R- To read and study a Shakespeare play (The tempest)
 W- To respond to plot, themes and characters
 C- To repeat or rephrase what they want to say to help somebody understand



1.2 U3-5 Revolution
 R- To read and respond to Gothic Literature
 W- To explore a wide range of devices to build description in narrative
 C- To begin to repeat or rephrase what they want to say to help somebody understand



1.1 U3-5 MI7
 R- To read and respond to a variety of transactional, functional pieces of non-fiction from a variety of sources. (journals, leaflets and travel writing)
 W- Transactional Writing Skills
 C- To begin to repeat or rephrase what they want to say

U3, 4 & 5



2.2 U1&2 Rocks, relics and rumbles
 R- Use varied rich vocabulary
 W- To apply knowledge to Newspaper reports, recounts and diary writing.
 C- To reason for what I think in small group discussions.



3.1 U1&2: Blood Heart
 R- To read the novel- Wonder
 W- To respond to characterisation in the novel Wonder
 C- To say when they cannot remember certain words and ask for explanations

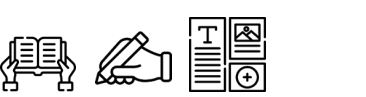


3.1 U1&2: Road Trip USA
 R- Study Non-fiction texts
 W- Transactional writing
 C- I can begin to take different roles in group discussions.

U1 & U2



2.1 U1&2 : Eat well cook well
 R- Make relevant inferences and begin to make predictions
 W- To apply knowledge to recount, instructions, using our senses and persuasive writing.
 C- To begin to reason for what I think in small group discussions.



1.2 U1&2 : Gods and Mortals
 R- Discuss texts in detail commenting on characters setting and plot.
 W- To apply knowledge to traditional stories, stories with familiar settings, extended stories and persuasive writing.
 C- To agree and disagree with what others say



1.1 U1&2 : Spirit
 R- Reading and writing for purpose
 W- To apply knowledge to stories from other cultures, explanation text, invitations and information text.
 C- To begin to agree and disagree with what others say

U1 & U2



2.2 L4&5: Alchemy Island
 R- To be introduced to a Shakespeare play
 W- Respond to a Shakespeare play
 C- To ask a series of questions to have a conversation

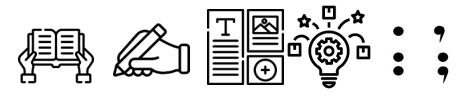


3.1 L4 & 5: Coastline
 R- Retell stories orally
 W- To begin to apply knowledge to poems on a theme, letters, stories with familiar settings and recounts.
 C- To begin to listen to information and find a key word with support



3.2 L4 & 5: Muck, Mess and Mixtures
 R- Discuss viewpoints in books
 W- To begin to apply knowledge to explanation texts, stories from other cultures, instructions, patterns and rhyming.
 C- To listen to information and find a key word with support

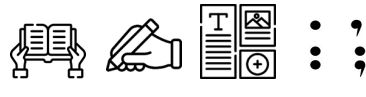
L4 & L5



2.1 L4&5: Towers Tunnels and Turrets Structures
 R- Explore simple conjunctions
 W- To begin to apply knowledge to explanation text, stories with familiar settings, recounts and using our senses.
 C- To communicate when they do not understand more reliably



1.2 L4 & 5: Gallery Rebels
 R- Read and respond to Gothic Fiction
 W- To build description in narratives
 C- To begin to ask a series of questions to have a conversation



1.1 L4 & 5: Misty Mountain, winding River
 R- To study a dramatic play
 W- To comment critically and personally on writers' ideas
 C- I can begin to summaries key points in group discussions

L4 & L5



2.2 L3: Paws claws and whiskers
 R- Begin to make simple inferences
 W- To develop knowledge of information text, stories from other cultures, extended stories and letters.
 C- To begin to express ideas, feelings and events



3.1 L3: Our Wonderful World
 R- Discuss word meanings
 W- To develop knowledge of traditional stories, persuasive writing and recounts.
 C- To express ideas, feelings and events



3.2 L3: Rio Da Vida
 R- Make inferences
 W- To develop knowledge of stories with familiar settings, explanation text, acrostic poems and stories from other cultures.
 C- To say some words clearly

L3



2.1 L3 Enchanted woodland
 R- Discuss books beginning to including
 W- references from the text.
 C- To develop.
 To begin to use knowledge of information texts, instructions, persuasive and letters to express ideas and feelings



1.2 L3: Memory box
 R- Read simple prefixes and suffixes
 W- To develop knowledge of traditional stories, stories with familiar settings, recount and invitations.
 C- To listen in simple conversations or discussions (understand simple talk rules)



1.1 L3: TEAM
 R- Begin to read own writing aloud with confidence
 W- To develop knowledge of explanation text, instructions, using our senses, patterns and rhymes.
 C- To begin to listen in simple conversations or discussions (understand simple talk rules)

L3



2.2 L2: Amazing Animals
 R- Make simple predictions using title and blurb to support.
 W- To begin to develop knowledge of traditional stories, recounts, extended stories and explanation texts.
 C- To respond to questions that require simple recall



3.1 L2: Peculiar Plants- How does it grow?
 R- Discuss ideas for writing
 W- To begin to develop knowledge of recounts, information text and persuasive writing.
 C- Begin to ask how or why when responding to simple questions



3.2 L1: On The Beach
 R- To begin to read writing aloud
 W- To begin to explore stories about fantasy world, C- invitations and information text writing.
 To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings

L2



2.1 L2: Puppets Show
 R- Read common exception words
 W- To begin to develop knowledge of stories from other cultures, letters, instructions, patterns and rhyming.
 C- Begin to respond to questions that require simple recall



1.2 L2: Winter Wonderland
 R- Explore days of the week
 W- To begin to develop knowledge of stories with familiar settings, information texts, using our senses and explanation
 C- To use language to communicate needs or feelings.



1.1 L2 : Build it Up
 R: Blending sounds in words
 W: To begin to develop knowledge of stories with familiar settings, letters and instruction writing.
 C- To ask how or why when responding to simple questions

L2



2.2 L1: Lets Explore
 R- Re-ordering stories and events
 W- To explore information text, instructions, stories with familiar settings and predictable language.
 C- To combine single words, signs or symbols to communicate meaning to a range of listeners.



3.1 L1: Sunshine and Sunflowers
 R- Make simple predictions
 W- To explore recounts, invitations, traditional tales and fairy tales.
 C- To begin to demonstrate some understanding by answering simple questions using single words, signs or symbols



3.2 L1: Ready, Steady Grow
 R- Read by blending more accurately
 W- To explore acrostic poems, information text, persuasive writing and stories with familiar settings.
 C- To demonstrate some understanding by answering simple questions using single words, signs or symbols

L1



2.1 L1: Shadows and reflection
 R- Discuss title and events
 W- To explore invitations, traditional tales, letters, labels and captions.
 C- To begin to combine single words, signs or symbols to communicate meaning to a range of listeners.



1.2 L1: Chop slice and Mash
 R- Begin to link reading to own experiences
 W- To explore instructions, using the senses, stories in a fantasy world and recounts.
 C- To use speech sounds, signs or symbols in play.



1.1 L1: Stories and Rhymes
 R- Have interest in books
 W- To begin to explore persuasive letters, information text and recounts.
 C- Begin to use noises or gestures to communicate needs or

L1