

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Tales (3 weeks)+</p> <p>Purpose: to narrate Audience: my peers Impact: to entertain Form: a sequence of sentences Formality: N/A</p> <p>Main text: <i>Three Little Pigs</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Three Billy Goats Gruff</i> - <i>Goldilocks</i> - <i>The Three Little Wolves</i> <p>Key learning outcomes: SL – Talk about a story, mentioning characters and events R – Talk about characters’ thoughts and feelings W (T) – Begin to write an accurate sentence (full stop/capital letter/finger spaces/applied phonics/correct letter formation)</p>	<p>Narrative - Picture books about difference (4 weeks)</p> <p>Purpose: to narrate Audience: my peers Impact: to entertain Form: a sequence of sentences Formality: N/A</p> <p>Main text: <i>Elmer The Elephant – David Mckee</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>The Rainbow Fish (Marcus Pfister)</i> - <i>Perfectly Norman (Tom Percival)</i> <p>Key learning outcomes: SL – Listen with attention, responding to the speaker. R – Link reading to own experiences W (T) – Begin to write an accurate sentence (full stop/capital letter/finger spaces/applied phonics/correct letter formation)</p>	<p>Narrative – Visual literacy (2 weeks)</p> <p>Purpose: to narrate Audience: my peers Impact: to entertain Form: a sequence of sentences Formality: N/A</p> <p>Main text: <i>The Snowman – Raymond Briggs</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>The Snowman and The Snowdog animations</i> <p>Key learning outcomes: SL – Describe a picture with detail and clarity R – Make inferences on the basis of what is being said and done W (T) – Write a series of sentences for which full stops and capital letters are mostly accurate. W (C) – Sequence sentences to form short narratives W (SPAG) – Use capital letters for character’s names</p>	<p>Narrative – Traditional Tales (4 weeks)</p> <p>Purpose: to narrate Audience: Reception Impact: to entertain Form: A short story Formality: N/A</p> <p>Main text: <i>Jack and the Beanstalk</i></p> <p>Addition texts/story time: Variety of other Traditional Tales</p> <p>Key learning outcomes: SL – Learn a story by heart including actions R – Recognise and joining with predictable phrase and story language W (T) – Join two ideas with ‘and’ W (C) – Write a known story in the correct sequence W (SPAG) – Recognise and use plural nouns</p>	<p>Narrative – Contemporary fiction (4 weeks)</p> <p>Purpose: to narrate Audience: Year 2 Impact: to entertain Form: A short illustrated story Formality: N/A</p> <p>Main text: <i>(Suggested) Beegu – Alexis Deacon</i></p> <p>Addition texts/story time: (Suggested) - POPULATE -<i>Moon Man</i> By <i>Tomi Ungerer</i> -<i>The Way Back Home</i> By <i>Oliver Jeffers</i></p> <p>Key learning outcomes: SL – Ask questions to extend understanding and knowledge R – Predict what might happen based on what they have read so far W (T) – Write sentences in sequence to create a short narrative W (C) – Re-reading to check that it makes sense</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity e.g. planning writing their own stories, writing about events that are personal to them or writing non-fiction about their own interests and hobbies</p> <p>Texts- Old Bear- Jane Hissey Traction Man- Mini Grey The great Hot Air Balloon Race</p>

				W (SPAG) – Use question marks and explanation marks	
<p>Traditional Tales (3 Weeks) Purpose: to narrate Audience: Peers Impact: to entertain Form: Sentences Formality: informal</p> <p>Main text: <i>Little Red Riding Hood</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>Hansel and Gretel</i> - <i>Jack and the Bean Stalk</i> <p>Key learning outcomes: SL – Tell parts of a story from memory R – Discuss characters' thoughts and feelings W (T) – Begin to write accurate sentences (full stop/capital letter/finger spaces/applied phonics/correct letter formation)</p>	<p>Instructions (3 weeks) Purpose: to explain Audience: a story character Impact: they can do something new Form: a logical sequence of sentences Formality: N/A</p> <p>Main text: <i>Stories from previous unit</i></p> <p>Addition texts/story time: <i>See previous unit</i></p> <p>Key learning outcomes: SL – Respond to verbal instructions R – Respond to written instruction (by reading independently or with a peer) W (T) – Write a series of sentences for which full stops.</p>	<p>Narrative – Recounts of real events (2 weeks) Purpose: to narrate Audience: School community (display) Impact: understand another's experience Form: a sequence of sentences. Formality: N/A</p> <p>Main text: POPULATE</p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Any quality non-fiction book written in the 1st person e.g. My trip to the dentist</i> <p>Key Learning outcomes: SL – Ask relevant questions to extend their knowledge R – Recognise when a word meaning is unknown W (T) – Write a series of sentences for which full stops and capital letters are mostly accurate. W (C) – Write sentences that describe events</p>	<p>Poetry- Seasonal poetry/poems based on senses (2 weeks) Purpose: to describe Audience: Whole School Impact: Create an image with words Form: Performance poem Formality: N/A</p> <p>Main text: POPULATE</p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - POPULATE <p>Key Learning outcomes: SL – Speak audibly and fluently in front of others R – Link what they read to own experiences W (T) – Apply spelling rules of knowledge eg days of week/months of year W (C) – Write descriptive poems that form simple poems to read aloud</p>	<p>Information text (2 weeks) Purpose: to inform Audience: own family Impact: To influence habits Form: A sequence of factual sentences Formality: N/A</p> <p>Main text: (Suggested) <i>10 Things I can do to help My World- by Melanie Walsh</i></p> <p>Addition texts/story time: POPULATE</p> <ul style="list-style-type: none"> - <i>Quality Non fiction texts about the environment</i> <p>Key Learning outcomes: SL – To speak audibly during a discussion R – Participate in discussion about what is read to them W (T) – Compose a series of sequenced sentences W (C) – Discuss their writing with peers and teacher</p>	:

		<p>W (SPAG) – Use capital letters for personal pronoun ‘I’.</p>	<p>W (SPAG) – Use capital letters for days of the week/months of the year</p>	<p>W (SPAG) – Use capital letters for proper nouns</p>	
<p>Poetry (1 week) Purpose: to perform Audience: Peers Impact: to entertain Form: performance Formality: N/A</p> <p>Main text: <i>Julia Donaldson rhyming texts -Room on the Broom</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>Other stories and poems by Julia Donaldson</i> <p>Key learning outcomes: SL – Perform part of a story including movement/instruments/actions R – Notice and discuss the rhythm (clapping/swaying etc.) and rhyme of a poem</p>		<p>Narrative – Imagined recount (2 weeks)</p> <p>Purpose: to narrate Audience: peers Impact: to entertain Form: a sequence of sentences Formality: N/A</p> <p>Main text: Lost and Found – Oliver Jeffers</p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>The Cat in the Hat</i> - <i>The Bear and the Piano</i> - <i>The Tiger who came For Tea – Judith Kerr</i> <p>Key learning outcomes: SL – Participate in role play R – Predicting what might happen on what has been read so far W (T) – Write a series of sentences for which full stops and capital letters are accurate</p>			

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		W (C) – Sequence sentences to form a short narrative W (SPAG) – Begin to use exclamation marks			
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YEAR 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Tales (3 weeks) Purpose: to narrate Audience: My class Impact: to entertain Form: Traditional tale Formality: N/A</p> <p>Main texts: <i>Cinderella and Rumpelstiltskin</i></p> <p>Additional text/stories time:</p> <ul style="list-style-type: none"> - <i>Snow White</i> - <i>Sleeping Beauty</i> - <i>Princess and the Pea</i> - <i>Jack and the Bean Stalk</i> <p>Key learning outcomes: SL – Tell a well-structured story (known or original) R – Discuss the plot and characters from 2 stories W (SPAG) – Use some sentences joined with ‘and’ (co-ordination) W (C) – Re-write a traditional story with some additions or changes</p>	<p>Narrative – Recount (3 weeks) Purpose: to narrate (1st person recount) Audience: My class Impact: to entertain Form: Diary Formality: N/A</p> <p>Main text: <i>‘Bob – the man on the moon’ (Simon Bartrum)</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Alien Rap (Pie Corbett)</i> - <i>Film clips of space landings</i> - <i>Sci-fi clips of Alien Planets</i> - <i>Example of a simple diary</i> <p>Key learning outcomes: SL – Participate in freeze frames and hot seating R – Make inferences about character’s actions W (T) – Use singular possessive apostrophes W (C) – Write recounts about imagined experiences W (SPAG) – Using past tense consistently</p>	<p>Poetry – India and other traditions Poetry (2 weeks) Purpose: to describe Audience: parents around school. Display piece of work. Impact: to entertain Form: short illustrated poem. Formality: N/A</p> <p>Main Text: <i>‘Gobble you up’ (Gita Wolf)</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>There was an old lady who swallowed a fly.</i> - <i>Elephants never forget (Anushka Ravishankar)</i> - <i>Excuse me, is this India? (Anushka Ravishankar)</i> - Could have the <i>Jungle book as a spring Term story time book.</i> <p>Key learning outcomes: SL – Recognise simple recurring literary language in stories and poetry –</p>	<p>Narrative – Modern fiction; journeys (4 weeks) Purpose: to narrate Audience: Year 3 Impact: to entertain Form: illustrated story Formality: N/A</p> <p>Main Text: <i>The Bear and the Piano – David Lichfield</i> <i>The Lonely Beast – Chris Judge</i></p> <p>Addition texts/story time: <i>The Prodigal Son</i> POPULATE</p> <p>Key learning outcomes: SL – To take into account the views of others during a discussion (debate/conscience alley) R – Use inference to predict how a story might end W (T)- understand what a homophone is and be able to distinguish between common examples W (C) – Recognise when writing doesn’t make sense by reading work aloud</p>	<p>Narrative – Story collection (3 weeks) Purpose: to narrate Audience: Year 1 Impact: to entertain Form: A class collection of short stories Formality: N/A</p> <p>Main Text: <i>(Suggested) A Necklace of Raindrops by Joan Aiken</i></p> <p>Addition texts/story time: POPULATE</p> <p>Key learning outcomes: SL – To participate in role play and improvisation R – Recognise simple recurring literary language W (T)- Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar W (C) – Write about the experiences of fictional characters W (SPAG) – use subordination when, if, that, because</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity eg devising their own story and plots, inventing their own characters and settings, writing recounts in roles as a chosen character, writing poetry, writing instructional texts (how to do/make something they like)</p>

		<p>identifying rhyming couplets. R – Discuss their favourite words and phrases. - To identify books that are structure differently. W (T) – Use singular possessive apostrophes W (C) – Write a poem with rhyming couplets and build up a stamina for writing poetry. W (SPAG) – Choose words appropriately for a chosen impact.</p>	<p>W (SPAG) – Write noun phrases to support readers understanding/imagination</p>		
<p>Author Study: Picture Books (3 Weeks) Purpose: to narrate Audience: My class Impact: to entertain Form: Story from character’s viewpoint Formality: N/A</p> <p>Main text: <i>A Little Bit of Peace – Jill Murphy</i></p> <p>Additional texts/Story Time:</p> <ul style="list-style-type: none"> - <i>Peace at Last</i> - <i>On the Way Home</i> - <i>Whatever Next</i> - <i>Mr Large in Charge</i> <p>Key learning outcomes:</p>	<p>Narrative – Picture book (4 weeks) Purpose: to narrate Audience: younger children Impact: to entertain Form: a ‘night before Christmas’ story Formality: N/A</p> <p>Main text: <i>Mr Underbed – Chris Riddell</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>The Polar Express – Chris Van Allsberg</i> - <i>Mos the Monster – John Lewis</i> 	<p>Narrative – Picture book (2 weeks) Purpose: to narrate Audience: my peers Impact: to entertain Form: short illustrated story. Formality: N/A</p> <p>Main text: <i>‘Why Elephant has a trunk’ (Claudia Lloyd)</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>‘Elephant Dance: A Journey to India’ (Theresa Heine and Sheila Moxley)</i> - <i>‘Ganesh’s sweet tooth’ (Sanjay Patel)</i> 	<p>Narrative – Picture book (2 weeks) Purpose: to narrate Audience: Next Year’s Year 2 Impact: The reader is clear how to do something new Form: Craft book/manual Formality: N/A</p> <p>Main text: <i>POPULATE (A high quality craft book for younger children)</i></p> <p>Addition texts/story time: <i>POPULATE</i></p> <p>Key learning outcomes: SL – Give clear oral instructions that can be followed by others</p>	<p>Poetry 3 weeks Purpose: to describe Audience: Parents Impact: to describe/entertain/amuse Form: Class poetry anthology (Poems various types) Formality: informal</p> <p>Main Text: <i>POPULATE (High quality poetry collection)</i></p> <p>Addition texts/story time: <i>POPULATE</i></p> <p>Key learning outcomes: SL – To present own poetry audibly and clearly</p>	:

<p>SL – Role play characters actions R – Infer characters’ thoughts and feelings W (SPAG) – begin to use commas in a list when describing W (C) – Write story from a character’s viewpoint</p>	<p>- <i>‘Twas the Night Before Christmas’</i> <i>Clement Moore</i></p> <p>Key learning outcomes: SL – Learn a poem by heart R – Make inferences and predictions based on what’s been read W (T) – Learn what a contraction is from reading and form simple contracts W (C) – Write a simple 3-part story W (SPAG) – Describe characters using expanded noun phrases</p>	<p>- <i>Any used from class teacher in previous years.</i></p> <p>Key learning outcomes: SL – Hot seating and freeze frames and giving well-structured answers for their feelings in role. R – Answering questions about how a character feels– using inference skills to support this. W (T) – Know a range of common contractions W (C) – Write a simple 3-part story based on a similar pattern to the main text. W (SPAG) – Begin to use exclamation marks for sentences.</p>	<p>R – Discuss the sequence of information and how it is related. W (T) – Know a wider range of homophones W (C) – Use a wider range of sentence types to convey different types of information W (SPAG). Consistency of verb tenses</p>	<p>R – Discuss favourite words and phrases W (T)- Writing down ideas and including new vocabulary W (C) – Evaluate writing with teacher and others W (SPAG) – Segmenting spoken words and spelling many correctly</p>	
<p>Performance Poetry (2 weeks) Purpose: to describe Audience: KS1 Impact: to entertain Form: A (Christmas) song Formality: informal</p> <p>Main text: <i>Zim Zam Zoom</i> – <i>Fireworks</i> - James Carter</p> <p>Additional texts/Story Time: - <i>Other simple rhyming poetry</i></p>		<p>Information text (2 weeks)</p> <p>Purpose: to inform Audience: people around the world on the ‘Global Giving’ website. Impact: to inform people about elephants/ tigers and how to avoid them becoming endangered species. Form: short report. Information page about Tigers to include section on becoming endangered. Formality: formal</p>			

<p>Key learning outcomes: SL – Perform a group poem that has been learnt by heart R – Recognise simple literary language (expanded noun phrases) W (SPAG) – Write noun phrases which evoke strong images or sounds including onomatopoeic words W (C) – Write an original poem based on their personal experiences</p>		<p>Main Text –</p> <ul style="list-style-type: none">- <i>Based on the previous text before of 'Why Elephant has a trunk'(Claudia Lloyd)</i> <p>Additional texts –</p> <ul style="list-style-type: none">- <i>Previous information texts for structure to follow and rip.</i> <p>SL – To deliver a presentation R – To understand that non-fiction books that are structured in different ways. W (T) – Recognise and accurately use the 4 main sentence types W (C) – Write about real events. W (SPAG) – To understand coordination using 'and' or 'but' in sentences</p>			
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YEAR 3					
Autumn 1	Autumn 2				
<p>Traditional Stories (4 weeks)</p> <p>Purpose: to narrate Audience: Year 4 Impact: to entertain Form: Short story Formality: N/A</p> <p>Main texts: <i>The Lion and the Unicorn – Jane Rae</i></p> <p>Additional text/stories time:</p> <ul style="list-style-type: none"> - <i>Other traditional tales from around the world</i> <p>Key learning outcomes: SL – Perform as a class a simple traditional story (see main text) R – Identify the theme/moral of a story W (SPAG) – Begin to use a range of subordinating conjunctions W (C) – Re-write the story from the viewpoint of one of the main characters</p>	<p>Narrative – Picture book (4 weeks)</p> <p>Purpose: to narrate Audience: Year 4 Impact: to entertain Form: Short Illustrated Story Formality: N/A</p> <p>Main text: <i>First Drawing – Mordecai Gernstein</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Stone Age Boy (Satoshi Kitamura)</i> <p>Key learning outcomes: SL – Use dramatic devises to understand characters’ emotions. R – Make comparisons between stories W (T) – Spot and correct spelling errors in first draft W (C) – Plan and write a simple story W (SPAG) – Recognise how sentences are joined in the texts they are reading and use similar devices in their own writing.</p>	<p>Narrative – Picture book (3 weeks)</p> <p>Purpose: to narrate Audience: school community (display) Impact: to entertain Form: Short Illustrated Story Formality: N/A</p> <p>Main Text – ‘The Scarab’s Secret’ (Nick Would</p> <p>Additional texts –</p> <ul style="list-style-type: none"> - <i>‘Egyptian Cinderella’ (Shirley Climo)</i> - <i>‘Flat Stanley (The Ancient Egyptian Grave Robbery)’ (Jeff Brown)</i> - <i>‘The time travelling cat and the Egyptian Goddess’ (Julia Jarman)</i> <p>Key learning outcomes: SL – Use dramatic devises to understand characters’ emotions. R – Identify words and phrases that capture my interest and explain why.</p>	<p>Narrative – (Contemporary novel (3 weeks – Continued from Spring 1)</p> <p>Purpose: to narrate Audience: my peers Impact: to entertain/amuse Form: chapter Formality: informal</p> <p>Main Text – ‘The boy at the back of the class’ (Onjali Q.Rauf)</p> <p>Additional Texts –</p> <ul style="list-style-type: none"> - <i>‘A kid in my class’ (Rachel Rooney)</i> - <i>Any other books that are based around the theme of not belonging at the beginning of a story.</i> <p>Key learning outcomes: SL – Give well-structured descriptions, [particularly with expressing feelings. R – Draw inferences based on how the characters are feeling, thoughts and motives. W (T) – Use a wider range of homophones W (C) – create a setting with different characters</p>	<p>Poetry- (3 weeks) Purpose: to narrate and describe Audience: Year 2 Impact: to entertain/amuse Form: Poems to perform Formality: informal</p> <p>Main Text – Poetry Pie by Roger McGough</p> <p>Additional Texts – <i>Any fun poetry ie Spike Milligan, Michael Rosen which expose children to a variety of forms</i></p> <p>Key learning outcomes: SL – To speak audibly when performing own poem, maintaining the interest of listeners R – Recognise different forms of poetry eg free verse, narrative poetry W (T) – Building rich and varied language W (C) – Write poetry similar to those read and studied W (SPAG) – Using present perfect form of verbs</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity eg write town stories with characters, settings and dialogue, various types of nonfiction texts, poetry of various forms.</p>

		<p>W (T) – Begin to use the possessive apostrophe for plural nouns.</p> <p>W (C) –Beginning to organise their work into paragraphs.</p> <p>W (SPAG) – Use adverbs to express time and cause.</p>			
<p>Graphic Novel (3)</p> <p>Main text: <i>Ug – Raymond Briggs</i></p> <p>Purpose: to narrate Audience: Peers Impact: to entertain Form: Short Story Formality: N/A</p> <p>Additional texts/Story Time:</p> <ul style="list-style-type: none"> - <i>First Drawing -</i> - <i>The Stone Mouse – Jenny Nimmo</i> - <i>The Stone Age Boy</i> <p>Key learning outcomes: SL – Participate in drama based on the main text R – Understand texts that are structures in different ways W (SPAG) – Use inverted commas for speech</p>	<p>Instruction (2 weeks)</p> <p>Purpose: to explain Audience: my peers Impact: to entertain/amuse Form: Illustrated instructions Formality: informal</p> <p>Main text: <i>How to wash a Woolly Mammoth – Michelle Robinson</i></p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Revolting Recipes (Roald Dahl)</i> - <i>Other age-related instruction texts</i> <p>Key learning outcomes: SL – Follow and use commands verbally R – Recognise how a text is structured W (T) –See unit above</p>	<p>Contemporary novel (3 weeks – To continue in Spring 2)</p> <p>Purpose: to narrate Audience: my peers Impact: to entertain/amuse Form: Chapter Formality: informal</p> <p>Main Text – <i>‘The boy at the back of the class’ (Onjali Q.Rauf)</i></p> <p>Additional Texts –</p> <ul style="list-style-type: none"> - <i>‘A kid in my class’ (Rachel Rooney)</i> - <i>Any other books that are based around the theme of not belonging at the beginning of a story.</i> <p>Key learning outcomes: SL – Give well-structured descriptions, [particularly with expressing feelings.</p>		<p>Information texts (3 weeks)</p> <p>Purpose: to inform Audience: my peers Impact: to entertain Form: Illustrated information text Formality: informal</p> <p>Main Text – <i>Atlas of Adventures by Rachel Williams</i></p> <p>Additional Texts –</p> <ul style="list-style-type: none"> - <i>Africa: Amazing Africa by Atinuke</i> - <i>Barefoot Books World Atlas by Nick Crane</i> - <p>Key learning outcomes: SL – Use language to explore idea and develop understanding R – Read books that are structured in different ways</p>	:

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<p>W (C) – Write a short story based around a new event in Ug’s life</p>	<p>W (C) –Write an explanation which includes instructions W (SPAG) – Fronted adverbials to express time</p>	<p>R – Draw inferences based on how the characters are feeling, thoughts and motives. W (T) – Use homophones W (C) – Create a setting with different characters. W (SPAG) – Begin to choose nouns and pronouns to avoid repetition.</p>		<p>W (T) – Use nouns and pronouns for clarity and cohesion. W (C) – Use simple organisational features</p>	
<p>Performance Poetry (2 weeks) Purpose: to narrate Audience: The school Impact: to entertain Form: Poem Formality: informal</p> <p>Main text: <i>Poems to Perform - Julia Donaldson</i></p> <p>Additional texts/Story Time: N/A</p> <p>Key learning outcomes: SL – Choose and learn a favourite poem by heart R – Discuss a wide range of poetry W (SPAG) – Choose words appropriately for a chosen impact W (C) – Write a poem or series of sentences based on the poems they have read</p>	<p>Poetry (1-2 weeks) Purpose: to describe Audience: The school Impact: to entertain Form: A (Christmas) song Formality: informal</p> <p>Main text: <i>The lyrics from well know Christmas songs</i></p> <p>Additional texts/Story: Time: N/A</p> <p>Key learning outcomes: SL – Use talk to build vocabulary R – I can discuss the word meanings and why the words have been chosen for effect W (T) – N/A W (C) – Write a song W (SPAG) – N/A</p>				

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YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Twisted Traditional Tales (3 weeks)</p> <p>Purpose: to narrate Audience: Year 4 Impact: To entertain Form: Traditional Tale Formality: Formal</p> <p>Main texts: The Wolf's Story</p> <p>Additional text/stories time:</p> <ul style="list-style-type: none"> - <i>Into the Forest</i> - Anthony Brown - <i>The true Story of the Three Little Pigs</i> – Jon Scieszka <p>Key learning outcomes: SL – Ask relevant questions to clarify understanding (e.g. hot seating fairy tale characters) R – Discuss stories with similar themes W (C) – Re-write a traditional story with some additions or changes W (SPAG) – Use a range of conjunctions to explain their points.</p>	<p>Narrative – Picture book (3 weeks)</p> <p>Purpose: to narrate Audience: Year 4 Impact: to learn a moral lesson Form: Short illustrated Story Formality: Formal</p> <p>Main text: <i>Fox (Margaret Wild)</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>Aesop Fables</i> <p>Key learning outcomes: SL – responding to others based on what they have said R – Identify the themes in a narrative W (C) – Plan, draft and edit a story W (SPAG) – Using adverbials to express place and/or time</p>	<p>Narrative – Fantasy (3 weeks)</p> <p>Purpose: to narrate Audience: The Iron Man Impact: to entertain Form: write a recount in the style of a diary entry. Formality: Formal</p> <p>Main Text: <i>The Iron Man (Ted Hughes)</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> <i>Wild Robot (Peter Brown)</i> <i>Runaway Robot (Frank Cottrell-Boyce)</i> <p>Key learning outcomes: SL – Build up a bank of good quality vocabulary. R – Identify words and phrases that interest me and state why using personal experiences as evidence. W (C) – Plan, draft and edit a short narrative based on a recount. W (SPAG) – choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Information Texts (3 weeks)</p> <p>Purpose: to inform Audience: Peers Impact: To shock Form: Fact Files (Horrd History) Formality: Chatty</p> <p>Main Text: <i>Horrid History books (about Monarchs)</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> <i>Other non-fiction of a different style</i> POPULATE <p>Key learning outcomes: SL – To gain and maintain the attention of the listener R – Understand how author's choice of words influences the reader.. W (C) – Discuss the structure of a text in order to write in a similar way. W (SPAG) – Use prepositions to add detail.</p>	<p>Contemporary Novel (4 weeks)</p> <p>Purpose: to narrate Audience: Peers Impact: To entertain Form: Alternative ending Formality: Informal</p> <p>Main Text: <i>A Boy and A Bear in a Boat – Dave Shelton</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> <i>Other texts depicting journeys</i> POPULATE <p>Key learning outcomes: SL – To give well structured descriptions including expressing feelings R – Justify inference with evidence W (C) – Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action W (SPAG) – Explore range of sentence structures for effect</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity eg devising their own stories which develop characters and settings (incorporating dialogue) various types of nonfiction texts, journals and diaries, poetry of various forms.</p>

<p>Narrative - Historical Story (3 Weeks)</p> <p>Purpose: to inform Audience: Peers Impact: to educate Form: Recount of historical event Formality: Formal</p> <p>Main text: <i>Escape from Pompeii – Christine Balit</i></p> <p>Additional texts/Story Time: - <i>A range of non-fiction books on The Romans</i></p> <p>Key learning outcomes: SL – Give explanations/descriptions of an event (in role) R – Discuss words and phrases that capture the reader’s interest W (SPAG) – Use fronted adverbials for time, place and manner W (C) – To write a first person account of an event in Roman history/aspect of Roman life</p>	<p>Persuasion (1 week – embedded into ‘Fox’ unit during reading phase)</p> <p>Purpose: to persuade Audience: Magpie Impact: To change someone’s mind Form: letter Formality: informal</p> <p>Main text: <i>Fox</i></p> <p>Addition texts/story time: - <i>Video clips of real debates</i></p> <p>Key learning outcomes: SL – participate in a debate R – discuss the purpose and impact of persuasive phrases W (C) – Plan, draft and write a persuasive letter W (SPAG) – using conjunctions to expand or explain an idea</p>	<p>Narrative - Fantasy (3 Weeks)</p> <p>Purpose: to narrate Audience: Year 3 Impact: to entertain Form: Write the middle and ending to the story with a twist at the end. Formality: Formal</p> <p>Main Text: <i>The Iron Man (Ted Hughes)</i></p> <p>Addition texts/story time: <i>Wild Robot (Peter Brown)</i></p> <p>Key learning outcomes: SL – Justify answers with evidence from the text from different drama activities. R – Create inferences based on what has happened in the book so far (using evidence to support their opinions and views). W (C) – Plan, draft and edit a story. W (SPAG) – Use inverted commas to state that speech is present. Building from Year 3, children should be using new line new speaker etc.</p>	<p>Poetry – School themed (3 weeks)</p> <p>Purpose: to narrate/describe Audience: Peers Impact: to entertain Form: Illustrated poetry Formality: Informal</p> <p>Main Text: <i>A Kid in my Class – Rachel Rooney</i> Addition texts/story time: <i>Please Mrs Butler- Alan Ahlberg</i></p> <p>Key learning outcomes: SL –Perform poems using voices and gestures to convey meaning R 1– Give personal response to a poem R2 – Compare different forms of poems across a similar theme W (C) – Make appropriate vocabulary choices to convey meaning and to have appropriate impact W (SPAG) – Spell further homophones</p>	<p>Journals – Travel related (2 weeks)</p> <p>Purpose: to narrate and inform Audience: Whole schools Impact: to entertain Form: Personal journal Formality: Chatty</p> <p>Main Text: <i>The Travel Book: A journey through every country in the world (Lonely Planet Kids)</i> Addition texts/story time: <i>Various travel journals for children eg those published by Dinobibi</i></p> <p>Key learning outcomes: SL – Consider and evaluate different viewpoints R Reading different structures and for a range of purposes W (C) – Use simple organisational devices W (SPAG) – Use a range of multi clause sentences</p>	
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<p>Humorous Poetry (2 weeks) Purpose: to describe/amuse Audience: Peers Impact: To entertain Form: Short poems Formality: Formal</p> <p>Main text: <i>Revolting Rhymes - Roald Dahl</i></p> <p>Additional texts/Story Time: N/A</p> <p>Key learning outcomes: SL – Use intonation, tone, volume and action to perform a poem R – Recognising different forms of poetry including rhyming and narrative poetry W (SPAG) – Expand nouns in a variety of ways W (C) – Compose humorous rhyming couplets</p>	<p>Narrative – Short Novel/Humorous Adventure (4 weeks)</p> <p>Purpose: to narrate Audience: The Head Teacher Impact: To make someone laugh Form: A chapter from a book Formality: N/A</p> <p>Main text: <i>Anything by Reeves and Macintyre (see below)</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>Pugs of the Frozen North</i> - <i>Oliver and the Seawigs</i> - <i>Cakes on Space</i> <p>Key learning outcomes: SL – Engage an audience with an anecdote R – Discuss words and phrases that capture a reader’s imagination W (C) – Plan, draft and write a simple story W (SPAG) –Expand nouns in a variety of ways</p>				
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YEAR 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Biblical Stories (3 weeks)</p> <p>Purpose: to narrate and inform Audience: Peers Impact: to entertain Form: Journal Formality: Formal</p> <p>Main texts: <i>The Flood - Genesis</i></p> <p>Additional text/stories time:</p> <ul style="list-style-type: none"> - <i>Examples of stories from a range of religions and traditions</i> <p>Key learning outcomes: SL – Articulate and justify responses during a discussion R – Discuss understanding of words in context, clarifying meanings W (SPAG) – Use the vocabulary and structures of formal writing W (C) – Write a journal (After the Flood?)</p>	<p>Contemporary Novel (3 weeks – see Autumn 1)</p>	<p>Contemporary Novel (9 weeks – carrying on into spring 2)</p> <p>3 weeks of work –</p> <p>Purpose: to narrate Audience: A.F.Harold Impact: to entertain Form: chapter Formality: N/A</p> <p>Main Text: ‘<i>A song from somewhere else</i>’ (A.F.Harold)</p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - ‘<i>Things you find in a poet’s beard</i>’ (A.F.Harold) - ‘<i>The imaginary</i>’ (A.F.Harold) - <p>Key learning outcomes: SL – Participate in discussions and justify my answers and explanations. R – Predicting what might happen from details stated and implied and justifying answers with evidence. W (T) – Use a thesaurus to apply the correct vocabulary.</p>	<p>Contemporary Novel (Continued from Spring 1) Completion of planned Key Learning Outcomes from Spring 1.</p>	<p>Picture Book (5 Weeks) Purpose: to narrate Audience: peers Impact: to entertain and emote Form: Illustrated story Formality: informal</p> <p>Main Text: <i>The Journey by Francesca Sanna</i></p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>The Arrival by Shaun Tan</i> - <i>The Island by Armin Greder</i> <p>Key learning outcomes: SL – articulate own opinions and justify R – Evaluate how the author is using language and the impact on the reader W (C) – Use a range of cohesive devices across paragraphs W (SPAG) – Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity eg narratives for a range of purposes (eg humorous, with a message, descriptive), poetry in a range of forms, differing forms of non-fiction texts</p>

		<p>W (SPAG) – begin to use relative clauses to add more detail about the noun involved.</p> <p>W (C) – Write the 2nd chapter.</p>			
<p>Contemporary Novel (4 weeks – to be continued in Autumn 2)</p> <p>Purpose: to narrate</p> <p>Audience: School (for display)</p> <p>Impact: to entertain</p> <p>Form: Story with chapters</p> <p>Formality: Informal</p> <p>Main text: <i>Journey to the River Sea</i> – Eva Ibbotson</p> <p>Additional texts/Story Time:</p> <ul style="list-style-type: none"> - <i>The Great Kapok Tree</i> – Lynne Cherry - <i>Where the River Meets the Sea</i> – Jeanne Baker - <i>The Explorer</i> – Katherine Rundell - <i>Jungle Book</i> <p>Key learning outcomes:</p> <p>SL – Participate actively in collaborative conversation</p> <p>R – Predict and infer how a character is feeling, justifying reasons with examples from the text</p>	<p>Poetry – Nature poems (2 weeks)</p> <p>Purpose: to narrate</p> <p>Audience: Year 4</p> <p>Impact: to entertain</p> <p>Form: Short Illustrated Story</p> <p>Formality: N/A</p> <p>Main texts: <i>I am the Seed that Grew the Tree</i> – Fiona Waters</p> <p>Addition texts/story time:</p> <ul style="list-style-type: none"> - <i>Ted Hughes (Season’s Songs)</i> <p>Key learning outcomes:</p> <p>SL – Learn and perform a poem</p> <p>R – recognise poetic devises and conventions</p> <p>W (C) – Plan, draft and edit a poem</p> <p>W (SPAG) – Expand nouns in interesting ways.</p>	<p>Contemporary Novel (9 weeks – carrying on into spring 2)</p> <p>2 weeks of work –</p> <p>Carrying on with the same text as above.</p> <p>Purpose: to inform</p> <p>Audience: community (display)</p> <p>Impact: to inform people about bullying and the impact that it has.</p> <p>Form: poster about bullying and the impacts of them.</p> <p>Formality: N/A</p> <p>Main Text: ‘A song from somewhere else’ (A.F.Harold)</p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - ‘Things you find in a poet’s beard’ (A.F.Harold) - ‘The imaginary’ (A.F.Harold) <p>Key learning outcomes:</p>	<p>Classic poetry (2/3 weeks)</p> <p>Purpose: to describe and narrate</p> <p>Audience: Peers</p> <p>Impact: to entertain</p> <p>Form: Class poetry anthology</p> <p>Formality: Formal</p> <p>Main Text: <i>Classic Poetry</i> – Michael Rosen collection</p> <p>Additional texts/story time:</p> <ul style="list-style-type: none"> - <i>Various classic poems including those from British, American and Australian poets including William Wordsworth, Langston Hughes and Judith Wright.</i> <p>Key learning outcomes:</p> <p>SL – Use appropriate registers to effectively communicate theme of poetry</p> <p>R – Understand how language, structure and</p>		

<p>W (SPAG) – Use speech to advance dialogue W (C) – Write a chapter story</p>		<p>SL – Consider and evaluate different viewpoints. R – Draw inferences regarding characters’ feelings, thoughts and motives and justify this with evidence. W (T) – Use further suffixes to change the meaning of words. W (SPAG) – begin to use a colon for lists. W (C) – Identify the audience for and purpose of the writing, selecting the appropriate form of structure and vocabulary.</p>	<p>presentation contribute to meaning W (SPAG) Recognise vocabulary and structures that are appropriate for formal writing W (C) – Propose changes to vocabulary and grammar to enhance effects and to clarify meaning</p>		
	<p>Persuasion – (2 weeks) Purpose: to persuade Audience: MP/Councillor Impact: Change someone’s mind Form: leaflet/webpage Formality: Formal</p> <p>Main text: <i>Range of flyers about global issues and the environment</i></p> <p>Addition texts/story time: - Websites</p> <p>Key learning outcomes: SL –Articulate opinions R – Discuss how authors use language and</p>	<p>Contemporary Novel (9 weeks – carrying on into spring 2) 4 weeks of work – Carrying on with the same text as above.</p> <p>Purpose: to narrate Audience: Nick Impact: to entertain and to inform the audience as to how Frank is feeling. Form: two illustrated chapters of story. Formality: N/A</p>			

	<p>consider the impact on the reader W (C) – Plan, draft and write a persuasive piece W (SPAG) – use punctuation for parenthesis</p>	<p>Main Text: <i>‘A song from somewhere else’</i> (A.F.Harold)</p> <p>Additional texts/story time:</p> <ul style="list-style-type: none">- <i>‘Things you find in a poet’s beard’</i> (A.F.Harold)- <i>‘The imaginary’</i> (A.F.Harold) <p>Key learning outcomes: SL – Consider and evaluate different viewpoints. R – Making comparisons with and across books. W (T) – N/A</p> <p>W (SPAG) – use speech marks to show that speech is present. This should be to a high standard of capital letters at the beginning of speech, punctuation before closing inverted commas etc. W (C) – plan, draft and edit a piece of work. Editing afterwards should ensure that correct tenses are used throughout.</p>			
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YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Traditional Stories (3 Weeks) Purpose: To narrate Audience: School Impact: To entertain Formality: Formal</p> <p>Main texts: <i>The Orchard Book of Greek Myths – Geraldine McCaughrean</i></p> <p>Additional text/stories time: N/A</p> <p>Key learning outcomes: SL – Articulate and justify answers, arguments and opinions. R – Identify the conventions in and across a wide range of writing W (SPAG) – Use relative clauses to describe characters and add detail W (C) – Write in the style of a Greek myth</p>	<p>Contemporary Novel (3 weeks – see Autumn 1 Continued)</p>	<p>Contemporary Novel (10 weeks) Purpose: A persuasive letter Audience: The Prime Minister Impact: To persuade Formality: Formal</p> <p>Main texts: <i>The Last Wild by Piers Torday</i></p> <p>Additional text/stories time: <i>Varmints by Helen Ward</i> <i>The Great Kapok Tree by Lynne Cherry</i> <i>Greenling by Levi Pinfold</i></p> <p>Key learning outcomes: SL – Consider and evaluate different viewpoints, building on the contributions of others R – Discuss words and phrases that capture interest W (SPAG) – Use of structures appropriate for formal writing W (C) – Write by selecting appropriate grammar and vocabulary</p>	<p>Contemporary Poetry (2-3weeks) Purpose: To narrate, describe and emote Audience: Year 5 Impact: To Perform and inform Formality: Informal</p> <p>Main texts: <i>Overheard in a Tower Block by Joseph Coelho, illustrated by Kate Milner</i></p> <p>Additional text/stories time: <i>Moon Juice by Kate Wakeling</i> <i>Dancing in the Rain by John Lyons</i> <i>Cosmic Disco by Grace Nichols</i> <i>Michael Rosen’s Big Book of Bad Things by Michael Rosen</i> <i>Poetry Pie by Roger McGough</i> <i>The Language of Cat by Rachel Rooney</i></p> <p>Key learning outcomes: SL – To know how to listen and respond to a wide range of poems</p>	<p>Units to be planned by teachers that incorporate gaps in knowledge and skills. By the end of the year children will be encouraged to choose the purpose, form and/or context/theme of their writing to encourage independence and creativity eg narratives for a range of purposes , playscripts, poetry in a range of forms, differing forms of non-fiction texts</p>	

				<p>from a single poet collection</p> <p>R – recognise how a poet uses poetry as a voice to express their own feelings and views</p> <p>W (SPAG) – Use of the passive voice to affect the presentation of information</p> <p>W (C) – Compose poems based on personal experiences and emotions using language and form with intent to influence the reader</p>	
<p>Contemporary Novel (4 weeks – to be continued in Autumn 2)</p> <p>Purpose: To narrate</p> <p>Audience: Peers</p> <p>Impact: To emote</p> <p>Formality: Informal</p> <p>Main text: <i>Rooftoppers</i> – Katherine Rundell</p> <p>Additional texts/Story Time: N/A</p> <p>Key learning outcomes: SL – Use talk to develop understanding</p>	<p>Narrative – recount (2 weeks)</p> <p>Purpose: to narrate</p> <p>Audience: the character of Sophie</p> <p>Impact: to give an insight into the past</p> <p>Form: Short Illustrated devotion/diary entry</p> <p>Formality: informal</p> <p>Main text: <i>Rooftoppers</i></p> <p>Addition texts/story time: https://www.youtube.com/watch?v=oY9AKkWc6SA</p> <p>-</p> <p>Key learning outcomes: SL – Give well-structured descriptions and explanations, including for expressing feelings. R – Reading books that are structured in different ways.</p>			<p>Classic play script (4 weeks)</p> <p>Purpose: To narrate, inform and emote</p> <p>Audience: Peers</p> <p>Impact: To perform and entertain</p> <p>Formality: Formal playscript</p> <p>Main texts: <i>MacBeth</i> by William Shakespeare</p> <p>Additional text/stories time: <i>Other playscripts (including play for end of year performance)</i></p> <p>Key learning outcomes:</p>	:

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<p>through imagining and exploring ideas R – Infer characters' thoughts and feelings W (SPAG) – Use a range of punctuation for parenthesis, to add detail and interest. W (C) – Write a letter from a character's viewpoint.</p>	<p>W (C) – Plan and write a diary entry. W (SPAG) – Use semi-colons to link/join two sentences together.</p>			<p>SL – use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas R – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; W (SPAG) – Use of subjunctive form in formal writing and speech W (C) – integrate dialogue to convey character and advance the action</p>	
	<p>Poetry – Ancient Greek (2 weeks) Purpose: to narrate Audience: Year 4 Impact: to entertain Form: Short Illustrated Story Formality: N/A Main text: <i>Extracts from Greek poetry</i> Addition texts/story time: <i>Greek Myths</i> <i>Greek non-fiction books</i> Key learning outcomes: SL – Learn poem by heart</p>				

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	<p>R – Discuss themes and conventions of classic texts W (C) – Write a response to literature, selecting the appropriate grammar and vocabulary W (SPAG) –</p>				
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