



Through God's love, we learn, aspire and achieve; we flourish.

Let us love one another, because love comes
from God and knows God **1 John 4:7**

Your heart will become wise. Your mind will delight in knowledge
Proverbs 2:10

I have come so they may have life and have it
to the full **John 10:1**

Trust Compassion Respect Wisdom Perseverance Service

Christ Church CE Primary School English Curriculum Map

EYFS English Curriculum Map

In EYFS, communication and language underpin all learning. Children develop their spoken language through rich opportunities for conversation, storytelling, songs, rhymes, poetry and purposeful interaction, with adults modelling and extending language and deliberately developing vocabulary. A love of reading is nurtured through daily high-quality stories, non-fiction, poetry and rhyme, alongside regular access to books and a wide range of reading experiences. High-quality texts are selected from a broad range of genres and authors, reflecting and celebrating our diverse school community. While core texts provide important shared experiences, text choices remain responsive and may change in response to children's interests, experiences and emerging learning, reflecting our organic approach to the curriculum. In Reception, systematic synthetic phonics is taught through Little Wandle Letters and Sounds Revised, with carefully matched reading practice to develop accuracy, fluency, confidence and comprehension. Writing is developed through meaningful opportunities across the curriculum alongside explicit teaching of phonics, spelling, handwriting and composition, enabling children to build the knowledge, skills and confidence needed to become successful readers and writers.

Core Texts within EYFS may include, but is not limited to:

Emotions and relationships	Festivals and Religions	Traditional Tales	Community/People Who Help Us	Growing and Changing	The World
<i>The Colour Monster</i> <i>Owl Babies</i> <i>The Family Book</i> <i>Super Duper You</i> <i>All Are Welcome</i> <i>Smartest Giant in Town</i> <i>So Much!</i> <i>Sharing a Shell</i>	<i>The Jolly Christmas Postman</i> <i>The Christmas Story</i> <i>Rama and Sita</i> <i>The Nativity Story</i> <i>Festival and celebration non-fiction texts (to reflect community)</i>	<i>Enormous Turnip</i> <i>The Three Little Pigs</i> <i>Goldilocks and the Three Bears</i> <i>Jack and the Beanstalk</i> <i>The Gingerbread Man</i>	<i>Dear Zoo</i> <i>Zog and the Flying Doctors</i> <i>Real Superheroes</i> <i>A Superhero Like You</i> - Non-fiction books about community roles	<i>The Tiny Seed</i> <i>The Very Hungry Caterpillar</i> <i>Mad About Minibeasts</i> <i>Jasper's Beanstalk</i>	<i>We're Going on a Bear Hunt</i> <i>The Snail and the Whale</i> <i>What the Ladybird Heard</i> <i>The Journey</i> <i>Handa's Surprise</i>

Year 1 English Curriculum Map

Autumn 1

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Traditional Tales – Sequencing and Retelling Genre: Narrative – Traditional Tale	<i>The Three Billy Goats Gruff by Mac Barnett</i>	• Retell familiar stories confidently • Recognise repeated phrases • Predict what may happen next • Discuss characters and events • Develop vocabulary from texts	Retell a traditional tale independently	• Say sentences orally before writing • Sequence sentences to form a narrative • Use capital letters and full stops • Join words and clauses using and • Use simple description of characters and settings	• Retell a familiar story orally in sequence using clear sentences. • Listen and respond appropriately to others' retellings. • Take part in simple role play, recognising when it is their turn to speak.
Unit 2: Information Texts – Animals Genre: Non-fiction – Information Text	Daisy & Jack's Perfect Pond	• Retrieve information from texts • Explain unfamiliar vocabulary • Identify key facts • Discuss how information texts are organised	Create an animal fact file	• Write factual sentences • Use labels and captions • Use simple organisational features • Apply phonics knowledge when spelling unfamiliar words • Use capital letters for names	• Ask and answer simple questions linked to the topic. • Use appropriate vocabulary to describe animals and their environments. • Follow a short sequence of instructions during information-gathering activities.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 3: Poetry – Pattern and Performance Genre: Poetry	Smile Out Loud – Joseph Coelho	• Recognise rhyme and repetition • Join in with predictable language • Discuss favourite words and phrases • Perform poems using expression	Write and perform a patterned poem	• Experiment with word choice • Use repeated patterns • Spell taught phonemes accurately • Read aloud clearly with appropriate expression	• Rehearse and perform a familiar poem clearly. • Speak confidently to a group or class audience. • Listen appropriately while others perform.
Unit 4: Character and Setting Description Genre: Descriptive Writing	<i>The Proudest Blue</i> – Ibtihaj Muhammad & S. K. Ali	• Discuss characters' feelings • Make predictions • Explain events using evidence from pictures/text • Discuss new vocabulary	Write a character and setting description	• Use adjectives to describe • Create simple expanded noun phrases • Use accurate sentence punctuation • Use suffixes -er, -est, -ing, -ed where appropriate	• Describe characters, settings and feelings orally using complete sentences. • Suggest alternative vocabulary choices when describing. • Listen to and value different interpretations from others.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 5: Instructions – How To Texts Genre: Instructions	<i>How to Grow a Dinosaur – Caryl Hart</i>	• Identify purpose of texts • Recognise sequencing language • Retrieve information • Discuss vocabulary choices	Write instructions for a practical activity	• Use imperative verbs • Sequence ideas clearly • Use numbers/bullet points • Use capital letters and full stops accurately • Re-read and edit writing	• Follow oral instructions containing more than one point. • Give clear spoken instructions in a logical order. • Ask relevant questions when clarification is needed.
Unit 6: Fairy Tales – Innovation Narrative - Fairy Tale	<i>Goldy Luck and the Three Pandas – Natasha Yim</i>	• Compare familiar tales • Identify repeated patterns • Predict outcomes • Retell orally	Innovate a traditional tale	• Create a simple plot • Sequence events • Use story language • Use conjunction and to extend sentences • Use past tense consistently	• Retell a familiar tale confidently. • Role-play characters from a known story. • Listen and take turns when developing shared story ideas.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 7: Recounts – Real Experiences Genre: Recount	Coming to England – Floella Benjamin	• Discuss sequence of events • Identify key information • Answer questions about a text • Recognise past tense language	Write a recount of an experience	• Write sentences in chronological order • Use past tense verbs • Use time words (first, next, then, finally) • Apply suffixes -ed accurately	• Organise thoughts into sentences before speaking. • Recount a familiar experience orally in sequence. • Answer questions about their experience.
Unit 8: Non-fiction Explanation – Living Things Genre: Explanation	The Book of Brilliant Bugs – Jess French	• Retrieve facts • Discuss technical vocabulary • Explain information clearly	Write an explanation page	• Use topic vocabulary • Write clear factual sentences • Use conjunctions to add information • Organise writing using headings	• Explain simple information clearly to another person. • Use topic-specific vocabulary when describing the immediate world. • Listen and respond appropriately to questions.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Adventure Stories Genre: Narrative Adventure	<i>Nimesh the Adventurer – Ranjit Singh</i>	• Predict events • Discuss characters' actions • Identify exciting vocabulary • Make simple inferences	Write an adventure story	• Create setting and characters • Sequence events • Use descriptive vocabulary • Use varied sentence openings • Apply prefix un-	• Orally rehearse and retell an adventure sequence. • Ask and answer questions about characters and events. • Speak clearly when sharing ideas with a group.
Unit 10: Letters and Messages Genre: Letter Writing	Meerkat Mail – Emily Gravett	• Identify purpose and audience • Discuss how authors write for different reasons • Identify features of letters	Write a letter from a character	• Understand audience • Use appropriate greetings/sign offs • Write in first person • Use questions and exclamations appropriately	• Speak in role as a character to communicate a simple message. • Ask and answer questions in character. • Recognise that others may respond differently and value their ideas.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Classic Text Study Genre: Narrative	<i>The Enchanted Wood</i>	• Listen to and discuss longer texts • Predict events • Discuss characters and settings • Develop vocabulary	Write a narrative response	• Write a sequence of connected sentences • Use description effectively • Maintain tense • Edit writing with teacher support	• Listen attentively to a longer story and respond appropriately. • Retell key events orally. • Take part in role play based on characters and events.
Unit 12: Independent Writing Project Genre: Choice	How to Write a Story – Kate Messner	• Recommend books • Discuss favourite authors • Apply reading strategies independently	Create a published piece combining writing skills	• Plan ideas orally • Compose sentences independently • Re-read and improve writing • Read aloud clearly	• Talk through ideas in complete sentences before writing. • Present completed work clearly to peers. • Listen and respond appropriately when others share their work.

Year 2 English Curriculum Map

Autumn 1

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Traditional Tales – Comparing and Innovating Genre: Narrative - Traditional Tale	<i>The Paper Bag Princess / Little Red Riding Hood /</i> traditional tales	• Retell familiar stories • Discuss similarities and differences between tales • Identify recurring literary language • Predict events based on what has been read • Explain characters' actions	Write an innovated traditional tale	• Plan and sequence ideas • Write narratives with a clear beginning, middle and end • Use expanded noun phrases • Use past tense consistently • Use conjunctions (and, but, so, because)	• Discuss similarities and differences, listening and responding to others. • Explain an opinion using a clear sentence and begin to give a reason. • Rehearse and retell an innovated story aloud.
Unit 2: Recounts – Real Events Genre: Recount	Historical event / school experience	• Identify sequence of events • Retrieve key details • Discuss how information is organised	Write a chronological recount	• Write in chronological order • Use past tense accurately • Use time adverbials • Use first person appropriately • Edit and improve writing	• Verbally recount an experience with interesting details. • Talk about personal experiences clearly and confidently. • Listen carefully and respond appropriately to others' recounts.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 3: Poetry – Exploring Language and Pattern Genre: Poetry	<i>The Owl and the Pussycat</i> / Michael Rosen poetry	• Recognise patterns and repeated language • Discuss favourite words and phrases • Perform poetry with expression • Explain how vocabulary creates effect	Write and perform own poem	• Experiment with rhyme and rhythm • Select ambitious vocabulary • Use adjectives and expanded noun phrases • Read aloud using intonation	• Practise and rehearse poetry before performing aloud. • Speak confidently to peers using appropriate expression. • Suggest vocabulary appropriate to the poem or topic.
Unit 4: Persuasive Writing – Making Choices Genre: Persuasion	Persuasive adverts and posters	• Identify persuasive features • Discuss how words influence readers • Distinguish fact and opinion at a simple level	Create a persuasive poster/letter	• Use persuasive vocabulary • Write for a clear audience • Use commands and questions • Use adjectives effectively	• Give an opinion with a supporting reason. • Listen to and respond appropriately to different opinions. • Give enough spoken detail to maintain listeners' interest.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 5: Adventure Stories – Developing Plot Genre: Narrative - Adventure	<i>The Owl Who Was Afraid of the Dark</i> / adventure stories	• Identify key events • Explain characters' motivations • Make predictions • Discuss vocabulary choices	Write an adventure story	• Develop a simple plot • Create atmosphere • Use expanded noun phrases • Use conjunctions to extend sentences • Use progressive forms (was walking, were running)	• Offer ideas based on what has been heard or read. • Explain predictions and character choices, giving reasons when prompted. • Rehearse sections of narrative aloud with expression.
Unit 6: Letters – Writing for an Audience Genre: Letter Writing	<i>The Jolly Postman</i> / letters from characters	• Identify purpose and audience • Discuss how authors adapt language • Infer feelings from writing	Write a letter from a character	• Write in role • Use first person • Include questions and statements • Use appropriate tone • Use apostrophes for contractions	• Speak in role and adapt language according to character and situation. • Begin to recognise differences between formal and informal talk. • Ask relevant questions and respond to answers.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 7: Information Texts – Animals and Habitats Genre: Non-fiction Information Report	Non-fiction texts linked to Science	• Retrieve information confidently • Discuss meanings of new vocabulary • Identify how information texts are organised • Compare different non-fiction texts	Write an animal report	• Use headings and subheadings • Organise information into sections • Use technical vocabulary • Write factual sentences • Use commas in lists	• Use subject-specific vocabulary to explain and describe. • Ask relevant questions to clarify information. • Present information clearly to a small group.
Unit 8: Instructions – Clear and Precise Writing Genre: Instructions	<i>George's Marvellous Medicine</i> / instructional texts	• Identify purpose and audience • Recognise organisational features • Discuss sequencing language • Follow written instructions	Write a set of instructions	• Use imperative verbs • Use adverbs to add detail • Organise ideas clearly • Use commas in lists • Proof-read for accuracy	• Attempt to follow multi-step instructions before seeking help. • Ask for clarification when a message is unclear. • Give clear oral instructions using grammatically correct sentences.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Character and Setting – Fantasy Worlds Genre: Narrative - Fantasy	<i>The Enormous Crocodile / The Hodgeheg</i>	• Make predictions using clues • Infer characters' feelings • Discuss how authors create excitement • Explain unfamiliar vocabulary	Write a fantasy story	• Create characters and settings • Use descriptive language • Use different sentence forms • Use adjectives and adverbs • Apply suffixes -ful, -less, -ness, -ly	• Take on a character role and discuss the character's feelings. • Answer questions using clear sentences and give simple reasons. • Explore how characters might speak differently in different situations.
Unit 10: Independent Genre Project Genre: Choice of genre	Choice of class texts	• Recommend books • Discuss preferences • Apply comprehension strategies independently	Independent extended writing outcome	• Plan writing independently • Make revisions • Proof-read spelling, grammar and punctuation • Read aloud with expression	• Contribute appropriately to a sustained discussion. • Remain focused when others are speaking and recall key points. • Present completed work confidently to others.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Classic Text Study – Author Study Genre: Narrative	The Twits / similar classic text	• Listen to and discuss whole texts • Explain characters' actions • Discuss recurring language • Make predictions	Write a new chapter / character episode	• Sustain writing over several paragraphs • Develop characters • Use dialogue • Maintain tense • Improve vocabulary choices	• Rehearse and read sections of text aloud. • Take on a character role and explain feelings. • Discuss how different characters/speakers use language.
Unit 12: Explanation Texts – How Things Work Genre: Explanation	Science-linked explanation texts	• Explain vocabulary • Identify cause and effect • Recognise how explanations are structured • Retrieve information	Write an explanation	• Use subheadings • Explain processes clearly • Use conjunctions (because, when, if) • Use present tense consistently • Use technical vocabulary	• Explain a process using subject-specific vocabulary. • Organise an oral explanation clearly for the listener. • Answer questions in complete sentences.

Year 3 English Curriculum Map

Autumn 1

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Explanation Texts – History Genre: Explanation	How to Wash a Woolly Mammoth Range of non-fiction texts about woolly mammoths	• Retrieve information • Explain subject vocabulary • Recognise cause and effect • Summarise information	Write an explanation text	• Use causal conjunctions • Organise information logically • Use present tense consistently • Use diagrams and labelled features	• Give a clearly organised oral explanation. • Use precise subject-specific vocabulary. • Ask for additional information when instructions or explanations are unclear.
Unit 2: Information Reports – Stone Age Genre: Non-fiction - Report	Non-fiction texts linked to History	• Retrieve and record information • Identify organisational features • Explain technical vocabulary • Compare information across texts	Write a non-chronological report	• Organise into paragraphs • Use headings and subheadings • Use technical vocabulary • Build noun phrases • Introduce present perfect where appropriate	• Follow unfamiliar research instructions and seek specific clarification when needed. • Present information using topic-specific vocabulary. • Organise spoken information for a clear purpose.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 3: Newspaper Reports Genre: Journalism	The Iron Man Newspaper reports linked to familiar stories	• Explore vocabulary and language choices • Make predictions and justify ideas • Summarise and retrieve key facts • Distinguish fact from opinion (introductory) • Discuss structure and organisation • Identify journalistic language	Write a newspaper report	• Organise information logically • Use paragraphs • Write in past tense • Include direct speech • Build formal vocabulary	• Generate interview questions linked to information heard or presented. • Speak appropriately for the purpose and audience of a news report. • Support answers with simple justification.
Unit 4: Poetry – Imagery and Performance Genre: Poetry	Range of poems by: • Joseph Coelho • Grace Nichols • Valerie Bloom • Imtiaz Dharker • Moniza Alvi	• Discuss language choices • Explore imagery • Explain vocabulary • Perform poems using expression	Write and perform descriptive poetry	• Build rich vocabulary • Experiment with similes • Develop imagery • Write with expression and control	• Rehearse and perform poetry, responding to feedback. • Select powerful vocabulary from reading for use in spoken responses. • Speak confidently to different-sized audiences.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 5: Persuasive Writing Genre: Persuasion	Charlie and the Chocolate Factory Letters, adverts and persuasive texts	• Identify persuasive language • Discuss author's purpose • Compare viewpoints • Retrieve evidence	Write a persuasive letter Create an advert	• Use persuasive vocabulary • Give reasons with evidence • Organise ideas into paragraphs • Build cohesion using conjunctions	• Speak clearly and confidently, using appropriate volume, pace, intonation and expression. • Choose and use persuasive language. • Listen and respond appropriately to others, building on ideas and giving constructive feedback.
Unit 6: Playscripts Genre: Playscript	Charlie and the Chocolate Factory adapted play script	• Read aloud with intonation • Explore dialogue • Understand stage directions • Infer character emotions	Write and perform a play script for an additional scene	• Write dialogue accurately • Use stage directions • Punctuate speech correctly • Read aloud confidently	• Perform in role using appropriate character language. • Rehearse and improve performance in response to feedback. • Speak confidently to an audience.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 7: Traditional Tales from Around the World Genre: Narrative	Collection of traditional tales	• Compare stories from different cultures • Explain themes and morals • Discuss recurring literary language • Infer characters' motivations	Write an adapted traditional tale	• Create setting and character • Organise into paragraphs • Use dialogue accurately • Build varied sentence structures	• Discuss situations and cultures beyond personal experience. • Listen to and take account of different viewpoints. • Retell a traditional tale with engaging detail.
Unit 8: Author Study Genre: Narrative / Diary	Charlotte's Web	• Discuss vocabulary choices • Explain characters' actions • Infer feelings using evidence • Retrieve information confidently	Character diary or additional chapter	• Write in first person • Develop character voice • Build cohesive paragraphs • Edit and improve writing	• Discuss vocabulary choices and use powerful language from the text in talk. • Ask questions that build on what has been said. • Justify interpretations of characters and events.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Historical Fiction Genre: Narrative - Historical	Time Travellers: Adventure Calling Marcy and the Riddle of the Sphinx Non-fiction texts linked to Ancient Egypt	• Infer feelings and motives • Discuss author's language choices • Explain historical vocabulary • Predict outcomes	Write historical fiction	• Build historical setting • Use dialogue • Punctuate speech correctly • Paragraphs around events • Rich vocabulary choices	• Discuss an unfamiliar historical context using appropriate vocabulary. • Role-play a historical character and communicate emotions. • Support responses about characters with reasons.
Unit 10: Adventure Stories Genre: Narrative - Adventure	Time Travellers: Adventure Calling The Journey The Secret of Black Rock	• Infer characters' thoughts and feelings • Explain vocabulary in context • Discuss author's language choices • Predict outcomes using evidence	Write an adventure narrative	• Create atmosphere • Develop plot across paragraphs • Introduce direct speech • Punctuate speech correctly • Use indirect speech • Use adverbs and prepositions to show time and place	• Role-play characters, using words and phrases that convey emotion. • Justify interpretations of characters using reasons. • Orally narrate events with detail to engage listeners.

Unit	Core Text / Stimulus	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Traditional Tales and Legends Genre: Narrative - Myth	Lady Godiver Dick Wittington Robin Hood	• Read with increasing fluency • Explore characters' motives • Explain ambitious vocabulary • Predict events using evidence • Discuss themes and morals	Write an original legend	• Plan using story structure • Introduce paragraphs • Develop setting and characters • Use conjunctions expressing time and cause • Build vocabulary choices	• Retell a legend orally with additional detail to engage listeners. • Ask relevant questions and begin to justify answers. • Listen and respond to alternative interpretations. • Debate – was Robin Hood good or bad?
Unit 12: Independent Writing Project Genre: Independent Composition	Choice of curriculum-linked stimulus	• Apply inference, retrieval and vocabulary skills independently • Recommend favourite texts • Discuss reading preferences	Extended independent piece in chosen genre	• Plan independently • Draft, revise and edit • Sustain writing over several paragraphs • Perform writing aloud with expression	• Present ideas clearly for a defined purpose and audience. • Listen and respond appropriately to peer presentations. • Participate in discussion while taking account of other viewpoints.

Year 4 English Curriculum Map

Autumn 1

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Non-Chronological Reports Genre: Non-fiction	History / Geography linked non-fiction	• Retrieve information from multiple paragraphs • Summarise key ideas • Compare information across texts • Discuss text organisation	Information report	• Paragraphs around themes • Headings and subheadings • Technical vocabulary • Pronouns for cohesion	• Follow complex, multi-step research instructions independently. • Give a well-organised factual presentation using appropriate vocabulary. • Ask relevant questions following another person's presentation.
Unit 2: Narrative Poetry Genre: Poetry	Poetry of Mythical Creatures	• Analyse imagery • Discuss figurative language • Perform poetry using expression • Explain vocabulary choices	Narrative poem	• Rich vocabulary • Expanded noun phrases • Figurative language • Performance skills	• Use intonation when reading aloud to emphasise punctuation and meaning. • Rehearse and improve a performance following feedback. • Incorporate powerful vocabulary from poetry into spoken responses.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 3: Myths and Legends Genre: Narrative - Myth	Greek Myths	• Read with increasing fluency • Explore characters' motives • Explain ambitious vocabulary • Predict events using evidence • Discuss themes and morals	Write an original myth	• Plan using story structure • Introduce paragraphs • Develop setting and characters • Use conjunctions expressing time and cause • Build vocabulary choices	• Retell a myth orally with additional detail to engage listeners. • Ask relevant questions and begin to justify answers. • Listen and respond to alternative interpretations.
Unit 4: Historical Fiction Genre: Narrative	The Firework-Maker's Daughter	• Infer characters' motives using evidence • Discuss vocabulary in context • Explore themes and character development • Explain author's language choices	Historical adventure narrative	• Develop character and setting • Organise into cohesive paragraphs • Extend noun phrases • Fronted adverbials with commas • Dialogue to develop character	• Give justified responses about characters and motives. • Speak in role, maintaining character during focused discussion. • Use increasingly precise descriptive vocabulary in speech.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 5: Newspaper Reports Genre: Journalism	News reports linked to class novel - King Alfred the Great	• Distinguish fact from opinion • Summarise events • Compare reports • Retrieve evidence	Newspaper article	• Formal tone • Reported and direct speech • Organised paragraphs • Fronted adverbials	• Generate relevant questions for interviews. • Adapt language appropriately between formal reporting and informal interview contexts. • Respond to questions with justified answers.
Unit 6: Playscripts Genre: Drama	Based on Anglo Saxon life	• Read aloud using expression • Explore dialogue and stage directions • Infer character emotions	Playscript	• Accurate speech punctuation • Stage directions • Character voice • Performance	• Perform in role confidently and sustain character. • Use intonation to communicate meaning. • Rehearse and respond constructively to performance feedback.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 7: Mystery Stories Genre: Narrative	Varjak Paw	• Draw inferences using evidence • Analyse suspense • Identify author's language choices • Predict outcomes	Suspense narrative	• Build atmosphere • Control pace • Vary sentence openings • Dialogue and action balance	• Justify predictions and inferences using evidence. • Adapt ideas when new information becomes available. • Give an engaging oral retelling using specific detail.
Unit 8: Persuasive Writing Genre: Persuasion	Advertisements, letters and speeches	• Identify persuasive techniques • Compare viewpoints • Evaluate effectiveness of language • Discuss audience and purpose	Persuasive letter	• Paragraph structure • Evidence to support opinions • Formal vocabulary • Expanded noun phrases	• Debate an issue and make opinions clear. • Ask others for additional information or viewpoints. • Challenge an opinion respectfully and adapt ideas in response to new information.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Explanation Texts Genre: Explanation	Science texts - States of Matter	• Identify cause and effect • Explain technical vocabulary • Analyse organisation and presentation • Summarise information	Scientific explanation	• Causal conjunctions • Paragraph cohesion • Technical vocabulary • Organisational devices	• Follow complex instructions accurately. • Give a clear, detailed oral explanation using technical vocabulary. • Respond to questions and adapt an explanation when necessary.
Unit 10: Biography Genre: Biography	Biography linked to curriculum figure	• Retrieve information from several sources • Summarise key ideas • Discuss chronology	Biography	• Chronological organisation • Formal language • Paragraph cohesion • Relative clauses (where appropriate as introduction)	• Give a clear, appropriately formal presentation. • Generate relevant questions for a speaker. • Adapt spoken ideas in response to new information.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Author Study Genre: Narrative	The Explorer (extracts or whole class text where appropriate)	• Analyse author's language • Compare characters • Summarise chapters • Justify inferences with evidence	Survival narrative	• Character development • Setting description • Cohesion across paragraphs • Editing for vocabulary and grammar	• Justify interpretations with evidence during discussion. • Build powerful vocabulary from the text into spoken responses. • Respectfully question or challenge other interpretations.
Unit 12: Independent Writing Project Genre: Choice	Choice linked to curriculum	• Apply all reading skills independently • Compare texts • Recommend books • Summarise ideas	Extended independent composition	• Plan, draft, edit and publish independently • Sustain writing over multiple paragraphs • Demonstrate full Year 4 grammar expectations	• Present work confidently using language appropriate to purpose and audience. • Participate meaningfully in peer discussion. • Give and respond to constructive feedback.

Year 5 English Curriculum Map

Autumn 1

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Persuasive Speeches Genre: Persuasion	Matilda	• Evaluate persuasive techniques • Compare arguments • Identify audience and purpose • Analyse vocabulary choices	Persuasive speech	• Formal persuasive language • Modal verbs • Rhetorical questions • Cohesive devices	• Articulate and justify an argument confidently. • Communicate effectively to a defined audience. • Use peer and teacher feedback to refine spoken performance.
Unit 2: Biography and Memoir Genre: Biography	Boy	• Retrieve information from several sources • Summarise information • Compare accounts • Evaluate reliability	Biography	• Formal tone • Chronological structure • Parenthesis • Relative clauses	• Give a well-structured presentation for a defined audience. • Listen and make timely contributions or questions. • Use formal spoken language appropriately.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 3: Narrative Poetry Genre: Poetry	Bluebottle	• Explore figurative language • Analyse imagery and symbolism • Discuss rhythm and mood • Compare poetic language	Narrative poem	• Metaphor and simile • Rich vocabulary choices • Precise verb selection • Performance and oral interpretation	• Perform with controlled intonation and expression. • Use feedback to improve performance. • Use vocabulary, gesture and movement deliberately to communicate meaning.
Unit 4: Adventure Narrative Genre: Narrative	The Explorer	• Analyse how authors build tension • Infer changing relationships • Explain authorial choices • Compare chapters	Adventure narrative	• Develop atmosphere • Flashback (where appropriate) • Dialogue to advance action • Paragraph cohesion	• Use spoken language to speculate, imagine and explore possibilities. • Sustain character during role-play using voice, gesture and movement. • Narrate effectively to engage listeners.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcome
Unit 5: Journalistic Writing Genre: Journalism	Who Let the Gods Out?	• Compare newspaper articles • Analyse headlines and language • Retrieve evidence • Explain audience and purpose	Newspaper report	• Formal journalistic style • Reported and direct speech • Cohesion across paragraphs • Parenthesis	• Ask questions that deepen an interview or conversation. • Give detailed, justified answers. • Adapt register appropriately between interview and formal report.
Unit 6: Formal Reports Genre: Non-fiction	Who Let the Gods Out?	• Retrieve information from multiple sources • Summarise information • Evaluate presentation features • Distinguish fact from opinion	Formal information report	• Organise information logically • Formal language • Technical vocabulary • Parenthesis using brackets, commas and dashes	• Follow complex multi-step research instructions independently. • Give a well-structured formal presentation using precise vocabulary. • Ask questions that deepen understanding.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 7: Historical Fiction Genre: Narrative	Shackleton's Journey	• Infer characters' feelings and motivations using evidence • Analyse vocabulary and atmosphere • Discuss historical context • Compare characters' viewpoints	Historical narrative	• Develop atmosphere • Integrate dialogue • Relative clauses • Expanded noun phrases • Cohesion within paragraphs	• Sustain discussion about character and historical context, responding to others' ideas. • Justify interpretations with detailed reasons. • Narrate scenes with intonation and expression.
Unit 8: Balanced Arguments Genre: Discussion	The Boy at the Back of the Class	• Compare viewpoints • Distinguish fact from opinion • Evaluate evidence • Summarise arguments	Balanced argument	• Formal register • Modal verbs • Linking adverbials • Organise opposing viewpoints clearly	• Establish and follow agreed rules for effective discussion. • Sustain a debate, challenging ideas appropriately and justifying opinions. • Explain when and why an opinion has changed.

Summer 1

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Science Explanation	Hidden Figures	• Analyse technical language • Summarise processes • Retrieve precise information • Explain author's organisation	Explanation text	• Precise vocabulary • Organisational devices • Relative clauses • Formal style	• Give a well-structured explanation using precise subject vocabulary. • Hypothesise and speculate to develop understanding. • Respond confidently to follow-up questions.
Unit 10: Classic Literature Study	The Lion, the Witch and the Wardrobe	• Compare characters • Analyse figurative language • Infer motives • Recommend the text to others	Additional chapter or alternative viewpoint	• Characterisation • Atmosphere • Dialogue • Cohesive paragraphs	• Participate in sustained literary discussion. • Maintain character through vocabulary, gesture and movement. • Justify interpretations of motives and themes.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Author Study Genre: Narrative	The Nowhere Emporium	• Compare themes across texts • Analyse figurative language • Infer characters' development • Discuss authorial style	Fantasy narrative	• Rich description • Symbolism and atmosphere • Controlled dialogue • Cohesion across paragraphs	• Sustain discussion about themes and authorial choices. • Ask questions, make suggestions and challenge interpretations. • Refer back to earlier ideas when views change.
Unit 12: Independent Writing Project Genre: Choice	Choice of curriculum-linked stimulus	• Apply all Year 5 reading skills independently • Recommend books and justify choices • Compare texts	Extended independent composition	• Independent planning • Sustained writing • Drafting, editing and publishing • Demonstrate all Year 5 writing expectations	• Collaborate effectively, listening to and adapting others' ideas. • Follow a complex sequence of planning instructions. • Present independently to different audiences and respond to questions.

Year 6 English Curriculum Map

Autumn 1

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 1: Setting Description Genre: Narrative	Whitby Abbey - Literacy Shed	N/A	Setting description	- Expanded noun phrases - Conjunctions - Ready to Write	- Give an engaging oral description using adventurous, precise vocabulary. - Speak audibly and fluently using Standard English. - Act on constructive feedback about listening and speaking.
Unit 2: Formal Report Genre: Non-fiction	Curriculum-linked non-fiction Holes by Louis Sachar	- Summarise information from multiple sources - Evaluate reliability - Compare viewpoints - Distinguish fact, opinion and bias	Formal report/ non-chronological report	- Formal register - Passive voice - Organisational devices - Technical vocabulary	- Ask relevant research questions to extend knowledge. - Present information using an appropriately formal register. - Respond confidently to questions and offer alternative explanations where needed.
Unit 3: Instructional Guide Genre: Non-fiction	Holes by Louis Sachar	- Summarise information from multiple sources - Evaluate reliability - Compare viewpoints - Distinguish fact, opinion and bias	Instructions	- Informal register - Imperative verbs - Commas for lists	- Follow complex multi-step instructions without repetition. - Give precise oral instructions suited to audience and purpose. - Select an appropriate register for effective communication.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 4: Balanced Arguments Genre: Discussion	Wonder	• Compare arguments • Evaluate evidence • Recognise bias and ambiguity • Summarise contrasting viewpoints	Balanced argument Should Auggie go into mainstream?	• Formal register • Modal verbs • Cohesive devices • Precise paragraphing • Distinguish fact, opinion and bias	• Maintain attention and participate actively in collaborative discussion. • Evaluate contrasting viewpoints and build on the contributions of others. • Articulate and justify arguments confidently.
Unit 5: Classic Literature Study Genre: Literary Narrative	A Christmas Carol (adapted where appropriate)	• Analyse themes • Compare characters • Evaluate author's language and structure • Recommend texts with justification	Character viewpoint/ Narrative poem	• Characterisation • Cohesion across paragraphs • Formal and informal language choices • Poetry devices	• Discuss abstract themes using a broad and ambitious vocabulary. • Perform or improvise in role using an appropriate register. • Justify interpretations confidently.

Spring 1

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 6: Historical Fiction Genre: Narrative	When the Sky Falls	• Analyse character development • Explore historical context • Evaluate vocabulary choices • Infer motives using evidence	Historical narrative	• Atmosphere and tension • Passive voice • Expanded noun phrases • Relative clauses • Cohesion across paragraphs	• Give well-structured narrative retellings using expressive language. • Ask and answer questions that extend understanding. • Explore characters' decisions through sustained role play.
Genre: Persuasion	When the Sky Falls/ WW2/ Famous speeches and campaigns	• Evaluate persuasive techniques • Compare rhetorical devices • Analyse audience and purpose	Persuasive speech	• Formal spoken register • Rhetorical questions • Repetition for effect • Modal verbs • Performance skills	• Communicate confidently to a defined audience. • Articulate and justify an argument with authority. • Gain, maintain and monitor listeners' interest through voice, vocabulary and rhetorical choices.

Unit 7: Journalistic Writing	News reports linked to class novel - When the Sky Falls	• Compare journalistic styles • Analyse headlines and language • Distinguish fact and opinion • Evaluate reliability	Newspaper report	• Formal style • Reported and direct speech • Passive voice • Cohesion across paragraphs	• Conduct interviews using relevant follow-up questions. • Listen actively and build on responses. • Adapt spoken register appropriately to different audiences and contexts.
Unit 8: Play Script	Macbeth	• Analyse narrative structure • Evaluate author's language • Infer emotional change • Compare scenes	Re-write a scene/monologue Persuasive monologue	• Use Shakespearean language • Convey emotion in writing • Atmosphere	• Participate confidently in performance, role play and improvisation. • Sustain character through voice, expression and language. • Select an appropriate register and monitor audience response.

Unit	Core Text	Reading Outcomes	Writing Tasks	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 9: Suspense Narrative Genre: Narrative	Clockwork Alma (video)	- Analyse narrative structure - Evaluate author's language - Infer emotional change - Compare chapters	Suspense narrative	- Manipulate pace - Flashbacks - Dialogue for effect - Precise vocabulary choices	- Narrate suspense orally, manipulating pace, intonation and emphasis. - Use ambitious vocabulary appropriately. - Refine delivery following constructive feedback.
Unit 10: Explanation and Information Genre: Explanation	Science / Geography texts Floodland	- Retrieve and synthesise information - Compare sources - Evaluate organisation	Explanation text Dialogue in narrative	- Formal register - Passive constructions - Organisational devices - Technical vocabulary	- Give a well-structured explanation using precise technical language. - Use spoken language to speculate and hypothesise. - Offer an alternative explanation if another participant does not understand.

Unit	Core Text	Reading Outcomes	Writing Task	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 11: Memoir and Biography Genre: Biography	Significant historical figure Floodland David Attenborough	• Compare accounts • Analyse perspective • Evaluate source reliability	Biography or memoir	• Formal tone • Chronological cohesion • Parenthesis • Colon and semi-colon where appropriate	• Give a fluent, appropriately formal presentation to an audience. • Respond confidently to questions and justify answers. • Select vocabulary and register according to purpose.
Unit 12: Author Study - David Almond Genre: Narrative	Skellig	• Compare themes across novels • Analyse symbolism and ambiguity • Discuss authorial style • Recommend books with evidence	Literary narrative or reflective response/ diary entry	• Sophisticated vocabulary • Symbolism • Controlled cohesion • Editing for precision	• Discuss abstract themes and ambiguity using rich vocabulary. • Evaluate different viewpoints, building on others' interpretations. • Refer back to previous thinking and explain how or why an opinion has changed.

Unit	Core Text	Reading Outcomes	Writing Outcome	Key Writing Outcomes	Spoken Language (Oracy) Outcomes
Unit 13: Poetry - Voice and Perspective/Author Study Genre: Poetry	The Final Year/ Six Weeks	- Analyse figurative language - Compare poets' viewpoints - Discuss imagery and symbolism - Perform with expression	Contemporary poetry	- Imagery - Metaphor - Symbolism - Authorial voice	- Perform poetry confidently using voice, pace and expression. - Select adventurous vocabulary appropriate to purpose and audience. - Evaluate performances and use constructive feedback to improve.
Unit 14: Independent Writing Portfolio Genre: Independent Composition.	Choice of stimulus linked to wider curriculum	- Apply all Year 6 reading skills independently - Compare texts - Evaluate authors' choices	Published portfolio including narrative and non-fiction	- Independent planning - Drafting and refining - Sustained writing at length - Demonstrate full Year 6 expectations	- Give a well-structured presentation of ideas to an appropriate audience. - Participate confidently in collaborative conversations, initiating and responding to comments. - Demonstrate control of Standard English, vocabulary and register independently.