

English Curriculum Map						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1: Narrative The Way Back Home Skills: Verbs Adjectives Adverbs Direct speech Questions Similes Onomatopoeia	Narrative continued	Unit 2: Narrative Pinocchio Skills: Verbs Adjectives Adverbs Direct speech Questions Similes Onomatopoeia Time adverbials	Unit 3: Recount Woodland Walk Skills: Clauses 4 W's Prepositions Alliteration Time adverbials Simile Recommendations Conclusion	Unit 4: Narrative The Queens Hat Skills: Verbs Onomatopoeia Question Verb Prefix Simile Preposition	Unit 4: Narrative Wombat Goes Walkabout Skills: Verbs Adjectives Adverbs Direct speech Questions Similes Onomatopoeia Time adverbials
Year 2	Unit 1: Narrative Little Red Riding Hood Skills: verbs adjectives	Unit 2: Advert My Christmas Star Skills: alliteration simile contractions	Unit 3: Narrative The Owl Who was Afraid of the Dark Skills: verbs	Unit 4: Narrative George and the Dragon. Skills: repetition	Unit 5: Narrative Stardust. Skills: Hyphenated word exclamation	Unit 6: Non-Chronological report Big Cats Skills: titles sub-heading

	adverbs onomatopoeia direct speech similes	rhyme direct speech	questions adjectives adverbs onomatopoeia direct speech Suffixes- er, est	expanded noun phrase subordination alliteration synonyms prepositions	apostrophe comparatives adverbs rhyme	captions rhetorical questions alliteration facts subordination – 'because' onomatopoeia
Year 3	Unit 1: Narrative The Stone Age Boy Skills: Adjectives Complex sentences Adverbial Noun phrase Exclamation mark Synonyms	Unit 2: Narrative The True Story of the Three Little Pigs Skills: Adverbials Conjunction Inner thoughts Simile Adverbs Metaphor	Unit 3: Narrative The Magic Paintbrush Skills: Repetition Dialogue Alliteration Simile Adverb Noun phrase	Unit 4: Narrative The Lost Thing Skills: Time adverbial Technical words Portmanteau Onomatopoeia Fronted adverbial Prepositions	Unit 5: Narrative Journey Skills: Metaphor Pathetic Fallacy Fronted Adverbial Simile Personification Alliteration	Unit 6: Non-Fiction Holiday Brochure Skills: Rhyme Rhetorical question Imperative verb Exaggeration Personification Noun phrase
Year 4	Unit 1: Narrative Feast Skills: Adjectives	Unit 2: Informative text Invite an author Skills: conjunction adjective	Unit 3: Poetry The River Skills:	Unit 4: Narrative Charlie and the chocolate factory Skills: Repetition	Unit 5: Newspaper report The Creature Skills: headline strapline	Unit 6: Poem Still I rise Skills: Negative nouns Metaphor Simile Adverbial phrase

	Fronted adverbials Similes Repetition Alliteration Dialogue Conjunctions	alliteration similie Coordinating Conjunctions	Rhyming pattern of abcb. Personification Adjectives Conjunctions Verses Metaphor	Similes Dialogue Conjunctions Onomatopoeia Complex sentences Alliteration	Rhetorical question Negative adjectives relative clause	Synonyms
Year 5	Unit 1: Narrative Gorilla Skills: Relative Clause Repetition Noticing Feelings and Inner Thoughts Modal Verbs Simile Alliteration Adverbial Phrase Complex Sentence Adjectives Dialogue Onomatopoeia Touch Taste Smell Personification	Unit 2: Persuasive Plastic Pollution Skills: Rhetorical Question Facts Adverbials Statistics Metaphor Official View Superlative Conditional 'if' Imagining Feeling Counteract Viewpoint Acronym Alliteration Compound Words Noticing Antonyms Modal Verb Permission	Unit 3: Poetry Highwayman Skills: Adjectives Verbs Repetition Metaphor Alliteration Simile Dialogue Precise Verbs Onomatopoeia Sounds Personification Short Sentences Conjunctions Adverbs	Unit 4: Narrative The Present Skills: Sounds Colon Onomatopoeia Relative Clause Time Adverbial Dialogue Prefixes Metaphor Subordinating Conjunctions Brackets Modal Verbs Superlative Feelings Sight Simile Touch Smell Metaphor Verbs and Adverbs	Unit 5: Persuasive Screen Use Skills: Time adverbial Powerful adjective Colon Contrasting conjunction Relative clause	Unit 6: Non-Chronological report Emperor Penguins Skills: Alliteration Pun Relative clause Expanded noun phrase Superlative Rhetorical question

	Synonyms Metaphor Short Sentences	Noun Phrase Slogan		Complex Sentences Imagery		
Year 6	Unit 1: Narrative The paperman Skills: Conjunctions Complex Sentences Fronted Adverbials Short sentences Repetition Rhetorical Questions Quantities of emotions Alliteration Pathetic Fallacy Similes Expanded Noun Phrases Passive Voice Relative Clauses	Unit 2: Recount Letters from the Lighthouse Skills: Simile Metaphors Personification Onomatopoeia Pathetic Fallacy Power of three Fronted Adverbials/Adverbial Phrases Subjunctive Form Expanded Noun Phrases Complex sentences Comparative and Superlative Repetition Parenthesis Conjunctions Colon, Semi Colons and dashes.	Unit 3: Narrative Monster Calls Skills: Complex sentences Coordinating and subordinating conjunctions Ellipsis Short sentences Fronted Adverbials Rhetorical Questions Relative Clauses Personification Alliteration Simile Onomatopoeia Repetition Direct Speech Synonyms	Unit 4: Newspaper report- recount Goldilocks Skills: Complex sentences Alliteration Statements Urgent Questions Exclamations Hyperbole Passive Voice Informal and formal vocabulary. Reported Speech Power of three Semi-colon Colon Commas Subjunctive form Bullet points Parenthesis Quotes	Unit 5: Narrative Kensuke's Kingdom Skills: Repetition Preposition Adjectives Collective nouns Inner thoughts Complex sentences Modal verbs	Unit 6: Persuasive letter Letter to Mr Scrooge Skills: Complex Sentence Alliteration Repetition Adverbial Phrase Superlative Metaphor Precise Verb Simile

	Semi Colons, Colons and dashes.		Subjunctive Form Menacing Vocabulary Semi Colons, Colons and dashes.			
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<i>Experience Days</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Y1</i>	<p><i>Role play – experiencing a flight to empathise with the boy</i></p> <p><i>Science activity – to explore what the moon is like. The children made moon craters</i></p> <p><i>Role play – children</i></p>	<p><i>Art/DT – puppet making</i></p> <p><i>Role play – empathising with Pinocchio about wanting to become a real boy</i></p> <p><i>Role play – experiencing the Land of the Lost Toys</i></p>	<p><i>Pinocchio – to recap our learning, we watched clips of Pinocchio to help with our writing</i></p> <p><i>We spent time completing a hot task and publishing this</i></p>	<p><i>Outdoor activity – we went on a walk through Holland Park to spend time with nature. This will help with our recount.</i></p> <p><i>Woodland nature – we shared a selection of the natural finds from the woodland walk and made a</i></p>		

	<p>explored how the boy and the alien helped each other in the story</p> <p>Hot seat – asking the boy and the alien some questions</p>	<p>Role play – to experience a crisis at sea</p>		<p>delicious treat for the birds</p> <p>Woodland picnic – the children had a picnic with theme foods</p>		
Y2	<p>Role play lesson, conscious alley of Little Red Riding hood going through the forest.</p>	<p>Watching documentary on Barn Owls for unit on The Owl Who was Afraid of the Dark. Explored things which make us scared.</p>	<p>Cheetahs – watched David Attenborough documentary and research big cats</p>	<p>Watched the video of Fluffy Squishy Itty Bitty and made out own examples of what we imagined it to look like.</p>		
Y3	<p>Using ICT to research facts about Stone Age (to support their whole class debate)</p>	<p>Role playing the well known story The Three Little Pigs</p>	<p>Use ICT to explore landscapes in China such as, The Yellow Mountains, Precipitous</p>	<p>Using ICT to research examples of the new writing skill Portmanteau</p>	<p>Take pupils on a journey around the school grounds, the park,</p>	<p>Children to explore the model text including the meaning of the different shapes</p> <p>Pupils to have a cut up text of the</p>

			<p>Pillars, rivers, lakes, lotus ponds and bridges, snowy mountains, glacial lakes, majestic canyons, alpine lakes</p>		<p>woodland area, library, etc. Have them map out their own journey for their story for a boy or girl who is bored and finds a coloured crayon.</p>	<p>model 'Holiday Brochure' text in an envelope/polly pocket. Pupils read the sentences and decide where they belong on our non-fiction shape.</p> <p>Explore a range of persuasive leaflets/websites – holiday parks, e.g. Center Parcs and tourist guides</p>
Y4	<p>Tried a range of foods, (celery, oranges, breadsticks, biscuits and chocolate) to help us gather</p>	<p>We watched a selection of movie clips where a drastic situation took place. The children then</p>	<p>Went to Brook Green to have a nature walk. Whilst on the walk they had vocabulary sheets based on</p>	<p>Watched parts of Charlie and the chocolate factory to pull out names of chocolate bars and other candies. Then they had a</p>		

	positive and negative adjectives to use in our writing.	created their own piece of drama in small groups to show a drastic situation.	their 5 senses to fill in.	tasting session of chocolates with differing flavours and textures to build a vocabulary bank of senses.		
Y5	<p>Experience day 1: we shared our own exciting adventures and stories – adding more detail to make it sound more dramatic</p> <p>Day 2: We watched videos of gorillas in zoos and had a debate about whether they belong in zoos or not. Pupil's wrote their reasons in their books</p>	<p>Experience day 1: Watched videos surrounding plastic pollution in our oceans and explored an interactive website full of facts</p> <p>Day 2: Pupils brought in single use plastics from home and we created sculptures or art works to 'reuse' these items</p>	<p>Watched videos of what it was like to be a Highwayman in the Western Era and acted out some scenes of a fight in class</p>	<p>Day 1: Computer games vs playing outside – completed both activities and pupil's wrote which one they preferred</p> <p>Day 2: Maggie and Molly to come in for a lesson and pupil's to use their 5 senses to describe them</p>		

<p>Y6</p>	<p>Y6 had an experience day in Writing; where they created paper planes in pairs and took these out on the playground to test how they would fly. The children then collated a bank of vocabulary that would demonstrate how the character felt in the short film that we are focusing on.</p> 	<p>Experience Day 1: Researching about child evacuees during WW2. Pupils will research and explore the Blitz, Kindertransport, Kristallnacht.</p> <p>Experience Day 2: Pupils will explore the feelings around child evacuation through conscience alley and hot seating.</p>	<p>Children watched the film trailer to Monster calls. From this we discussed what a nightmare is and collated vocabulary for bodily reactions during and after a nightmare and feelings during a nightmare.</p> <p>Children watched an eerie film trailer called 'Francis to facilitate their scary Hot task writing.</p>	<p>Children act as journalists and some other children act as police officers and the three bears and a witness and neighbour.</p>  <p>The children acting as police read out statements and the children as journalists take notes for their newspaper report on the crime.</p> <p>They will also be collating formal vocabulary from this experience.</p>
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Subject Leadership Questions
Writing

Writing	How is your writing curriculum structured?	At St Mary's the teaching of writing is purposeful, exciting and shows clear progression for all ages in accordance with the National Curriculum. The explicit grammar, punctuation, and spelling goals necessary for each year group are clearly laid out in our curriculum maps and knowledge organisers. Teachers impart the writing skills necessary for success by giving concrete examples of good practise and having high expectations for all pupils as they meet their writing goals..
	How do you assess writing?	Writing is assessed in many ways across the school. We assess within lessons through numerous AFL strategies as well as more formally where we carry out an internal and external writing moderation against the writing criteria. Teacher track pupils' progress by inputting results into target tracker.
	How do you quality assure those judgements?	During Pupil Progress meetings, we go through the inputted data and ask challenging questions to gain insight into the teacher's judgement. We also work with colleagues both internal and external when moderating writing to quality assure our judgements. Twice we have been selected for a writing moderation by the local authority which have been successfully in affirming our judgements.
	What training have you had as a leader?	I have attended training by the local authority.
	What training/CPD have staff had?	Each year we focus on CPD to develop staff pedagogy, ensuring they have a robust understanding of the curriculum expectations. In-school and Deanery moderations also assist with this. Our English Lead carries out regular book scrutinise as well as team teaching to ensure standards are high. Book looks demonstrate a consistent use of cursive handwriting throughout the school. Our Year 6 teacher and middle lead has attended training by the local authority, from this she introduced the acronym PAT – purpose, audience and text types to support children's understanding of writing genres. As well as this, staff receive CPD through our mentoring and coaching system called Sponge and Spark, good practice is shared and weaknesses are addressed as a part of this.

	How do you monitor children's progress in writing?	Through target tracker, book scrutinise, learning walks, pupil voice, publishing books, pupil progress meetings
	How do you monitor the quality of teaching?	Through learning walks, pupil voice and book scrutinise.
	How is vocabulary explicitly sequenced throughout the curriculum?	In order to build the vocabulary of the children at St Mary's, we follow a scheme called Mrs Wordsmith. Each week, all year groups are introduced to a selection of new words in a fun and engaging way. The pupil's explore synonyms and word pairs for the new word they have learnt and then practise using it within a context. Interactive teaching strategies like drama, debating, and the spoken language are used to engage all pupils in order to raise the standards in writing across the school.
	How do children transition between key stages as writers?	Phonics is primarily used as the building blocks for spelling in our EYFS. This practice is built on further up the school as children explore more complex letter patterns. From Year 1 onwards, children are expected to practise spellings and letter patterns at home using the 'Look, Cover, Write, Check' method; these lists form the basis of weekly spelling tests in class. All children from Year 1 to Year 6 have access to a Spelling Frame account which allows them to practise their spellings online. The sentence stacking approach is taught from year 1 onwards and children publish 6 pieces of writing a year, these are brought up with them as they transition through the year groups to demonstrate their progress.
	What will we see in books?	Handwriting is taught to ensure the children know and can use the correct letter formations and joins. Pupils are expected to use continuous cursive script at all times and adults through marking, displays and board work model this. Pupils are encouraged to continue to improve their handwriting, working towards being awarded a pen license. Each class spends time before sentence stacking sequencing their stories using a plotting grid to help them identify highs and lows in the story and key moments. You will also see scaffolds in place to support them with forming 3 skills a day and building vocabulary.

	What will we see in lessons as we walk around?	You will see effective teaching and learning, children learning explicit writing skills through the sentence stacking approach. You will see a buzz for learning in classes, lots of stimulus, visuals, scaffolds, questioning, modelled writing.
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