



## Curriculum Map: English

Learning and achievement for all: a curriculum rich in knowledge about our world

**Intent:** Our English curriculum provides many opportunities for children to know and remember more, whilst aiming to develop greater independence, thoughtfulness and reflectiveness in reading and writing. English lessons make clear links to other areas of the curriculum. The explicit teaching of vocabulary and the use of a wide range of high quality texts enhance children's understanding of the world around them, both locally and globally. A focus on reading for pleasure and teachers reading to children everyday, inspires children's writing and supports them to discover books that they would like to read. Our English curriculum is carefully designed to provide opportunities to revisit and remember, enrich vocabulary, write for a range of purposes and read a variety of high quality books. It equips children with the knowledge and understanding needed to move on to the next stage of their learning with the confidence to read, comprehend and write successfully.

### Implementation:

Careful mapping of the English curriculum ensures children are immersed into high quality literature-rich texts, which are increasingly challenging, for reading and writing and they are exposed to a range of genres throughout their learning at Key Stage Two.. Books and texts are specifically chosen to align with current learning in Discovery and Science lessons, enabling students to use the knowledge gained in other areas of the curriculum to their English learning and vice versa. Rich vocabulary and big ideas are threaded throughout the curriculum. Regular quizzes support memory and help to secure key concepts. Pupils of all abilities are enabled to succeed through appropriate scaffolding and challenge. Our high expectations challenge children to produce high quality work with increasing independence in both writing and reading as they progress through KS2.

**Reading** Reading for pleasure happens in every class, every day. Reading at home is highly encouraged and rewarded. Accelerated Reader supports reading progression. Frequent whole class reading sessions provide children with equal opportunities to access high quality texts, build their fluency using echo reading and choral reading, and to provide opportunities to secure new vocabulary, to practise comprehension skills and to build background knowledge. Read Write Inc Fast Track Phonics intervention is used to close the gaps in reading progression. Children have regular opportunities to read to adults, including the Norfolk Reading Project and Pet As Therapy Project.

**Writing** Writing is linked to the Discovery and Science learning through the use of high quality texts which have been specifically chosen to enhance learning in curriculum areas. Children write everyday. The curriculum offers opportunities to write for a range of purposes. Children learn to become authors through a process of guided redrafting and use purple pens to upgrade their work.

Models of effective writing are used to help children build knowledge by making sure pupils understand specific characteristics, features, purposes and audiences of different text types.

Writing tasks have specific focuses on transcription and composition. Explicit teaching of writing skills enables all children to write effectively and with greater independence. Children are motivated to develop their skill as a writer through opportunities to write for real audiences and purposes, with greater choice as they develop from novices to experts.

Teachers use on-going assessment and give regular feedback to address misconceptions and identify areas where support is needed. Each piece of extended writing is assessed against the skills set out for the relevant year group in the National Curriculum.

Spelling is taught using No-Nonsense Spelling. Pupils are taught spelling rules and patterns in accordance to the National Curriculum

The school is currently trialling Letter-Join handwriting scheme with the aim to implement this fully into the curriculum.

**Impact:**

Children recognise that reading is fundamental to their educational success. Children become fluent readers and are able to talk about the books they have read and the new vocabulary they have learnt. Children use the vocabulary and knowledge learnt in other curriculum subjects in their writing.

Children are able to express their opinions verbally and to take part in discussions in the classroom.

Cross curricular writing standards have improved and skills taught in the English lesson are now being transferred into other subjects; this demonstrates a deeper understanding of how and when to use specific grammar, punctuation and spelling objectives.

Our Wise About Words project inspires children to become more confident readers and storytellers through drama and introduces them to career opportunities in the creative arts.

By the end of Key Stage Two, children are confident and ready for the transfer to high school.



## Kinsale Junior School - Curriculum Progression Map - English - Writing

*Learning and Achievement for All: A curriculum rich in knowledge about our world.*

*The texts are used throughout the year for a variety of purposes such as writing stimulus, reading for pleasure and reading comprehension.*

	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<b>Pebble in my Pocket</b> Meredith Hooper  <b>Stone Girl, Bone Girl</b> Laurence Anholt	<b>Escape from Pompeii</b> Christina Balit  <b>Firework Maker's Daughter</b> Philip Pullman	<b>Dr Maggie's Tour of the Solar System</b> Dr Maggie Aderin-Pocock  <b>Blackberry Blue</b> <b>(and other fairy tales)</b> Jamila Gavin	<b>Beowulf</b> Michael Murpurgo  <b>Freedom of Bron: The Boy who saved a Kingdom</b> N. S. Blackman
<b>Knowledge</b> (Genres Taught)	<i>(Science: Rocks and Soils)</i> <i>(History: Stone Age to Iron Age)</i>	<i>Diary Entry (History)</i>	<i>Information Text - Tourist Guide (Science)</i>	<i>Newspaper (History)</i>

	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b>	<b>Zoo</b> Anthony Browne  <b>The Lost Words</b> Robert MacFarlane	The Extraordinary Colours of Auden Dare Zillah Bethell  <b>Snow</b> Walter de la Mare	Middleworld (Jaguar Stones) J&P Voelkel  <b>A Christmas Carol</b> Dorling Kindersley	Shakespeare Stories - Twelfth Night Leon Garfield  <b>The Christmas Truce</b> Hilary Robinson
<b>Knowledge</b> (Genres Taught)	<i>(Science: Animals including  Humans)</i> <i>(Geography: Banham Zoo)</i>	<i>Narrative (Geography)</i>	<i>Narrative (History)</i>	<i>Narrative (History)</i>

	Year 3	Year 4	Year 5	Year 6
<b>Spring 1</b>	<b>The Egyptian Cinderella</b> Shirley Climo  <b>Flat Stanley: The Great  Egyptian Grave Robbery</b> Sara Pennypacker	Fair Trade First Sarah Ridley  <b>The Sword in the Stone</b> T. H. White	<b>The Jabberwocky</b> Lewis Carroll  <b>The Explorer</b> Katherine Rundell	<b>Frankenstein</b> Mary Shelley  <b>The Norfolk Storybook</b> Isabelle King
<b>Knowledge</b> (Genres Taught)	<i>(Science: Plants)</i> <i>(History: Ancient Egyptians)</i>	<i>Information (Geography)</i>	<i>Poetry (Geography)</i>	<i>Narrative (Horror)</i>

	Year 3	Year 4	Year 5	Year 6
<b>Spring 2</b>	<b>Borneo Rainforest (Expedition Diaries)</b> Simon Chapman  <b>The Rhythm of the Rain</b> Graheme Baker-Smith	<b>Wonder</b> RJ Palacio  <b>How did that get in my lunchbox?</b> <b>The Story of Food</b> Chris Butterworth	<b>My rows and piles of coins</b> Tololwa M. Mollel  <b>Global Study: Tanzania</b>	<b>Amazing Evolution - The Journey of Life</b> Anna Claybourne  <b>Who was Charles Darwin?</b> Deborah Hopkinson
<b>Knowledge</b> (Genres Taught)	<i>(Science: Plants)</i> <i>(Geography: Rainforests/Jungles)</i>	<i>Non-Chronological Report</i> <i>(Science)</i>  <i>Narrative</i>	<i>Letters to Schools in Tanzania</i> <i>(Geography)</i>	<i>Autobiography (Expository)</i> <i>(Science)</i>  <i>Argument - Evolution (Science)</i>

	Year 3	Year 4	Year 5	Year 6
<b>Summer 1</b>	<b>Beasts of Olympus</b> Lucy Coats & David Roberts  <b>Odysseus and the Trojan Horse</b> Damien Harvey	<b>Floodland</b> Marcus Sedgwick  <b>The Little Girl Lost</b> William Blake	<b>Theseus and the Minotaur</b>  <b>How to train your Dragon</b> Cressida Cowell	<b>Warrior Boy</b> Virginia Clay  <b>SATs Revision</b>
<b>Knowledge</b> (Genres Taught)	<i>(Science: Light)</i> <i>(History: Ancient Greeks)</i>	<i>Persuasion (Geography)</i>	<i>Greek Myth Narrative (History)</i>	<i>Balanced Argument</i> <i>(Geography)</i>

	Year 3	Year 4	Year 5	Year 6
<b>Summer 2</b>	<p>Everything Volcanoes and Earthquakes National Geographic</p> <p>When the Giant Stirred Celia Godkin</p>	<p>Song of the Dolphin Boy</p> <p>Blue John Berlie Doherty</p>	<p>Harry Potter and the Philosopher's Stone J K Rowling</p> <p>Fantastic Beasts and Where to find them J K Rowling</p>	<p>Letters from the Lighthouse Emma Carroll</p> <p>Everything All at Once Steven Camden</p>
<b>Knowledge</b> (Genres Taught)	<p>(Science: Forces and Magnets)</p> <p>(Geography: Earthquakes and Volcanoes)</p>	Argument (Geography)	Non-Chronological Report	Letter (History) Information