



Minchinhampton Primary Academy Curriculum Map English

Nursery	Autumn 1 & Autumn 2 We're Going on a Bear Hunt	Spring 1 Polar bear, Polar bear what do you hear?	Spring 2 Come on Daisy	Summer 1 Jasper's beanstalk	Summer 2 The Very Hungry Caterpillar
Literary Form	Picture Book	Picture Book	Picture Book	Picture Book	Picture Book
Link to Main EYFSP Area of Learning	PSE - feelings C&L - Speaking - Understanding (prepositions) PD - Moving in a variety of ways Lit - Reading (joining in with refrains etc) UW - The world	PSE - feelings C&L - Listening & Attention/Understanding Lit - Reading (joining in with refrains) UW - The world (animals & habitats)	PSE - feelings C&L - Listening & Attention/Understanding Lit - Reading (joining in with refrains) UW - The world (animals & habitats)	PSE - Managing feelings & behaviour PD - Moving C&L - Speaking Lit - Reading UW - The world (days of the week, how plants grow etc)	C&L - Speaking PD - Health & self-care (healthy eating) Lit - Reading Maths - Number (counting numbers of objects) UW - The world (growth/life cycles etc)
Phonics and Reading experiences	Letters and Sounds Phase 1: Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting				
EYFS (30-50 months) Communication and language	Listening to conversations of interest; stories with increasing attention and recall; joining in with repetitive refrains; anticipates key events and phrases in rhymes and stories. Showing understanding of prepositions; beginning to understand 'why' and 'how' questions. 🗣️ Beginning to use more complex sentences to link thoughts; can retell a simple past event in correct order; using talk to connect ideas, explaining what is happening and anticipates what might happen next, recalling and reliving past experiences; questioning why things happen and giving explanations; using a range of tenses; using intonation, rhythm and phrasing to make the meaning clear to others; using vocabulary focused on objects and people that are of particular importance to them; building up vocabulary that reflects the breadth of their experiences; using talk in pretending that objects stand for something else in play.				
Physical development	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking, Paper collage, Action songs Riding balance and pedal bikes Travelling using body, Constructing a cityscape, Performance reading actions				
Writing Outcome(s)	Mark making				



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Year REC/Y1 A	Autumn 1 The Little Red Hen (T4W)	Autumn 2 Astro Girl (PoR)	Spring 1 Beware of the Crocodile (PoR)	Spring 2 Anna Hibiscus Song (PoR)	Summer 1 Little Red Riding Hood (T4W)	Summer 2 Claude in the City (PoR)
Literary Form	Retell fiction	Fiction & Non-Fiction	Fiction	Picture Book	Retell fiction	Fiction
Links to EYFS/NC Area of Learning	Understanding the world PSED Role Play Small World Play Expressing Arts and Design Physical Development Mathematics					
Reading – experience, knowledge, skills Communication and Language Book Talk throughout each term	*Listening in a range of situations * Listen attentively * Accurate anticipation of key events *Responding with relevant questions and comments *Engage in conversation * Follow instructions *Answer ‘how’ and ‘why’ questions * Express themselves effectively * Predict events *Develop own narratives and explanations by connecting ideas and events read. * Showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
EYFS/National Curriculum Phonics Both Year groups taught See Year B for Y1	Read and understand simple sentences, Use phonic knowledge to decode regular words and read the aloud accurately Demonstrate understanding of what they have read, Read common irregular words Use phonic knowledge to write words in ways which match their spoken sounds, Write some irregular common words, Write simple sentences which can be read by themselves and others, Spell some words correctly					
Writing opportunities	Character descriptions Setting descriptions Vocabulary wall	Responses to illustrations Personal Narratives Responsive sentences Lists Informational sentences Informational texts Thoughts about a story	Descriptions of crocodile characteristics Entries in achievement journals Warnings, advisory labels and rules Notes of encouragement for friends Statements and questions about crocodiles Fact files	Shared Journal Poetry Speech/Thought Bubbles Caption Writing Recipe Writing Card Writing	Character descriptions Setting descriptions Action descriptions Vocabulary wall	Character descriptions for sock friends and Claude City Poems Storymapping Postcard in role Guide Book for the Museum Newspaper Reports Doctor’s report
Extended Writing Outcome(s)	Class whole story (repetition)	Letters	Explanation texts	Own and Class made books	Extended narrative – own version of LRRH	Own Claude story in an alternative setting
Poetry covered in R/Y1	A Great Big Cuddle (PoR) Poetry throughout each unit plus daily read of poetry books – Core Books list					



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Year REC/Y1 B	Autumn 1 Ten little Aliens/Superheroes... (T4W)	Autumn 2 Power of 3 fairy tales: The 3 little pigs... (T4W)	Spring 1 The Blue Penguin (PoR)	Spring 2 Supertato (T4W)	Summer 1 On Sudden Hill (PoR)	Summer 2 Monkey See, Monkey Do (T4W)
Literary Form	Picture Book	Fairy tale	Non-fiction	Fiction	Picture Book	Retell fiction
Links to EYFS/NC Area of Learning	Understanding the world PSED Role Play Small World Play Expressing Arts and Design Physical Development Mathematics					
Reading – experience, knowledge, skills Communication and Language Book Talk throughout each term	*Listening in a range of situations * Listen attentively * Accurate anticipation of key events *Responding with relevant questions and comments *Engage in conversation * Follow instructions *Answer ‘how’ and ‘why’ questions * Express themselves effectively * Predict events *Develop own narratives and explanations by connecting ideas and events read. * Showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
EYFS/National Curriculum Phonics Both Year groups taught See Year A for REC	Plural nouns’ suffixes; suffixes and prefixes of verbs and adjectives with no change to root word Combining words to make sentences; joining words and joining clauses using ‘and’ Sequencing sentences to form short narratives Separable words; capital letters, full stops, question marks, exclamation marks and demarcating sentences Capital letters for names and personal pronoun ‘I’ <u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
Writing opportunities	Character descriptions Setting descriptions Vocabulary wall	Speech bubbles Setting descriptions Vocabulary wall	Shared Journal Captions Information Letters Songs Speech/thought bubbles Retelling Report	Lists Speech Bubbles Action descriptions	Shared Journal Mark making Call and response poetry Speech/thought bubbles Notes in role Diary entries	Character descriptions Setting descriptions Action descriptions Vocabulary wall
Extended Writing Outcome(s)	Class whole story (rhyme)	Extended narrative - a new story version of a Power of 3 tale	Character reflections Class rap	Extended narrative – own version of Supertato	Diary entry	Extended narrative – own version of Monkey See, Monkey Do
Poetry covered in R/Y1	Poetry throughout each unit plus daily read of poetry books – Core Books list					



Minchinhampton Primary Academy Curriculum Map English

Year 2	Autumn 1 The Last Wolf (PoR)	Autumn 2 Through the Forest (TfW)	Spring 1 The Iron Man by Ted Hughes (PoR)	Spring 2 The Paperbag Princess (T4W)	Summer 1 Lila and the Secret of Rain by David Conway (T4W)	Summer 2 One Day On Our Blue Planet – The Savannah by Ella Bailey (PoR)
Literary Form	Traditional tale	Traditional Tale style	Graphic Novel and illustrated novel	Fiction retell	Modern Folk Tale	Non-fiction
Links to NC Area of Learning	Continuous Provision	Science - Where are the Trees?	DT – models of The Iron Man	PSHE – gender stereotypes	Geography Science – weather	Geography – Savannah Animal conservation
Reading – experience, knowledge, skills Book Talk throughout each term	* Reading illustration * Lifting meaning through performance reading * Predicting and summarising * Developing inference * Developing experiences by making intertextual connections * Looking at language * Reading aloud and re-reading * Developing inference * Developing experiences by making intertextual connections * Visualising * Scanning/close reading * Making connections * Broadening reading material					
National Curriculum SPAG	Formation of nouns using suffixes; formation of adjectives using suffixes Subordination and co-ordination; expanded noun phrases for description and specification Use of exclamation, command or question Use of past and present tense throughout writing Capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <u>Terminology:</u> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.					
Writing opportunities	Character descriptions Setting descriptions Instructional writing poetry	character description setting description Language and sentence structure	Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions	Action descriptions Character descriptions Explanation writing	Short narrative descriptions Thought bubbles/ speech bubbles/ Poems Fact files Non-chronological reports/ information	Captions and illustrations Fact cards Free verse poems Explanation Short narratives
Extended Writing Outcome(s)	Extended traditional tale	Extended own story - increased writing- T f W	Comic Book narrative	Extended defeating the monster tale Explanation text	Narratives based on known text	Extended narrative
Poetry covered in Y2	Autumn - PoR The Last Wolf - woodland poetry		Spring – The Magic Box		Summer - SATS	



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Year 3/4 A	Autumn 1 Arthur and the Golden Rope by Joe-Todd Stanton (PoR)	Autumn 2 Beowulf (T4W)	Spring 1 - The Clocktower (T4W)	Spring 2 Werewolf Club Rules by Joseph Coelho (PoR)	Summer 1 The Day the Crayons Quit by Drew Daywalt (T4W)	Summer 2 One Plastic Bag by Miranda Paul (PoR)
Literary Form	Graphic Novel	Fiction retell	Animation narrative	Poetry Collection	Picture Book retell	Non-Fiction
Links to NC Area of Learning	History – Viking and Norse mythology	History – Viking and Norse mythology	Computing Animations	PSHE Personal Stories	Environmental awareness	D&T Environmental issues
Reading – experience, knowledge, skills Book Talk throughout each term	<ul style="list-style-type: none"> *Reading illustration * Lifting meaning through performance reading * Developing inference * Developing experiences by making intertextual connections * Looking at language * Reading aloud and re-reading * Beating pulse and rhythm * Performance poetry *Listening to poets * Visualisation * Drawing on personal experiences and values * Affective response * Scanning/close reading * Predicting and summarising * Making connections * Broadening reading material 					
National Curriculum SPAG (Y3) Both Year groups taught See Year B for Y4	<p>Formation of nouns using range of prefixes; using the forms ‘a’ or ‘an’ depending on the word starting with a consonant or vowel, creating word families based on common words</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p>Introduction to paragraphs as a way to group related material – headings and sub-headings</p> <p>Use of present perfect form of verbs instead of simple past</p> <p>Inverted commas to punctuate direct speech</p> <p><u>Terminology:</u> preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p>					
Writing opportunities	Script for advertisement Newspaper article Journal – writing in role Kennings Non-Chron report Book trailer narration Free verse poetry	Defeating a monster tale Character focus – describing a monster	Character descriptions Setting descriptions	Poetic language Narrative poetry Figurative poetry	Debate - Persuasive argument Balanced argument Letter writing - persuasive	Note taking Leaflet Poster TED talk script Poetry Instruction manual Presentation
Extended Writing Outcome(s)	Newspaper report	Extended Defeating the Monster tale	Wishing tale	Poetry in range of forms	Persuasive letters	Advertising campaign piece
Poetry covered in Y3/4 A	Autumn – The Grand Ymir - linked to PoR Arthur and the Golden Rope		Spring – Werewolf Club Rules		Summer - Dragon poems – Korky Paul, Pie Corbett	



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Year 3/4 B	Autumn 1 Where the Wild Things Are by Maurice Sendak (T4W)	Autumn 2 Marcy and the Riddle of the Sphinx by Joe Todd Stanton (PoR inspired)	Spring 1 Rhythm and Rap by Karl Nova (PoR)	Spring 2 The Great Kapok Tree by Lynne Cherry (PoR)	Summer 1 Beauty and the Beast (T4W)	Summer 2 Harry Potter and the Curse of Voldemort (T4W)
Literary Form	Picture Book retell	Graphic Novel	Poetry Collection	Picture book	Story of change retell	Defeating the monster retell
Links to NC Area of Learning	Geography – our local area	History – Egyptian mythology	PSHE Personal stories	Geography PSHE – current affairs	History – how stories change through time and retelling	Science – magnets
Reading – experience, knowledge, skills Book Talk throughout each term	<ul style="list-style-type: none"> *Reading illustration * Lifting meaning through performance reading * Developing inference * Developing experiences by making intertextual connections * Looking at language * Reading aloud and re-reading * Beating pulse and rhythm * Performance poetry *Listening to poets * Visualisation * Drawing on personal experiences and values * Affective response * Scanning/close reading * Predicting and summarising * Making connections * Broadening reading material 					
National Curriculum SPAG (Y4) Both Year groups taught See Year A for Y3	Grammatical differences between plural and possessive –‘s’ Noun phrases expanded – modifying adjectives, nouns, prepositional phrases, fronted adverbials Use of paragraphs to organise an idea around a theme; appropriate choice of pronoun/noun Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials <u>Terminology:</u> determiner, pronoun, possessive pronoun, adverbial					
Writing opportunities	Quest tale Character description Setting description Respond to illustration	Letter writing - persuasive Diary recount Riddles Kennings Predictions	Poetic language Narrative poetry Figurative poetry	Poetry Explanation Debate Report writing Argument writing Playscript	Story of change Character progression Character description Different points of view	Defeating the Monster tale Character description Setting description
Extended Writing Outcome(s)	Extended quest tale	Comic Book Narrative	Poetry in range of forms	Extension of a narrative	Extended story of change or role reversal	Extended defeating the monster tale
Poetry covered in Y3/4 B	Autumn – The Lost Spells/The Lost Words		Spring – Karl Nova – see above grid		Summer – Shakespeare’s sonnets	



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Year 5/6 A	Autumn 1 Shakleton's Journey by William Grill (PoR)	Autumn 2 Macbeth by William Shakespeare (PoR)	Spring 1 Goodnight Mister Tom by Michelle Magorian (PoR)	Spring 2 Kidnapped (T4W)	Summer 1 Song From Somewhere Else (PoR)	Summer 2 The Graveyard (T4W)
Literary Form	Non-fiction	Fiction retell	Novel	Fiction retell	Illustrated Novel	Fiction retell
Links to NC Area of Learning	History Polar Exploration	Drama	History WW2 and impact	PSHE values	PSHE - friendship	Dram – film
Reading – experience, knowledge, skills Book Talk throughout each term	<ul style="list-style-type: none"> * Making meaning from illustration and text * Scanning and close reading * Evaluating and summarising * Character comparison * Maintain attention and participate actively in collaborative talks * Reading illustration * Making connections * Rhythm and rhyme * Drawing on personal experiences and values * Asking and clarifying questions * Predicting and summarising * Visualising * Looking at language * Develop understanding through speculating, hypothesising, imagining and exploring ideas * Developing Inference * Broadening reading material * Performance reading * Listening to poets * Alliteration and assonance * Affective responses 					
National Curriculum SPAG (Y5) Both Year groups taught See Year B for Y6	<p>Word classes recap: Nouns, Verbs, Adjectives, Adverbs, Articles, Conjunctions, Determiners, Pronouns, Contractions Prepositions, Clauses and Phrases, Simple and compound sentences, complex sentences, Modifying nouns with adjectives (Adjectival phrases), Tenses Introduce verbs using suffixes; verb prefixes Relative clause, modal verbs, superlatives and comparatives, conditional tense Devices to build cohesion within a paragraph using adverbials of time and place Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity Revisit passive and active voice, use of semi-colon, colon, hyphens and dash to mark boundary between independent clauses; using colon to introduce list and semi-colon within a list <u>Terminology:</u> modal verb, relative pronoun, relative clause, parenthesis Revisit: subject, object, ellipses National Curriculum Spellings: Jane Considine investigative approach and Spelling Shed</p>					
Writing opportunities	Annotating Note taking Writing in role Poetry Letter writing Recount Speeches Newspaper	Letter Monologues Character description Diary writing Modern version Script writing Discussion Reviews	Diary writing Writing in role Newspaper Poetry	Setting description Suspense short burst Flashback sequences Persuasion	Poetry Diary Letter Character description Newspaper Short narrative	Setting descriptions Suspense Atmospheric short burst Explanation
Extended Writing Outcome(s)	Newspaper reports	Extended warning tale	Explanation	Extended narrative	Extended narrative	Extended narrative
Poetry covered in Y5/6 A	Autumn – Being There Anthology		Spring – The Windmill		Summer – The Dreamcatcher	



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Year 5/6 B	Autumn 1 Dark Sky Park by Phillip Gross (PoR)	Autumn 2 Tom's Midnight Garden by Philippa Pearce (PoR)	Spring 1 Journey to the River Sea by Eva Ibbotson (T4W)	Spring 2 The Journey by Francesca Sanna (PoR)	Summer 1 Ted Talks (T4W)	Summer 2 Twitch (PoR)
Literary Form	Poetry collection	Graphic Novel	Novel	Picture Book	Public Speaking	Fiction retell
Links to NC Area of Learning	Science Evolution and adaptation	Art – artist study	Geography Rainforests	Geography Migration and Refugee crisis	PSHE – P4C	Environmental–Local habitats
Reading – experience, knowledge, skills Book Talk throughout each term	<ul style="list-style-type: none"> * Making meaning from illustration and text * Scanning and close reading * Evaluating and summarising * Character comparison * Maintain attention and participate actively in collaborative talks * Reading illustration * Making connections * Rhythm and rhyme * Drawing on personal experiences and values <ul style="list-style-type: none"> * Asking and clarifying questions * Predicting and summarising * Visualising * Looking at language * Develop understanding through speculating, hypothesising, imagining and exploring ideas * Developing Inference * Broadening reading material * Performance reading * Listening to poets * Alliteration and assonance * Affective responses 					
National Curriculum SPAG (Y6) Both Year groups taught See Year A for Y5	<p>Word classes recap: Nouns, Verbs, Adjectives, Adverbs, Articles, Conjunctions, Determiners, Pronouns, Contractions Prepositions, Clauses and Phrases, Simple and compound sentences, complex sentences, Homophones, Homonyms, Homographs, Tebses Understanding difference between vocabulary typical of informal speech and for formal speech and writing Using passive voice, subjunctive form Linking ideas across paragraphs – using a wide range of cohesive devices: repetition, grammatical connections, use of adverbials, ellipses Use of semi-colon, colon, hyphens and dash to mark boundary between independent clauses; using colon to introduce list and semi-colon within a list Terminology: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points National Curriculum Spellings: Jane Considine investigative approach and Spelling Shed</p>					
Writing opportunities	Poetic language Narrative poetry Figurative poetry	Letter writing Documentary script writing Poetry Diary writing Descriptive writing Persuasive writing	Poetry Note writing Diary entries Notes for research Timetables Annotated maps Notes of advice Narrative fiction Letters	Letters Argument Newspaper Booklet/leaflet Persuasion Poetry Captions and illustrations Short stories Documentary script Lyrics	Explanation Persuasion	Non linear Suspense Adventure short burst Non-Chronological
Extended Writing Outcome(s)	Range of poetry forms	Comic book narrative	Extended narrative	Dreams of Freedom speech	Public Speaking competition	Extended Non linear
Poetry covered in Y5/6 B	Autumn – Dark Sky Park		Spring – The Day's Eye		Summer – If I Had Wings	