



Minchinhampton Primary Academy Curriculum Map English

Year Nursery 23/24 (N1 and N2)	Autumn 1 Owl babies The Gruffalo Brown bear, Brown bear Elmer Giraffe's can't dance The Smartest Giant in Town The Highway Rat The Scarecrow's Wedding	Autumn 2 Stick Man The Christmas Pine The First Christmas Jingle Bells Mog's Christmas The Snowman The Lighthouse Keeper's Christmas Whatever Next The Detective Dog Pumpkin Soup Delicious A Pipkin of Pepper Room on the Broom	Spring 1 The Gruffalo's Child Tabby McTat You can't take an elephant on the bus Polar Bear, Polar Bear Mog on fox night Kipper's snowy day Shhh! Lanterns and Firecrackers Dat's New Year	Spring 2 What the ladybird heard (PoR) Daisy and the egg Come on, Daisy Jasper's Beanstalk The bad-tempered ladybird The very busy spider Just one of those days The Hospital Dog Superworm The Easter Story	Summer 1 Going on a bear hunt (PoR) The Very Hungry Caterpillar Oliver's vegetables Oliver's Fruit Salad I like bees, I don't like honey It's the bear The Snail and the Whale The Smeds and the Smoos What the ladybird heard on holiday	Summer 2 Handa's Surprise (PoR) Handa's Hen Handa's Noisy Night Sharing a Shell The Rainbow Fish Zog Zog and the Flying Doctors
Year Reception 23/24	Autumn 1 The Little Red Hen (T4W) and Drawing Club Wacky Races Farmer Duck Hansel and Gretel	Autumn 2 Drawing Club - various titles Not Now Bernard Three Little Pigs The Gingerbread Man Mr Benn Popeye The Story of the Little Mole ... Jolly Postman The First Christmas (T4W)	Spring 1 The Everywhere Bear (PoR) plus drawing club Paddington Bear The Great Race (Chinese New Year)	Spring 2 Drawing Club Goldilocks and the Three Bears (T4W)	Summer 1 Drawing Club Barbara Throws a Wobbler (PoP)	Summer 2 Drawing Club Surprising Sharks (PoR)
Literary Form	Picture books animations traditional tales	Picture books animations traditional tales	Picture book	Fairy Tale	Picture Book	Non-Fiction
Links to EYFS/NC Area of Learning	* Understanding the world * PSED * Role Play * Small World Play * Expressing Arts and Design * Physical Development * Mathematics					
EYFS (birth-3) - N1 Communication & Language	Listen to other people's talk with interest but can be easily distracted. Recognise and point to objects if asked about them. Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where'. Understand simple instructions. Start to develop conversation, often jumping from topic to topic. Develop pretend play. Understand and act on longer sentences eg make teddy jump or find your coat.					



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EYFS (3-4 years) - N2 Communication & Language	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions. Understand a question or instruction that has two parts. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals (eg runned/swimmed). Use longer sentences of 4-6 words. Be able to express a point of view and to debate when they disagree with an adult/friend using words as well as actions. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play.					
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.					
Reading – experience, knowledge, skills Communication and Language	<ul style="list-style-type: none"> *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	Nursery 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 REC 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					
Language opportunities	Drawing club get up stand up vocabulary Retelling story Describing character and setting Talking about thoughts, ideas and imaginings	Drawing club get up stand up vocabulary Retelling story Talking about thoughts, ideas and imaginings	Drawing club get up stand up vocabulary Retelling story Talking about thoughts, ideas and imaginings Extending ideas with reasoning	Drawing club get up stand up vocabulary Retelling story Talking about thoughts, ideas and imaginings Extending ideas with reasoning	Drawing club get up stand up vocabulary Retelling story Talking about thoughts, ideas and imaginings Extending ideas with reasoning	Drawing club get up stand up vocabulary Retelling story Talking about thoughts, ideas and imaginings Extending ideas with reasoning
Writing opportunities	Drawing character and setting Writing name using correct letter formation and pencil grip	Drawing character and setting Writing name and CVC words using correct letter formation and pencil grip	Drawing character and setting Drawing from imagination Writing name, CVC words and tricky words	Drawing character and setting Drawing from imagination Writing name, CVC words and tricky words	Drawing character and setting Drawing from imagination Writing name, CVC words and tricky words	Drawing character and setting Drawing from imagination Writing name, CVC words and tricky words



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	CP - writing / drawing for purpose throughout provision	CP - writing / drawing for purpose throughout provision	using correct letter formation and pencil grip CP - enhancements eg writing message for Everywhere Bear	using correct letter formation and pencil grip CP - enhancements eg writing message for Everywhere Bear	using correct letter formation and pencil grip CP - writing mission each week eg speech bubbles stories, notes, cards, messages	using correct letter formation and pencil grip CP - writing mission each week eg speech bubbles stories, notes, cards, messages
Extended Writing Outcome(s)	Class whole story (rhyme)	Drawing and captions based on phase 2 phonemes and tricky words	Drawings, captions and simple sentences based on phase 3 phonemes and tricky words	Writing own ending to the story	Writing the story	Writing own version of the story
Poetry covered in R	Poetry throughout each unit plus daily read of poetry books – Core Books list					



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Year 1/2 23/24	Autumn 1 The Last Wolf (PoR)	Autumn 2 Through the Forest (TfW)	Spring 1 The Wright Brothers (TfW)	Spring 2 The History of Flight	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	Historical retell- diary	Historical retell	Modern Folk Tale	Non-fiction
Links to NC Area of Learning	Continuous Provision	Science - Where are the Trees?	History - significant event in history	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	Y1 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 Y2 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 descriptions Persuasive letter	character description setting description Language and sentence structure	Annotated drawings Recounts (diary entries) List poetry Questions	Action descriptions Explanation writing Newspaper/ non-chron report	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	Recount	News paper/ non-chron report	Narratives based on known text	Extended narrative
Poetry covered in Y2	Autumn - PoR The Last Wolf - woodland poetry		Spring – Descriptive poetry, Matt Goodfellow		Summer - SATS	



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Year 3/4 A 22/23	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 Pebble in my Pocket (PoR)	Summer 2 One Plastic Bag by Miranda Paul (PoR)
Literary Form	Graphic Novel	Fiction retell	Animation narrative	Poetry Collection	Non-Fiction	Non-Fiction
Links to NC Area of Learning	History – Viking and Norse mythology	History – Viking and Norse mythology	Computing Animations	PSHE Personal Stories	Science - Rock cycle Global warming	D&T Environmental issues
Reading – experience, knowledge, skills Book Talk throughout each term	*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	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 Expressing time, place and cause using conjunctions, adverbs and prepositions Introduction to paragraphs as a way to group related material – headings and sub-headings Use of present perfect form of verbs instead of simple past Inverted commas to punctuate direct speech <u>Terminology:</u> preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas					
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	First person narrative Free verse poetry Explanatory text Persuasive Leaflet	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	1st person narrative	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 23/24	Autumn Marcy and the Riddle of the Sphinx by Joe Todd Stanton (PoR)	Autumn 2 The King Who Banned the Dark by Emily Haworth-Booth (PoR)	Spring 1 The Bluest of Blues by Fiona Robinson (PoR)	Spring 2 The Lost Spells by Jackie Morris and Rob MacFarlane (PoR)	Summer 1 Rhythm and Rap by Karl Nova (PoR)	Summer 2 Libba: The Magnificent Musical Life of Elizabeth Cotten by Laura Veirs
Literary Form	Graphic Novel	Picture book	Non-Fiction	Poetry Collection	Poetry Collection	Biography
Links to NC Area of Learning	History – Egyptian mythology	Science - light and shadows	Science -plants	Science - living things	PSHE Personal stories	Music Art
Reading – experience, knowledge, skills Book Talk throughout each term	*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	Letter writing - persuasive Diary recount Riddles Advertisements Explanation Predictions	Letter writing Concept maps Journalistic Free verse poetry Formal speech Book review	Diary recount Information text Non-chron reports Found poetry Free verse poetry Letter of application	Poetic language Narrative poetry Figurative poetry Responding to poet and poetry	Poetic language Narrative poetry Figurative poetry	Personal writing Poetry Information writing Writing in role Advertisement Speech Lyrical Journalistic
Extended Writing Outcome(s)	Comic Book Narrative	Fictional tale - story writing	Biographies and/or autobiographies	Poetry in range of forms	Poetry in range of forms	
Poetry covered in Y3/4 B	Autumn – covered through PoR units		Spring - The Lost Words -see above grid		Summer — Karl Nova – see above grid	



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Year 5/6 A 22/23	Autumn 1 Shakleton's Journey by William Grill (PoR)	Autumn 2 Macbeth by William Shakespeare (T4W/PoR)	Spring 1 Goodnight Mister Tom by Michelle Magorian (PoR)	Spring 2 Kidnapped (T4W)	Summer 1 Song From Somewhere Else (PoR)	Summer 2 The Wild Way Home (PoR style)
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	*Making meaning from illustration and text * Asking and clarifying questions * Scanning and close reading * Predicting and summarising * Evaluating and summarising * Visualising * Character comparison * Looking at language * Maintain attention and participate actively in collaborative talks *Develop understanding through speculating, hypothesising, imagining and exploring ideas * Reading illustration * Developing Inference * Making connections * Broadening reading material * Rhythm and rhyme * Performance reading * Listening to poets *Alliteration and assonance * Drawing on personal experiences and values * Affective responses					
National Curriculum SPAG (Y5) Both Year groups taught See Year B for Y6	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					
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	Autumn –Being There Anthology		Spring – The Windmill		Summer – The Dreamcatcher	



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Y5/6 A			
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Year 5/6 B 23/24	Autumn 1 Tom's Midnight Garden by Philippa Pearce (PoR)	Autumn 2 Suffragette: The Battle for Equality (PoR)	Spring 1 Journey to the River Sea by Eva Ibbotson (PoR)	Spring 2 Hidden Figures	Summer 1 Varmints (PoR)	Summer 2 My Big Mouth by Steven Camben (PoR)
Literary Form	Graphic Novel	Non-fiction	Novel	Biography	Picture Book	Novel
Links to NC Area of Learning	Art	History PSHE	Geography Rainforests	History Science	Art DT	PSHE
Reading – experience, knowledge, skills Book Talk throughout each term	* Making meaning from illustration and text * Asking and clarifying questions * Scanning and close reading * Predicting and summarising * Evaluating and summarising * Visualising * Character comparison * Looking at language * Maintain attention and participate actively in collaborative talks * Develop understanding through speculating, hypothesising, imagining and exploring ideas * Reading illustration * Developing Inference * Making connections * Broadening reading material * Rhythm and rhyme * Performance reading * Listening to poets * Alliteration and assonance * Drawing on personal experiences and values * Affective responses					
National Curriculum SPAG (Y6) Both Year groups taught See Year A for Y5	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, Tenses 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 semicolon 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					
Writing opportunities	Letter writing Documentary script writing Poetry Diary writing Descriptive writing Persuasive writing	Reading Journal Research notes and mind maps Timeline Pen portraits Biographies Speeches Prison letters/accounts Petition Eyewitness accounts	Poetry Note writing Diary entries Notes for research Timetables Annotated maps Notes of advice Narrative fiction Letters		Persuasive poster Writing in role Note taking Written argument Newspaper article Poetry Letter Story writing	Descriptive Writing Information Writing Personal Writing Writing in Role Playscripts Persuasive Autobiography Diary entries Notes of advice/empathy
Extended Writing Outcome(s)	Comic book narrative	Persuasive text	Extended narrative		Script writing	Biography – family history project
Poetry covered in Y5/6 B	Autumn – The Quiet Child by Liz Brownlee		Spring – The River by Valerie Bloom		Summer – Aleppo Cat by Philip Gross	



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			Being Me by Liz Brownlee, Matt Goodfellow and Laura Mucha
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