



Minchinhampton Primary Academy Curriculum Map English

Curriculum Threads

Sense of belonging **Appreciation of difference**

Appreciation of the World **Awe and Wonder**

Year Nursery 24/25	Autumn 1 Hello, Friend	Autumn 2 The Gigantic Turnip	Spring 1 Lulu Gets a Cat	Spring 2 10 Things I Can Do to Help My World	Summer 1 Blow a Kiss, Catch a Kiss	Summer 2 Anna Hibiscus' Song
Human Theme	Relationships – making friends	Playing and working co-operatively	Understanding the needs of others	Sustainability and care	Making sense of feelings & experiences	What makes us happy?
Literary Form	Picture book	Traditional tale	Picture book	Non-fiction	Poetry collection	Picture book
EYFS 2023 Cross-Curricular Links	PSED: Become more outgoing with unfamiliar people in a safe context; show more confidence in new social situations; play with one or more other children, extending and elaborating play ideas; develop appropriate ways of being assertive; talk about feelings using words; begin to understand how others might be feeling. EAD: Portraiture - show different emotions in drawings and paintings; explore colour and colour-mixing. PD: Take part in some group activities, made up themselves or in teams. UW: Continue to develop positive attitudes about differences between people.	PSED: Develop sense of community and membership of a community; help find solutions and suggest other ideas. UW: plant seeds and care for growing plants; understand key features of the life cycle; explore and talk about different forces they feel; talk about observations. Maths: 1:1 correspondence in order; apply the cardinal principle; link numerals to amounts; symbols, marks and numerals; compare quantities, size, length & weight. EAD: Take part in pretend play using representative objects; explore colour & mixing in drawing and painting plants, fruits and vegetables.	PSED: Select and use resources with help to achieve a goal; develop sense of responsibility; increasingly follow rules without reminder & understand why important; talk with others to solve conflict; talk about feelings using words. UW: Pets – understand need to respect and care for natural environment and all living things; show interest in different occupations; talk about observations. Maths: Experiment with own symbols and marks as well as numerals; solve real world problems with numerals up to 5; begin to describe a sequence of events using words like 'first', 'then...'	PSED: Select and use activities and resources, with help when needed, to achieve a goal; develop a sense of community & membership; understand and follow rules without reminder; develop appropriate ways of being assertive. UW: Use all senses in hands-on exploration of natural materials; talk about observations; show interest in different occupations; understand the need to respect and care for the natural environment and all living things; talk about the differences between materials and the changes they notice	PSED: Develop a sense of membership to a community; show more confidence in new social situations; talk about feelings; begin to understand how others might be feeling. UW: Begin to make sense of own life story and family's history; continue to develop positive attitudes about differences between people. EAD: Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; play instruments with increasing control to express their feelings and ideas.	PSED: Talk about feelings; begin to understand how others might be feeling. UW: Begin to make sense of own life-story and family's history; continue to develop positive attitudes about differences between people; know there are different countries in the worlds and talk about differences experiences or seen in photos. EAD: Make imaginative and complex 'small worlds'; show different emotions in their drawings and paintings; listen with increasing attention to sounds; respond to what is heard, expressing thoughts and feelings; remember and sing entire songs; pitch match and sing in melodic shape
Reading and Phonics: Experience, Knowledge, Skills and Strategies	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion	Listen to longer stories with enjoyment and recall key events. Develop simple inference and offer opinion.	Listen to books with enjoyment and increasing attention. Express and debate viewpoint. Understand key	Listen to poetry with enjoyment. Develop simple inference, offer opinion Understand key print concepts	Develop simple inference and offer opinion. Understand key print concepts – print has meaning; print can have



Minchinhampton Primary Academy Curriculum Map English

	Understand key print concepts – print has meaning in names as tags, notes and stories; directionality. Develop phonological awareness - syllabification in names; recognising names with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	Understand key print concepts – page sequencing; directionality. Develop phonological awareness – syllabification in animal names and refrains; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	Understand key print concepts – print has meaning; the names of different parts of a book; directionality. Develop phonological awareness – recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.	print concepts – print has meaning; the names of different parts of a book; print can have different purposes; directionality. Develop phonological awareness – count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about books, learning new vocabulary	– print has meaning; print can have different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about poems, learning new vocabulary.	different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Use wider vocabulary from a familiar story. Learn and use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: built, put, children, went Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Use talk to organise themselves and play.	Use wider vocabulary from traditional tale. Learn/use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: mice, fell, grew. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves and play. Retell the story, some as exact repetition and some in own words.	Use wider vocabulary from a story and non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts	Use wider vocabulary from non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: rubbish Enunciate sounds: r,j, th, ch, sh Use longer sentences of four-six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts.	Use wider vocabulary from poetry. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four-six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Use wider vocabulary from a story. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: sang, told, children. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Develop social phrases. Learn rhymes, poems and songs.
Physical Development	Playing with balls, hoops, riding bikes, building dexterity and motor skills by building bricks into towers, blowing bubbles, making movements with pom-poms.	Pushing and pulling in the setting. Push tyres, pull carts etc. Move like the animals in the story, including with appropriate apparatus	Stretching to reach a book or fill in a chart, bending and lifting toys, stroking, playing with other cat toys, pushing trolley or cart. Using tweezers, applying plasters, tying bandages, creating charts, drawing pictures	Large scale, loose part junk modelling. Sorting large and small recycling items. Pop-up book handling, lifting the flap and paper engineering.	Engage in dance and large gross motor movements, practising moving their bodies in expressive ways.	Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking
Extended Writing Outcome(s)	Personal narratives about special friends Own story scenes in words and pictures	Plant growth log Picturebook retelling of familiar tale	Persuasive letter in role Instruction text for caring for a pet	Information texts to raise awareness/encourage good choices	Personal narrative Poetry in a range of forms	Labels and caption writing for Shrine Boxes A 'Happiness Song'



Minchinhampton Primary Academy Curriculum Map English

Year Reception 24/25	Autumn 1 We're Going to Find a Monster!	Autumn 2 Ruby's Worrry	Spring 1 Blue Penguin	Spring 2 Stanley's Stick	Summer 1 Caterpillar Cake	Summer 2 On Sudden Hill
Human Theme	Perseverance and determination	Managing emotions	Kindness and acceptance	Imaginative play	Growth and change	Managing changes
Literary Form	Picture Book	Picture Book	Picture Book	Picture Book with poetic language	Poetry	Picture book to develop stamina
EYFS 2023 cross-curricular	PSED: Hunts - select and use resources with help to achieve a goal; help find solutions and suggest other ideas; develop sense of community and membership of the school community. UW: Explore the natural world around them; name and describe people known to them; recognise and create environments as different to their own; draw information on simple maps. EAD: Create routes and traps collaboratively, sharing resources, ideas and skills; create storylines in pretend play; make soundscapes together. Maths: Count and subitise; continue, copy and create repeating patterns in maps; understand the '1 more/1 less' relationship betw. consecutive numbers.	PSED: Show more confidence in new social situations; talk about feelings; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally. UW: Talk about members of their immediate family and community; compare and contrast story characters; describe what they see hear and feel whilst in the local environment; recognise similarities and differences. EAD: Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; explore, use and refine variety of artistic effects to express ideas and feelings Maths: Count and subitise; understand the relationship between consecutive numbers.	PSED: See themselves as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; show resilience and perseverance in face of challenge; think about perspective of others. UW: Talk about people of immediate family or community; compare and contrast story characters; explore natural world around them; recognise the Antarctic as different to their own. EAD: create collaboratively, sharing resources, ideas and skills; sing in a group or on their own, increasingly matching pitch and following the melody; develop storylines in pretend play. Maths: count and subitise; link number symbol with cardinal number of penguins.	PSED: Express feelings and consider feelings of others in play; show resilience and perseverance in face of change. UW: Explore differences in natural materials like trees and sticks and changes they notice - charcoal; describe what is seen, heard and felt whilst outside, making collections and dens. EAD: Create stick toys/artwork and represent ideas collaboratively; develop storylines in pretend play; explore, use and refine variety of artistic effects to express ideas in sketch books. Maths: Use sticks to compare length; compare length and capacity of sticks and dens; rotate and manipulate shapes in order to develop spatial reasoning skills – stick art and dens;	PSED: Identify as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; think about perspective of others; manage their own needs. UW: Talk about people of immediate family or community; name and describe familiar people; understand that some places are special to members of their community; explore the natural world around them. EAD: Watch and talk about dance and performance art, expressing feelings and responses; explore and engage in music making and dance, performing solo or in groups. Maths: Continue, copy and create repeating patterns.	PSED: Identify as a valuable individual; build constructive and respectful relationships; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally; consider perspective of others; manage own needs. UW: Explore how things work; talk about different forces they feel in box play; explore differences in materials and changes they notice; describe what is seen, heard and felt whilst outside. EAD: Create loose-part constructions and represent ideas collaboratively, sharing resources, ideas and skills; develop pretend box play storylines. Maths: compose and decompose shapes to recognise a shape can have other shapes within it; length, weight & capacity.
Reading & phonics; Experience, Knowledge, Skills and Strategies	Listen to and talk about fantasy stories Read illustration Ask questions to check understanding Develop inference and deduction Visualise and predict Explore and discriminate between sounds	Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm	Listen to and talk about familiar stories Read illustration Ask questions to check understanding Develop inference and deduction Visualisation and prediction Retell a familiar story & describe	Listen to and talk about familiar stories Read illustration Ask questions to check understanding Develop inference and deduction Visualise and predict Retell a familiar story & describe events	Listen to and talk about poetry Rhythm and rhyme Syllabification and body percussion Instrumental and voice sound discrimination Word and language play Basic Code and Consonant clusters Read	Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm



Minchinhampton Primary Academy Curriculum Map English

	Rhythm and rhyme related to space songs Basic Code - Starter Sounds Onomatopoeic consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading Read own writing	and rhyme of refrains Look at language impact Basic Code and Consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading	events Explore and discriminate between sounds Basic Code and Consonant clusters Blend and segment decodable words Read simple phrases and sentences with decodable words/known exception words Build fluency through performance reading Read own writing	Explore and discriminate between sounds Identify alliteration and assonance Basic Code - Starter Sounds Consonant clusters - st Blend and segment decodable words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading	simple phrases with decodable words/known exception words Match aural patterns like rhyming pairs to visual patterns by onset and rime Read pseudo words in context Build fluency - performance reading	and rhyme of refrains Look at language impact Basic Code and Consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading
Vocabulary, Grammar, Punctuation (and spelling) and Extended Language Competency	Narrative voice Repetitive refrains in narrative structure Past tense consistency in personal story Subordinate and coordinating clauses (including fronted adverbials) Dialogue in first person Debate and discussion Instructional voice - commands Expanded noun phrases Figurative language Comparatives and superlatives	Narrative voice Past tense consistency and conjunctions Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Figurative language Word collections: colloquial/family language Irregular past tense and plurals – grew Apostrophe for possession	Narrative voice New vocabulary in different contexts Articulate ideas/thoughts into sentences Patterned, prosodic language Expanded noun phrases Dialogue in first person, present tense Debate and discussion Tentative voice - modal verbs Accurate irregular past tense and plurals Comparative language Punctuation for effect	Patterned, prosodic voice and language Use new vocabulary in different contexts Articulate ideas/thoughts into sentences Expanded noun phrases – sticks Comparative language Tentative voice - modal verbs Present tense, including progressive Investigate spelling patterns Accurate irregular past tense and plurals – threw, children Apostrophe for possession	Expressive and figurative language Neo-language Language and word play Patterned, prosodic language Expanded noun phrases Phonemic knowledge Syllabification Assonance and alliteration Investigating spelling patterns, drawing on onset and rime Punctuation for effect	Narrative voice Past tense consistency Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Patterned, prosodic language Figurative language Comparatives and superlatives Punctuation for effect
Physical Development	Re-enact story through movement and role-play, indoors and out Large-scale story mapping Create props from loose parts	Engage in active play, moving bodies in different ways Make pom-pom worries and a set of worry dolls	Emulate penguin movements; sliding, waddling, and using flippers not hands Provide opportunities for the children to create snowflakes using paper and scissors.	Outdoor play and den building Climbing logs and trees Create stick toys and sculptures, using a range of joins.	Incorporate simple sequences of dance movements into performance readings	Large-scale box play, obstacle courses; kite flying; hill climbing Fastenings, sorting and picking materials from a group; collage and decorative techniques.
Extended Writing Outcome(s)	Informational map depicting environment Create a new version of the story	Personal narrative Letter of advice	Notes of friendship and advice Narrative picturebook	Stick poem Instructions for a stick game	Poetry in a range of forms	Creative Writing through Box Play Writing in Role



Minchinhampton Primary Academy Curriculum Map English

Year 1/2 24/25	Autumn 1 Astro Girl	Autumn 2 Winter Sleep	Spring 1 Out and About	Spring 2 The Lost Homework	Summer 1 The Secret Sky Garden	Summer 2 Hummingbird
Human Theme	Dreams	Awe, wonder and joy in the natural world	Enjoyment and activity outdoors	Family Life, Identify and Friendship	Making Relationships/friendships	Recognising our own needs and those of others
Literary Form	Picture Book	Narrative Non-Fiction	Poetry collection	Picture Book	Picture Book	Non-fiction
National Curriculum Cross-Curricular Links	Science: Space History: Women in space Design and Technology: designing and making own rockets	Art and Design: observational drawings; seasons in nature. Music: explore music composed with the seasons as the focus. Geography: local area study.	Science: Investigate seasonal change. Name plants and trees in the local environment. Geography: Name and map physical features of their locality. Weather patterns.	Geography: use maps to locate parts of the UK and other countries which contain prominent Traveller communities Music: hear a range of traditional gypsy and Traveller music. PSHE: explore family life, identity & friendships in own lives.	Geography: Explore locality, identify issues that are problems to the local environment. Science: Explore the different kinds of seeds; their shapes, sizes, colours and patterns; the soil and conditions they need to grow.	Geography: investigate the migration route Design and Technology: Design and make bird feeders and nectar bottles PSHE: Showing care for the environment, locally and nationally
Reading and Phonics: Experience, Knowledge, Skills and Strategies	*Visualise *Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions Form intertextual links *Develop personal response	*Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions *Develop visual literacy *Develop personal, critical and evaluative response	*Support fluency with rhythm and rhyme *Review complex code and consonant clusters *Match aural patterns like rhyming pairs to visual patterns by inset and rime *Ask, answer and evaluate questions *Clarify and define vocabulary *Link reading and spelling *Develop fluency through performance *Make personal connections and form intertextual links	*Re-reading *Close reading *Review basic code, complex code and consonant clusters *Develop inference and deduction *Make personal connections *Make predictions *Develop personal, critical & evaluative response *Reading and responding to illustration	*Link reading and spelling *Looking at language *Close reading *Develop fluency through performance *Make personal connections *Develop inference and deduction *Make predictions *Form intertextual links *Visualise	*Visualise *Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions Form intertextual links *Develop personal response



Minchinhampton Primary Academy Curriculum Map English

Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency <u>Y1 Terminology</u> letter, capital letter, noun, adjective, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark <u>Y2 Terminology</u> noun phrase, statement, question, exclamation, command, compound, suffix, adverb, verb, conjunction, tense (past, present), apostrophe, comma	*Expanded noun phrases *Range of sentence structures (statements, questions) *Referential Voice and Formality *Range of punctuation for clarity and effect *Formation of nouns using suffixes and by compounding *Technical and scientific descriptive vocabulary	*Explanatory and narrative voices *Expanded noun phrases *Range of sentence structures (statements, questions) *Referential Voice and Formality *Range of punctuation for clarity and effect *Formation of nouns using suffixes and by compounding *Technical and scientific descriptive vocabulary	*Poetic language *Expressive and figurative language *Range of sentence structures (Statements, questions and exclamations) *Range of suffixes and compound words *Prepositional and noun phrases *Language for effect – prosody and choice creating meaning *Language and word play *Expanded noun phrases *Past, present perfect, progressive tense *First and Third Person comparison *Investigating spelling patterns	*Narrative voice *Range of sentence structures (statements, questions and exclamations) *Past tense consistency *Subordination and coordination (including fronted adverbials) *Dialogue: direct speech *Range of punctuation for effect *Adverbs and adverbial phrases *Use of suffixes (comparatives -er)	Narrative Voice Expanded Noun Phrases Prepositional phrases Range of suffixes ('ed' 'ing' 'ly' incl. superlatives -est, -er) Range of punctuation for effect Superlatives Apostrophe's for contractions and possession Regular plural noun suffixes Joining words & joining clauses with and Expressing time, place and cause using conjunctions and adverbs.	*Figurative language *Regular plural noun suffixes *Range of sentence structures (statements, questions) *Referential Voice and *Formality *Noun phrases, adjectives and adverbial phrases *First and Third Person comparison *Present tense including progressive form *Range of punctuation for clarity and effect (ellipsis, colon, comma) *Range of suffixes (-er, -est, -ly) *Technical and scientific vocabulary
Writing opportunities	Responses to illustrations shared Lists Letters Informational text	Free verse poetry about winter Expressive writing in role Scripts for a documentary video Explanation writing Instructions	Writing about real experiences Writing poetic words and phrases Free verse poetry	Personal and family stories Role on the Wall Diary entry Writing in Role Letter writing Leaflet, poster making	List poems Character description Writing in role Improvised scenes Personal narratives Own written stories on the theme of friendship	Ode Poetry writing Writing in role – diary writing Explanation text Captions and sentences Mind map notes Dictogloss notes
Extended Writing Outcome(s)	Personal Narratives	Picture book narrative	Poetry in range of forms	Extended narrative	Persuasive writing	Informational Writing: Hummingbirds

Year 1/2 25/26 - TBC	Autumn 1 The Last Wolf	Autumn 2 TBC	Spring 1 TBC	Spring 2 TBC	Summer 1 Lila and the Secret of Rain	Summer 2 One Day On Our Blue Planet – The Savannah
------------------------------------	--------------------------------------	----------------------------	----------------------------	----------------------------	----------------------------------------------------	------------------------------------------------------------------



Minchinhampton Primary Academy Curriculum Map English

Human Theme	Sustainability and Care				Family relationships, determination and perseverance	Animal conservation
Literary Form	Picture Book				Traditional Tale	Non-fiction
National Curriculum Cross-Curricular Links	<p>Science: identify and name common plants and animals; habitats; carnivore and herbivore animals and the food chain;</p> <p>Art and Design: woodland and forest artrubbings, pressed leaves, tree silhouettes, stick creatures</p>				<p>Art and design: Use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>PSHE: explore own family dynamics, including extended family. Discuss perseverance.</p>	<p>Science: Investigate different kinds of animals and habitats. Geography: Investigate the physical features of the African Savannah. Explore maps and early map work.</p> <p>PSHE: Think about what can be done for animal conservation; why is this important?</p>
Reading and Phonics: Experience, Knowledge, Skills and Strategies	<p>*Environmental sound discrimination *Review complex code *Link reading and spelling *Looking at language *Close reading *Develop fluency through performance *Make personal connections *Develop inference and deduction *Reading for information – summarising *Develop critical & evaluative response</p>				<p>*Review complex code & consonant clusters *Blend and segment polysyllabic words *Develop fluency through performance *Reading and responding to illustration *Develop inference and deduction *Form intertextual links *Reading for information - summarising *Story mapping and narrative structure</p>	<p>*Environmental and instrumental sound discrimination *Ask, answer and evaluate questions *Clarify and define vocabulary *Review complex Code *Link reading and spelling *Developing fluency *Reading for information – scanning *Close reading *Develop breadth of reading</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p> <p>Y1 Terminology letter, capital letter, noun, adjective, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Y2 Terminology noun phrase, statement, question, exclamation, command,</p>	<p>*Storytelling voice in past tense *Repetitive and memorable refrain *Subordination and coordination *Adverbial and expanded noun phrases *Range of punctuation for effect *Dialogue *Range of sentence structures (explanatory voice – statements, instructional voice – commands, persuasive voice - modal verbs) *Regular plural noun suffixes *Range of</p>				<p>*Narrative voice with elements of traditional tale story language *Expanded Noun Phrases *Regular plural noun suffixes *Range of punctuation to demarcate for clarity *Verbs and adverbs for clarity and precision *Conjunctions for detail *Formation of nouns using suffixes and by compounding (-ed, -ing, -ly, -er, -est)</p>	<p>*Joining words and joining clauses with and *Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) *Explanation voice *Present tense including progressive form *Prepositional and noun phrases *Proper nouns *Subordination and co-ordination (including fronted adverbials) *Range of sentence structures (Question and statement) *Investigating</p>



Minchinhampton Primary Academy Curriculum Map English

compound, suffix, adverb, verb, conjunction, tense (past, present), apostrophe, comma	suffixes ('ed' 'ing' 'ly' incl. comparatives and superlatives -est, -er)				*Joining words and joining clauses with and	spelling patterns *Range of suffixes (-ed, -ly, -ing) and compound words.
Writing opportunities	Information texts/leaflets Personal free writing				Short narrative descriptions Story mapping	Narrative script writing Free verse poetry
Extended Writing Outcome(s)	Retelling a familiar traditional tale				Non-chronological report writing	Information text

Year 3/4 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
24/25	Arthur and the Golden Rope	Pugs of the Frozen North	Planet Omar: Accidental Trouble Magnet	Werewolf Club Rules by Joseph Coelho	The Pebble in my Pocket	One Plastic Bag by Miranda Paul



Minchinhampton Primary Academy Curriculum Map English

Human Theme	Dreams and change	Exploring values: right & wrong	Compassion	Belonging and Identity	Looking after our world	Creative problem solving
Literary Form	Graphic Novel	Illustrated novel	Fiction	Poetry Collection	Non-Fiction	Non-Fiction
National Curriculum Cross-Curricular Links	History – Norse mythology Geography - Scandinavia	Maths - coordinates Geography - maps	RE- Islam PSHE - appreciation of differences	Geography - The world PSHE - identities	Science - Rock cycle History - The world	D&T - designing and making Geography - comparison of countries
Reading: Experience, Knowledge, Skills and Strategies	*Respond to illustration *Visualise *Make predictions *Character comparison *Develop fluency through performance *Make personal connections *Empathise *Develop inference and deduction *Develop personal and evaluative response *Form intertextual links *Looking at language and structure	*Visualise *Respond to illustration *Skim, scan and summarise *Develop inference and deduction *Clarify and define vocabulary *Character comparison *Close reading *Looking at language – close reading *Make predictions *Develop fluency through performance *Make personal connections *Build stamina	*Looking at language *Visualise *Empathise *Character comparison *Close Reading *Skim, scan and summarise *Develop inference and deduction *Develop personal, critical and evaluative response *Develop breadth of reading *Form intertextual links *Clarify and define authorial intent	*Review Complex Code – link spelling and reading Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Form intertextual links *Make personal connections *Looking at language *Consider authorial intent	*Respond to illustration *Close reading *Skim, scan and summarise *Make predictions *Develop breadth of reading *Visualise *Explore levels of formality *Ask, answer and evaluate questions *Develop personal, critical and evaluative response *Develop fluency through performance *Clarify and define vocabulary	*Visualise *Respond to illustration *Close reading *Looking at language *Make predictions *Develop inference and deduction *Make personal connections *Broaden reading material *Clarify and define vocabulary *Skim, scan, note-take and summarise *Develop personal, critical and evaluative response
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency Y3 Terminology: preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas Y4 Terminology: determiner, pronoun, possessive pronoun, adverbial	*Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials (demarcated with comma) *Subjunctive Form Adverbs or modal verbs for degrees of possibility *Direct Speech punctuation *Imperative verbs *Paragraphs to organise ideas around a theme and group related material	*Past tense, including progressive *Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Exclamations and questions *Direct Speech punctuation *Fronted adverbials (demarcated with comma) *Brackets, dashes or commas to indicate parenthesis *Spelling plurals, onomatopoeia and compound words	*Past and present tense, including progressive *Direct speech punctuation *Adverbs or modal verbs for degrees of possibility *Active and passive voice *Explore levels of formality *Conjunctions, adverbs and prepositions to expressing time, place and cause *Fronted adverbials (demarcated with comma) *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases)	*Language and word play: homophones Onomatopoeia, alliteration, assonance *Figurative language *Using language for intent and effect *Visual patterns in rhyming words – onset and rime *Rhyme – sound and visual patterns *Syllabification for spelling *Revise consonant clusters *Expanding noun phrases	*Non-fiction explanatory voice *Explore levels of formality *Passive and active voice *Consistent present tense *Paragraphs to organise ideas *Conjunctions, adverbs and prepositions to expressing time, place and cause *Fronted adverbials (demarcated with comma) *Questions *Pronoun to aid cohesion and avoid repetition *Determiners *Commas and brackets to indicate parenthesis	*Present tense, including progressive *Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Determiners *Paragraphs to organise ideas around a theme *Subjunctive Form Adverbs or modal verbs for degrees of possibility *Explore word families
Writing opportunities	Script for advertisement	Writing in Role	Guide Book	Poetic language	First person narrative	Note taking



Minchinhampton Primary Academy Curriculum Map English

	Newspaper article Journal – writing in role Kennings Non-Chron report Book trailer narration Free verse poetry	Animal Fact File Letter Writing Referential Writing: Race Programme Note of Advice (Persuasive) Recipes and Procedural	Comic Book Posters Poetry Persuasive Presentation Explanatory Writing Autobiographic Writing Newspaper Article	Narrative poetry Figurative poetry	Free verse poetry Explanatory text Persuasive Leaflet	Leaflet Poster TED talk script Poetry Instruction manual Presentation
Extended Writing Outcome(s)	Comic book	News Reporting	Narrative: Short Story	Poetry in range of forms	1st person narrative	Advertising campaign piece

Year 3/4 B 25/26	Autumn Marcy and the Riddle of the Sphinx	Autumn 2 The King Who Banned the Dark	Spring 1 The Bluest of Blues	Spring 2 Cloud Soup	Summer 1 Rhythm and Rap	Summer 2 Libba: The Magnificent Musical Life of Elizabeth Cotten
Human Theme	Trust	Fear, conflict and forgiveness	Sustainability and care	Appreciating the natural world	Belonging & Identity	Hopes and dreams
Literary Form	Contemporary picture book	Picture book	Non-Fiction	Poetry	Poetry Collection	Biography



Minchinhampton Primary Academy Curriculum Map English

National Curriculum Cross-Curricular Links	History – Egyptians Geography - Egypt	Science - light and shadows Art - silhouettes	Science -plants History - women in science	Science - living things and habitats Geography - our world	PSHE - appreciation of difference	Music -guitars Art
Reading: Experience, Knowledge, Skills and Strategies	*Responding to Illustration *Visualise *Empathise *Ask, answer and evaluate questions * Make predictions *Looking at language *Develop inference and deduction *Character comparison *Develop personal, critical and evaluative response *Storymapping and narrative structure	*Responding to illustration *Looking at language and structure *Visualising *Character comparison *Skimming, scanning and close reading *Form intertextual links *Develop inference and deduction *Develop personal, critical and evaluative response *Develop breadth of reading *Explore bias *Consider authorial intent	*Respond to illustration *Ask, answer and evaluate questions *Clarify and define vocabulary *Skimming, scanning and close reading *Exploring the register of formality *Make predictions *Develop personal, critical and evaluative response *Develop inference and deduction *Develop breadth of reading	*Revise Complex Code – link reading and spelling *Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Making intertextual connections *Looking at language *Clarify and define vocabulary *Text marking	*Review Complex Code – link spelling and reading Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Form intertextual links *Make personal connections *Looking at language *Consider authorial intent	*Respond to illustration *Ask, answer and evaluate questions *Clarify and define vocabulary *Skimming, scanning and close reading *Exploring the register of formality *Make predictions *Develop personal, critical and evaluative response *Develop inference and deduction *Develop breadth of reading
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency Y3 Terminology: preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas Y4 Terminology: determiner, pronoun, possessive pronoun, adverbial	*Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Conjunctions, adverbs and prepositions to express time, place and cause *Fronted adverbial *Use of determiners and definite article *Active and passive voice *Adverbs or modal verbs for degree of possibility *Direct speech punctuation *Exploring word families	*Figurative language *Direct speech punctuation *Adverbs or modal verbs for degrees of possibility *Passive and active voices *Paragraphs to organise ideas *Headings and subheadings *Prefixes and suffixes *Determiners *Pronouns to aid cohesion and avoid repetition *Exploring word families *Conjunctions, adverbs and prepositions to expressing time, place and cause	*Explore levels of formality *Passive and active voice *Paragraphs to group related ideas *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials *Conjunctions, adverbs and prepositions to expressing time, place and cause *Adverbs or modal verbs for degrees of possibility *Determiners *Comparatives and superlatives	*Syllabification for spelling *Onset and Rime *Assonance and alliteration *Figurative language , including personification *Homophones *Wider range of punctuation: colon, parenthesis, comma *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Conjunctions, adverbs and prepositions to expressing time, place and cause	*Language and word play: homophones Onomatopoeia, alliteration, assonance *Figurative language *Using language for intent and effect *Visual patterns in rhyming words – onset and rime *Rhyme – sound and visual patterns *Syllabification for spelling *Revise consonant clusters *Expanding noun phrases	*Explore levels of formality *Passive and active voice *Paragraphs to group related ideas *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials *Conjunctions, adverbs and prepositions to expressing time, place and cause *Adverbs or modal verbs for degrees of possibility *Determiners *Comparatives and superlatives
Writing opportunities	Letter writing - persuasive Diary recount Riddles Advertisements	Letter writing Concept maps Journalistic Free verse poetry	Diary recount Information text Non-chron reports Found poetry	Poetic language Narrative poetry Figurative poetry Responding to poet and poetry	Poetic language Narrative poetry Figurative poetry	Personal writing Information writing Writing in role Advertisement



Minchinhampton Primary Academy Curriculum Map English

	Predictions Comic book style	Formal speech Book review	Free verse poetry Letter of application			Speech Lyrical/Poetry Journalistic
Extended Writing Outcome(s)	Explanatory writing	Extended narrative	Biographical writing	Poetry in range of forms	Poetry in range of forms	1st person narrative

Year 5/6 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
24/25	Shakleton's Journey	Macbeth	Goodnight Mister Tom	Curiosity: The Story of a Mars Rover	Song From Somewhere Else	The Wild Way Home
Human Theme	Endurance and leadership	Power and corruption	Relationships	Resilience and teamwork	Fear/Conflict/Forgiveness	Bravery
Literary Form	Non-fiction	Fiction	Novel	Non-fiction	Illustrated Novel	Novel
National Curriculum Cross-Curricular Links	History – polar exploration Art – repetitive patterns	Drama History – impact of Shakespeare	History WW2 and impact PSHE	History: the space race; formation of the universe. Science: materials involved in rover & rocket construction;	Art & Design: art inspired by music PSHE: Self-esteem, bullying, friendship.	History – Stone Age Art – Cave paintings



Minchinhampton Primary Academy Curriculum Map English

				forces incl. gravity; distance & speed. PSHE: teamwork, resilience		
Reading: Experience, Knowledge, Skills and Strategies	*Link text and illustrations *Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Visualise *Character comparison *Looking at language	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Develop fluency through performance	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Develop fluency through performance	*Link text and illustrations *Visualise *Make predictions *Evaluate and summarise *Develop inference & deduction *Make personal connections *Looking at language *Consider distinctive style & tone of nonfiction	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency <u>Y5 Terminology:</u> modal verb, relative pronoun, relative clause, parenthesis Revisit: subject, object, ellipses <u>Y6 Terminology:</u> subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points	*Explore levels of formality *Compare standard English forms and spoken forms *Adverbs or modal verbs for degrees of possibility *Subjunctive forms *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion within a paragraph *Commas to clarify or avoid ambiguity *Bullet points to list information	*Devices to build cohesion *Conjunctive adverbials *Commas to clarify or avoid ambiguity *Adverbs or modal verbs for degrees of possibility *Brackets, dashes or commas to indicate parenthesis *Explore levels of formality *Compare standard English forms and spoken forms	*Adverbials of time, place & number *Adverbs or modal verbs for degrees of possibility *Explore levels of formality *3 rd person narrative *Semi-colon, colon and dash to mark clauses/in lists *Formation of verbs using suffixes (-ate, ise, -ify)	*First person narrative *Non-fiction explanatory voice *Verb prefixes (e.g., dis-, de-, mis-, re-) *Relative clauses *Pronoun to aid cohesion *Commas & parenthesis to clarify *Adverbials of time, place & number *Adverbs or modal verbs for degrees of possibility *Paragraphs to organise ideas *Subheadings to aid presentation *Brackets, dashes or commas to indicate parenthesis *Explore levels of formality	*Adverbials of time, place & number *Exploring word families *Formation of verbs using suffixes (-ate, ise, -ify) *Brackets, dashes or commas to indicate parenthesis *Passive and active voice *Semi-colon, colon and dash to mark clauses/in lists *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion *Explore levels of formality	*3 rd person narrative *Semi-colon, colon and dash to mark clauses/in lists *Formation of verbs using suffixes (-ate, ise, -ify) *Semi-colon, colon and dash to mark clauses/in lists *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion *Explore levels of formality
Writing opportunities	Speeches Writing in role (log book) Drawing and annotating Reading journals Letter writing Instructions	Letter Monologues Character description Diary writing Modern version Script writing Discussion	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



Minchinhampton Primary Academy Curriculum Map English

		Reviews				
Extended Writing Outcome(s)	Newspaper report	Extended warning tale	Explanation	Extended narrative	Extended narrative	Extended narrative

Year 5/6 B 23/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tom's Midnight Garden	Suffragette: The Battle for Equality	Journey to the River Sea	Hidden Figures	Varmints	My Big Mouth
Human Theme	Family & Friendship	Dreams & Change	Freedom and confinement	Perseverance	Sustainability & care	Family, friendship, identity, honesty
Literary Form	Graphic Novel adaptation of a classic	Non-fiction	Novel	Biography	Picture Book	Illustrated novel
National Curriculum Cross-Curricular Links	Science – seasons PSHE – gender	History: women's suffrage PSHE: democracy; resilience Citizenship: Voting rights	Geography - Rainforests	History Science	Geography: environments History: impact of population growth on a local area;	PSHE - friendship, bullying, self-esteem & empathy; implications of lying.



Minchinhampton Primary Academy Curriculum Map English

Reading: Experience, Knowledge, Skills and Strategies	*Responding to illustration and multimedia *Visualise *Make predictions *Character comparison *Make personal connections *Develop inference & deduction *Form intertextual links *Looking at language *Introduction of aspects of KS3 curriculum by reading 1958 text	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Make personal connections Identifying bias *Develop fluency through performance	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Make personal connections Identifying bias *Develop fluency through performance	*Link text and illustrations *Visualise Looking at language *Close reading *Develop fluency through performance *Make predictions *Evaluate and summarise *Make personal connections *Develop inference & deduction Identifying bias	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency <u>Y5 Terminology:</u> modal verb, relative pronoun, relative clause, parenthesis Revisit: subject, object, ellipses <u>Y6 Terminology:</u> subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points	*Fronted adverbials & conjunctions in coordinating clauses *Subjunctive forms *Adverbs or modal verbs for degrees of possibility *Expanded verb, adverbial & noun phrases *Explore levels of formality *Compare standard English forms and spoken forms *Devices to build cohesion within a paragraph *Passive and active voice	*Explore levels of formality *Formation of verbs using suffixes (-ate, ise, -ify) *Explore levels of formality *Adverbials of time, place & number *Brackets, dashes or commas to indicate parenthesis *Passive and active voice *Apostrophe for plural possession *Slogans & rhetorical language *Adverbs or modal verbs for degrees of possibility	*Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Expanded verb, adverbial & noun phrases *3 rd person narrative *Adverbs or modal verbs for degrees of possibility	*Explore levels of formality *Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Adverbs or modal verbs for degrees of possibility *Fronted adverbials & conjunctions in coordinating clause	*Progressive form of verbs to mark actions in progress *Formation of verbs using suffixes (-ate, ise, -ify) *Figurative language, including metaphor, simile, personification *Synonyms & antonyms *Passive and active voice *Independent clauses (semicolon/colon/dash) *Adverbs or modal verbs for degrees of possibility *Wider range of cohesive devices (repetition, adverbials, ellipsis)	*Adverbs or modal verbs for degrees of possibility *Explore levels of formality *Compare standard English forms and spoken forms *Passive and active voice *Commas & parenthesis to clarify meaning *Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Explore levels of formality
Writing opportunities	Letter writing Documentary script writing Poetry Diary writing Descriptive writing Persuasive writing	Research reports & biography Writing in role: recount Speeches Prison letters and accounts Petition Eyewitness accounts Newspaper report – with bias Song lyrics for an anthem	Poetry Note writing Diary entries Notes for research Timetables Annotated maps Notes of advice Narrative fiction Letters	Persuasive writing Formal and informal voice Poster Notes for research Fact files Letter	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 Diary entries Notes of advice/empathy



Minchinhampton Primary Academy Curriculum Map English

Extended Writing Outcome(s)	Comic book narrative	Persuasive text	Extended narrative	Biography	Script writing	Biography – family history project