

English Curriculum Map 2020- 2021



Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
Isaiah 40:31

Rationale

- Promote high aspirations
- Promote opportunities for cultural capital
- Create a vocabulary rich curriculum

Intent

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our English curriculum is an intrinsic part of this, unlocking the potential of each child, so that they can flourish.

We want all pupils at Holy Trinity Primary School to experience the beauty, power and enjoyment of English and develop a sense of curiosity about the subject with a clear understanding. English is important: it is the basic language of communication in our society. Through language, we can become fully integrated members of a community and are able to lead full and satisfying lives as responsible and contributing individuals. We aim to develop the child's experience of language so that s/he can communicate with his/her peers and adults and take her/his place in society.

We aim for all children to leave Holy Trinity with a life-long reading habit and a love of books. When children begin “learning to read”, we focus on decoding through phonics as well as other strategies such as context, rhyme and whole word recognition. As children start to acquire reading skills, and begin “reading to learn”, we focus our attention on teaching comprehension skills such as retelling, inference and retrieval using high quality literature.

At Holy Trinity, we aim to support our children to become confident, enthusiastic, independent and effective writers who are willing to take risks in their written work. We encourage children to write creatively whilst teaching key writing skills explicitly and systematically. We believe it is important to have an understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both explicitly during whole class work and contextually in pieces of writing.

Good handwriting is an essential skill; our aim is to enable all children in school to develop a fluent, presentable script using cursive script as well as, importantly, take pride and care over their work. In the early years, there is an emphasis on fine motor skills and we use a range of resources to practice these basic skills. This moves into correct letter formation with a focus on upper and lower case letters.

Our curriculum is designed to be accessible to all and maximise the development of every child’s ability and academic achievement. We deliver lessons that are creative and engaging and link to many areas of the curriculum.

Implementation

Phonics

In Reception and Year 1, we have a very comprehensive Phonics and Early Reading scheme that is planned in line with the Government’s Letters and Sounds guidance. It is a systematic approach for teaching children phonics and is split into five phases, from starting to learn about sounds at Reception to becoming fluent readers around age 6.

The children are placed in small groups and are taught using games and activities. It is a fun, noisy lesson that the children really enjoy. Teachers follow a Revisit & Review/ Teach/ Practise/ Apply/ Assess format. They are encouraged to blend and segment sounds from the earliest opportunity.

Reading

In Reception and year 1, children read in small groups led by an adult. Their books are fully decodable to match the sound they are learning in their phonics lesson. We use books from Oxford University Press. In year 2, once children are secure in their phonics, they continue **learning to read** in small groups with books that are organised into coloured bands (from Orange to Lime). Children are taught key comprehension strategies such as prediction, sequencing and making inferences.

In Key Stage 2, our children transition from **learning to read** to **reading to learn**. As a class, they are introduced to high quality, engaging texts that support their curriculum, introduce them to esteemed authors and reflect the diversity of our school. Reading for pleasure is kept at the heart of all sessions and talk is central. Our children enjoy having open-ended discussions around the text both with their partners and as a class to share their reading experiences. The children are taught key strategies which enable a deeper understanding such as prediction, inference and summarising. These strategies are formatively assessed so that lessons are tailored to the needs of the children.

As a school we are passionate about **developing children's love for reading** outside the classroom. We believe that reading has the capacity to inspire children creatively, broaden their world views and improve their academic performance. We have introduced a scheme called '40 books' which makes available high quality age-appropriate literature for children to take home weekly – children and parents have commented on how much they love this. Each child is paired up with another child with their 40 book so that they can discuss it and enthuse about it! We also have an annual book fair from Scholastic and celebrate World Book Day.

Writing

At Holy Trinity, we aim to support our children to become confident, enthusiastic, independent and effective writers who are willing to take risks in their written work. Teachers really enjoy teaching writing and take time to plan engaging writing opportunities. These include first hand experiences such as trips, storytellers and drama. Writing is linked to work in Humanities, Science and RE as well as being inspired by classic and modern texts. Texts that are used in reading lessons are often linked to writing allowing children to fully immerse themselves in characters and the narrative. We believe it is essential that children have a keen understanding of the purpose of writing and introduce them to a wide range of genres including narrative, non-fiction and poetry.

Spelling and Grammar

At Holy Trinity, we believe that knowing how to apply spelling rules and recognising key words is empowering for children. From year 2-6, spelling lessons are based on 'No Nonsense Spelling' units that follow clear patterns to aid understanding. Our spelling lessons are full of games and activities; a far cry from traditional dictation!

Grammar is taught explicitly during whole class work and contextually in pieces of writing. We link our grammar teaching to the National Curriculum guidelines for year groups and it is taught and planned to fit in relevant writing genres.

Impact

Children at Holy Trinity love English. Our writing outcomes at Key Stage 2 are consistently some of the highest in the borough and nationally. Our last OFSTED report noted that children here are *'keen readers both in school and at home'*.

2018-2019 Key Stage 2 Results Writing:

- 85% of our children reached the expected standard in all 3 subjects compared with 65% nationally.
- 89% of children achieved the standard in Maths (compared with 79% nationally)
- Our average score at KS2 maths is 108, compared to 105 nationally

2018-2019 Key Stage 2 Results Reading:

- 85% of our children reached the expected standard in all 3 subjects compared with 65% nationally.
- 92% of children achieved the standard in Writing (compared with 78% nationally)
- 89% achieved the standard in reading (compared with 73% nationally)
- Our average score at KS2 maths is 106, which is on par with national expectations

Since 2018- 2019, we have made phonics a priority and, through teacher assessment, believe that the scores above are not representative of the standard in the school at the moment.. We have also made reading to the higher standard a priority through our new reading scheme.

Note: Please see our English Progression Skills map to see how we ensure our children make progress across their school life.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Fiction and Poetry: A wide range of traditional nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language Non Fiction: Simple non fiction texts, including resources	All About Me/Our Families/N'Rhyme My Mum My Dad Monkey Puzzle Stonewall family books Starting school books Spot Goes To School Topsy and Tim Go To School Funnybones This is Our House	Traditional Tales The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man The Three Billygoats Gruff Nativity Story The Jolly Christmas Postman	Seasons and Weather Chinese New Year story After the Storm (Percy the Park Keeper) One Snowy Night (Percy the Park Keeper) Elmer and the Rainbow Mr Wolf's Week We're Going On A Bear Hunt	Living and Growing and Healthy Eating Jack and the Beanstalk A Tiny Seed Jasper's Beanstalk Handa's Surprise	Animals The Very Hungry Caterpillar Dear Zoo Oi Frog! Aaargh Spider!	At the Seaside Snail and the Whale Sharing a Shell One is a Snail, Ten is a Crab Clumsy Crab Mr Seahorse Ten Little Pirates
Phonics	Phase 1 if needed and Phase 2		Phase 3		Phase 4	
Writing Outcomes						

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Units	<p>Narrative - 5 wks Not now Bernard by David McKee (2 wks)</p> <p>Stories from a range of cultures No Dinner! by Jessica Souhami (4wks) (<i>Book Power 1 p31-37</i>)</p> <p>Non fiction unit 1 1 wk Labels, lists and captions cc: History - aircraft cc Black History Month</p>	<p>Poetry - 2 wks Using my senses Poems about Flight</p> <p>Narrative unit 2 Beegu by Alexis Deacon (3 wks) (CLPE Book Power)</p>	<p>Narrative – 4-5wks Traditional and fairy tales (includes plays) ‘Cinderella’, Goldilocks or The 3 Little Pigs CC links to Science</p> <p>Non fiction unit 2 –(2 wks) Instructions texts (e.g. How to build a stable home use Three Little Pigs)</p>	<p>Non fiction – 2 wks Recount, dictionary (DEW unit 9) linked to trip</p> <p>Non fiction unit 4 – information texts – 4 wks cc History Our local area – link to Foundling museum / Thomas Coram</p>	<p>Narrative unit -Stories about Fantasy worlds - unit 4 - 4wks ‘Where the Wild Things are’</p> <p>Poetry – unit 3 – Poems on a theme of nature (<i>Hamilton Trust</i>) – 2 wks</p>	<p>Narrative unit 4-Stories about Fantasy worlds 4 wks ‘Traction Man is here’ (<i>Book power + Hamilton Trust</i>)</p> <p>Poetry – unit 2 – 2wks Pattern and rhyme Traditional playground rhymes or linked to RRW</p>
Rational	Chn are familiar with author style (read Elmer in Reception), carousel style learning, stories with predictable and patterned language	Develop understanding of character				
Reading	Books linked to Phonics levels (Oxford University Press)					
Phonics	Phase 4	Phase 5				
Grammar and Punctuation	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>) How words can combine to make sentences Joining words and sentences e.g. with ‘and’ Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <p>Terminology - word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>					

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing topics	<p>Non Fiction Moon/space.</p> <p>Narrative Man on the Moon by Simon Bertram (<i>Book Power 2 p13-18</i>) Plus another Simon Bertram book (e.g. Bob and the Moontree adventure, Bob's best ever friend)</p> <p>Non-fiction Instructions CC. Science Link</p>	<p>Narrative – The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p>Poetry Poems about the dark/night/animals.</p>	<p>Non fiction Non Chronological reports CC. Science Link – see sp and list box and DEW CC link with animals including humans – amphibians, animal classification, life cycles</p> <p>Non fiction Persuasion – linked to historical campaigners CC. History</p>	<p>Narrative Traditional Stories – 'The pea & the Princess' By Mini Grey (<i>Pictures Talk plans</i>)</p> <p>Cinder Boy Princess Smartie Pants</p> <p>Narrative Stories from other Cultures – Mufaro's Beautiful Daughter</p>	<p>Narrative AUTHOR FOCUS – Roald Dahl Diff stories by the same author The Magic finger George's Marvellous Medicine The Twits</p>	<p>Non-fiction Explanations – Marine Life around the U.K. CC link Geog Coastal communities</p> <p>Gregory Cool</p>
Reading	Guided Reading Levelled Groups (Oxford University Press)					
Phonics	Letters and sounds					
Grammar and Punctuation	<p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling appendix.)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Commas to separate items in a list</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p>	
Terminology - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing topics	<p>Narrative 4wks Myths and legends CC Ancient Egypt 'Ishtar and Tammuz' (see Literacy network file)</p> <p>Non Fiction Instruction texts CC Link to Ancient Egypt Cc Black History nth</p>	<p>Narrative Cinderella of the Nile by Beverley Naidoo (2 weeks)</p> <p>Non Fiction Reports CC Link to Ancient Egypt</p> <p>Poetry Shape poetry and calligrams 1wk CC Link to 'Animal and Humans' Science Unit</p>	<p>Poetry Poems to perform 1wk CC Link to Rainforest launch/installation (create poems in installation & perform in it)</p> <p>Narrative 'Krindlekrax' (CLPE) by Philip Reeve Link to GEOGRAPHY: Rainforest topic</p>	<p>Non fiction 4 wks Information texts Variety of Texts about Rainforests & Amazon Link to GEOGRAPHY: Rainforest topic</p> <p>Non Fiction Persuasion using 'The Great Kapok Tree' by Lynne Cherry Link to GEOGRAPHY: Rainforest topic</p>	<p>Non fiction 2 wks Pebble in my pocket</p> <p>Narrative 'Ug Boy Genius of the Stone Age' by Raymond Briggs or 'Stone Age Boy'</p>	<p>Non fiction How to make pasta Link to GEOGRAPHY: Rainforest topic</p> <p>Persuasive writing to visit Italy Link to GEOGRAPHY: Rainforest topic</p> <p>Playscripts: 2 weeks Link to RRW</p>
Reading Whole class reading x 3 days Levelled reading x2 days	Marble Crusher by Michael Morpurgo	Journey to Jo'Burg by Beverly Naidoo	Moon Juice by Kate Wakeling	The Tin Forest by Helen Ward	The Pebble in My Pocket by Meredith Hooper	Ug: Boy Genius of the Stone Age
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Headings and sub headings</p> <p>Word families based on common words, showing how words are related in form and meaning e.g. <i>solution, dissolve, solve</i></p>	<p>Use of perfect form of verbs to mark relationships of time and cause (e.g. <i>he has gone out to play</i> instead of <i>he went out to play</i>.)</p>	<p>Introduction to speech marks to punctuate direct speech</p>	<p>Introduction to paragraphs</p>
	Terminology - word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing topics	<p>Narrative 4 wks Links to text Edward Tulane (CLPE planning)</p> <p>Non fiction unit 2 wks Information text (Spetimus Severus) CC Link with Romans and Black History Month</p> <p>Poetry Week?</p>	<p>Non fiction unit 2- 3wks Persuasive texts CC Link with Geog Volcanoes and Earthquakes</p> <p>Non fiction 2wks Recounts: newspaper/ magazines CC Link with Romans</p> <p>Poetry unit -2wks Creating images/ Fibonacci style poems</p>	<p>Narrative AUTHOR FOCUS - C S Lewis 4wks Stories set in imaginary worlds The Lion, the Witch and the Wardrobe</p> <p>Non fiction 4 wks Explanation CC link with Science: Electricity - circuits (see lesson study presentation and speaking and listening frames)</p>	<p>Non fiction continues from last half term to include digital literacy topic – presentation explaining how the web works; how to search, bookmark effectively</p> <p>Performance poetry Y4 performance at end of term 4 weeks</p> <p>Non-fiction Non-chronological reports (4 weeks) about wolves Stimulus is picture book: Wolves in wall (CC Link to Science: living things and their habitats) (Pictures talk plan) ***BOOK</p>	<p>Narrative 3-4 wks Stories which raise issues/dilemmas</p> <p>Krindlekrax by Philip Ridley (Book Power year 3 and 5)</p> <p>OR The Beastman of Ballyloch by Michael Morpurgo Compare with parts of The Iron Woman – Ted Hughes</p>	<p>Non-fiction continues from last half-term</p> <p>Narrative 3 weeks Stories from other cultures Journey to the Jo'burg OR One Thousand and One Nights (Scheherazade) retold by Geraldine McCaughrean Cc Black History CC Link to Islamic history topic</p>
Reading	The Butterfly Lion by Michael Morpurgo	Escape from Pompeii by Christina Balit (picture book) The Miraculous journey of Edward Tulane by Kate DiCamillo	Varjack Paw by S.F Said	Warewolf Club Rules by Joseph Coelho	Wild Robot by Peter Brown	The Boy at the Back of the Class by Onjali Q Rau
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	Expanded Noun phrases to expand description (e.g. the soldiers with clanging shields , instead of the noisy soldiers)	Fronted adverbials + Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	Appropriate choice of pronoun or noun across and within sentences	The grammatical difference between plural and possessive –s	Use of paragraphs to organise ideas around a theme	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead

			Use of speech marks to punctuate direct speech	Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)		of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Topics	<p>Poetry 2 week</p> <p>Narrative 3 weeks -----</p> <p>Non-fiction 3 wks Explanations Link to Space CC Link to space Topic</p>	<p>Narrative Unit – 4wks Novels and stories in familiar settings 'There's a Boy in the Girl's bathroom.' (<i>Book Power Plan</i>)</p> <p>Poetry unit – 1wk Poetic style 'Talking Turkeys' Benjamin Zephaniah (<i>Book Power Plan</i>) Cc Black History Month</p> <p>Non fiction 2 wks Reports/persuasion – King's Cross CC link to Geography our local area)</p>	<p>Narrative unit 5/6wks Traditional stories, fables, myths and legends Greek Myths Anthony Horowitz CC Link to Greek history Topic</p>	<p>Non-Fiction 2 wks Non-Chronological report linked to ancient Greek life CC Link to Greek history Topic</p> <p>Poetry unit 3wks Classic/narrative poems 'The highwayman'</p>	<p>Narrative unit Dramatic conventions (play script) Shakespeare – A Midsummers Nights Dream 3 wks CC Link Tudors</p> <p>Non fiction 3 wks – Persuasive / Discursive writing Advertisements RRS Week CC Link to History Tudors</p>	<p>Narrative Quest 3 weeks AUTHOR FOCUS – MICHAEL MORPURGO Michael Morpurgo – Kensuke's Kingdom Y6 Transition unit</p> <p>Narrative unit 5- 2 wks Film narrative The Piano (Standards Website, Grammar for writing unit 4)</p> <p>Or ads (linked to DT/entrepreneurship Citrus Saturday?)</p>
Reading	The Infinite Lives of Maisie Day by Christopher Edge	There's a boy in the girls bathroom by Louis Sacher	Rooftoppers by Katherine Rundell	The Highway Man by Alfred Noyes The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Baitt	William Shakespeare by Mick Manning (Picture book)	Current affairs unit (Guardian)
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis	Relative Clauses beginning with <i>who, which, where, why, or whose</i>	Devices to build cohesion within a paragraph (e.g. then, after that, this firstly)	Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will,</i>	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)

					<i>must</i>) or adverbs (e.g. <i>perhaps</i> , <i>surely</i>)	
	Terminology - relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Units	<p>Narrative Fiction genres 3/4 wks 'Goodnight Mister Tom' (CLPE) Link with CC Local History (WW2)</p> <p>Poetry 1 wk Blitz</p> <p>Non fiction VE day Link with CC Local History (WW2)</p>	<p>Narrative 4 wks Anne Frank by Josephine Poole (Pictures Talk)</p> <p>Non Fiction - 2 wks Biography Noor Khan CC Black History Month and RRS</p>	<p>Non-fiction Reports CC Science – Living things and their Habitats</p> <p>Narrative 4 wks Macbeth</p>	<p>Non-fiction 2 wks Biography of Darwin 1 wk Information Text on Evolution CC Science – Evolution and Inheritance</p> <p>Narrative 1 wk 'Just So stories' by Rudyard Kipling CC Science – Evolution and Inheritance</p> <p>Poetry 3 wks Lady of Shalott (Book Power)</p>	<p>Film Unit / Narrative / Nonfiction 2 wks The Man who Walked Between the Towers by Mordicai Gerstein</p> <p>Narrative: 2 wks Skelig</p>	<p>Playscripts Year 6 Play and Leavers Service</p> <p>Non-fiction (linked to Science units) Non-chronological explanations (CC link Science linked to humans circulatory system)</p>
Reading	Goodnight Mr Tom by Michelle Magorian	The Boy in the Striped Pyjamas by John Boyne New and Collected poems by Carol Anne Duffy	Wolf Brother by Michelle Paver	The Lady of Shalott by Alfred, Lord Tennyson	The Origin of the Species SATs prep	The Man who walked between the Towers by Mordicai Gerstein (picture book) Skellig by David Almond
Spelling	Follow No Nonsense spelling scheme					
Grammar and Punctuation	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Use of the passive voice to affect the presentation of information in a sentence • Expanded noun phrases to convey complicated information concisely • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity <p>Terminology - active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p>					