**English**

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

English lessons at Fulfen Primary School are centred around a high-quality text that children can immerse themselves within. These texts are purposefully chosen to engage our children and are synonymous with the genre of focus. Each year group have access to writing different genres to ensure that, throughout their time at Primary School, children have experience writing for particular purposes. Also, English lessons are an opportunity for children to enhance skills of handwriting, spelling and grammar, which are directly linked to the area of focus.

Our creative and inspiring writers will acquire the skills to:

* have a sound knowledge of ‘language about language’ so they can talk with confidence about the structure of their own writing and the writing of other writers.
* take all of their ideas from the books that they have read, regularly structuring their work based on their own experience.
* control their writing consciously to create an effect on a reader using a range of grammatical techniques.
* write for the sole purpose of the reader, continuously asking what the desired effect on the reader is.
* not just include grammar, punctuation and spelling elements because they feel they need to, but to help guide the reader through their work.
* constantly assesses and edits their work, based on their own understanding.
* take any opportunity to share their writing by reading aloud, developing their use of tone, intonation and expression.
* continually strive to develop their own handwriting.
* acknowledge the different features of narrative and non-narrative

**CURRICULUM MAP**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Themes** | Th UKMaterials | The Plague & Gunpowder PlotRosa Parks | *Australia**Animals inc Humans* | *Great Fire of London**Samuel Pepys* | ClimateLiving Things & Their Habitats | Local History & Dr Johnson |
| **Writing Genres & Outcomes** | **Poetry****Narrative** – opportunity to write a recount about real events. | **Narrative** with one or more elements changed (e.g. change of character, event or setting)**Non-Chronological Report** (linked to history) | **Narrative** with one or more elements changed (e.g. change of character, event or setting) | **Diary Writing** (linked to History)**Instructions** | **Setting Description****Narrative Recount** | **Persuasive letters****Descriptive Writing** |
| **Suggested Texts** | Johnny Conkers – Pep | Eliot Jones – Midnight Superhero | Where the Sea Meets the Shore by Kate Messner | *(link to Fire of London)**Mister Maker video* | Tales of Peter Rabbit by Beatrix Potter“Adventures are the pits” video | The Day the Crayons Quit by Drew DaywaltThe Lost Thing by Shaun Tan |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Themes** | Volcanoes & Earthquakes | Stone Age | *Maps around the World* | *Iron Age* | The UK | Roman Impact on Britain |
| **Writing Genres & Outcomes** | **Poetry****Narrative** (adjective, verbs, adverbs) | **Narrative** (opening build up, resolution and ending)**Newspaper Report** | **Character Description****Narrative** **(Changing one element)** | **Non Chronological Report**  | **Narrative** (opening build up, resolution and endinginc setting description) | **Informal letter writing****Instructions** |
| **Suggested Texts** | Willie the WormThe Funky PigeonStrange Combinations(Pep the poet)Wolf Boy by Andy Harknesss | The Stone Age BoyEscape from Pompeii by Christina Balit | *The Tear Thief by Carol Ann Duffy* | *The Hummingbird by Nicola Davies* | Leon and the Place Between by Angela McAllister | The Dragon Post by Emma YarlettHow to Make Friends with a Ghost by Rebecca Green |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Themes** | European Study | Anglo Saxons | *Local Geography Study* | *Local History – Coalmining* | Water Cycle & Climate Change | Egyptians |
| **Writing Genres & Outcomes** | **Poetry****Biography** (link to Black History month) | **Narrative** (setting descriptions, paragraphs with a range of cohesive devices; retelling from a character’s perspective) | **Setting Descriptions** | **Instructional text** (survival guide)**Informal Letter Writing** | **Narrative** recount including dialogue | **Poetry****Non- chronological Report** |
| **Suggested Texts** | Personify the Tie (Pep)Sun is Laughing by Grace Nichols | The Lion, the Witch and The Wardrobe | Kensuke’s Kingdom by Michael Murpurgo | *Orion and the Dark by Emma Yarlett* | Still I Rise by Maya AngelouWhen I heard the Music by Pie CorbettThe Curse of the Tomb Robbers by Andy Seed |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Themes** | Rivers and Mountains | Vikings | *North American Study* | *Ancient Greeks* | Study of Mexico | Mayan Civilisation |
| **Writing Genres & Outcomes** | **Poetry** | **Persuasion** | **Narrative** (use of narrative techniques e.g. flashbacks, impacts of different openings, use of characters’ dialogue and actions) | **Non-Chronological Reports** | **Narrative** (use of narrative techniques e.g. flashbacks, impacts of different openings, use of characters’ dialogue and actions) | **Playscripts**(repurposing narrative as a play script) |
| **Suggested Texts** | The River by Valerie Bloom |  | Fox by Margaret Wild & Ron Brooks | Who Let the Gods Out by Maz Evans | A Monster Calls by Patrick Ness | Romeo & Juliet |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Themes** | Victorians | South America | *Biomes & Climate* | *Own projects* | Maps & Grid References | WW2 |
| **Writing Genres & Outcomes** | **Poetry** **Journalistic writing**  | **Narrative from film** (Adapt techniques according to text type) | **Discussion (arguments for and against)****Narrative told from different viewpoints****Narrative** **Biographies** | **Poetry** | **Narrative**(adapt techniques according to text type) |
| **Suggested Texts** | Everything is turning Blue by Pep the PoetHoles by Louis Sacha | RootedThe pianoAlma | *Rose Blanche* The Diaries of Anne FrankGoodnight Mister Tom Own research | Tell me Tell me by Charles Causley | Trash |

**Progression Map**