



English Curriculum Map

Following the introduction of the new national curriculum in September 2014, we have mapped out the new objectives for each year group. These maps represent the learning journey each class will undertake during the year. The class teacher will adapt the route to reflect each class and child's needs as a normal part of ongoing assessment.

If you have any questions, please do not hesitate to speak to your child's class teacher or the subject leader: Mrs Tracey Dunn. The English curriculum at Tiverton Academy is led by quality children's literature, class themes, relevant real life events and the children's world. These provide stimulus for meaningful teaching and learning where the purpose and audience of the writing leads to the form it takes.

Purpose	Examples of form
Entertain	Narrative forms; poetry and poetic forms
Inform	<i>Labels, captions, museum curation, non-chronological report, information leaflet, newspaper article, school report, encyclopaedia, dictionary, documentary, fact files</i>
Influence	<i>One-sided argument, debate, discussion text, letter of application, persuasive letter, persuasive essay, advert, flyer, journalistic writing</i>
Guide	<i>Instructions, explanation, scientific writing, biography, information text, recipes, atlas, manual, recount of an event, autobiography</i>
Express	<i>Opinions page, diary entries, personal letters, anecdotes, review, interview</i>

The process

Stimulus: quality children's literature, theme, real life events

English teaching and learning: provision of opportunities for children to write for different purposes - to entertain, inform, influence, express views and guide the reader

Application of taught skills in other contexts following teaching: in Science lessons, theme, RE

Years 1 and 2

Entertain	Narrative	<ul style="list-style-type: none"> • Traditional tales (fairy tales, stories from other cultures, twisted fairy tales) • Fantasy (stories about fantasy worlds) • Contemporary (familiar settings, predictable and patterned language) • Author study (stories by the same author)
	Poetry	<ul style="list-style-type: none"> • Patterns and rhyme • Poems on a theme • Poet study (poems by the same poet)
Inform		Labels Captions Museum curation Fact files
Influence		flyer
Guide		Instructions Recount Scientific writing Information text
Express		Opinions page

<p>Key Texts linked to topic</p>	<p>The First sledge The way back home Traction Man The Olivia series The story tree Here's a little poem Gorilla Begu Toys in space Naughty Bus Tin Forest Selfish Giant Lila and the secret of rain The magic porridge pot</p>
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Notes

- Writing skills will be applied in other curriculum areas.
- Children will have opportunities to write in role.
- Children should write complete narrative compositions on a regular basis. See document: Narrative Across the Primary Phase
- Writing will take a range of forms according to the purpose and audience, e.g. letters, recipes, fact files, comparing, book making, etc.
- Poetry will include reciting and performing poetry.
- Possible poets: *Julia Donaldson, Michael Rosen, Allan Ahlberg, Hilda Offen, A.A. Milne, Robert Louis Stevenson.*
- Possible themes for poetry: *families and friends, holidays and daytrips, school, nature, senses.*
- Children will be exposed to and respond to classic texts, e.g. *The Diary of a Killer Cat, Clever Polly and the Stupid Wolf, The Tiger who Came to Tea, The Sheep Pig, The Owl who was Afraid of the Dark, The True Story of the Three Little Pigs, Gorilla, Zoo.*
- Teaching units may be combined as appropriate, e.g. stories by the same author and fantasy: *Mini Grey, Anthony Browne, Dick King-Smith.*

Years 3 and 4

Entertain	Narrative	<ul style="list-style-type: none"> • Traditional tales (myths, legends, fables) • Adventure • Fantasy/ science fiction • Author study (stories by the same author)
	Poetry	<ul style="list-style-type: none"> • Classic poetry • Poems on a theme • Poet study (poems by the same poet)
Inform		<p>Non – chronological reports Information leaflet Newspaper article Encyclopaedia Dictionary Fact file Diagrams/labelling</p>
Influence		<p>One sided argument Debate Discussion text Persuasive letter Advert Flyer Journalistic writing</p>
Guide		<p>Explanation Scientific writing Information texts Recipes Recount of an event</p>
Express		<p>Opinions page Diary entry Personal letters Interviews</p>

<p>Key Texts linked to topic</p>	<p>Flotsam The Promise Diary of a Killer Cat Charlie and the Chocolate Factory Drake's Drummer Boy Secret Agent Jack Stalwart Kensuke's Kingdom The Firework Makers Daughters The lion, the witch and the wardrobe. The story thief The Great Kapok tree</p>
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- Author/poet studies will include reading, comparing and responding to writers' work.
- Possible authors: *S F Said, Grahame Baker-Smith, Neil Gaiman.*

Years 5 and 6

Entertain	Narrative	<ul style="list-style-type: none"> • Historical adventure • Science fiction/ fantasy/ dystopian world • Mystery/ horror • Contemporary/ literary heritage • Author study (including choice and comparison)
	Poetry	<ul style="list-style-type: none"> • Classic (narrative and free verse) • Poems on a theme • Poet study (poems by the same poet)
Inform		<p>Non-chronological report Information leaflet Newspaper article School report Encyclopaedia Dictionary Documentary Fact files</p>

Influence	<p>One – sided argument Debate Discussion text Letter of application Persuasive letter Persuasive essay Advert Flyer Journalistic Writing</p>
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Guide	Explanations Scientific Writing Biography Autobiography Information texts Manual Recount of an event
Express	Opinions page Diary entry Personal letter Anecdotes Review Interview Setting description
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'All pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

'Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.'

English programmes of study: key stages 1 and 2 National curriculum in England, DfE (2013)

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