



English Curriculum Map: 2023 – 2024

Years 1&2

Team Dahl

Teacher: Mrs Martin

YEARS 1/2 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u> The Emperor's Egg Author: Martin Jenkins	<u>Autumn 2</u> The Secret Sky Garden Author: Linda Sarah & Fiona Lumbers	<u>Spring 1</u> Poems to Perform Author: Anthology compiled by Julia Donaldson	<u>Spring 2</u> Moth Author: Isabel Thomas	<u>Summer 1</u> Claude in the City Author: Alex T. Smith	<u>Summer 2</u> Grace & Family Author: Caroline Binch
Text Type	Non-Fiction	Picture Books	Poetry	Non-Fiction	Building Stamina - Contemporary Fiction & Traditional Tales	Classic Texts
PSHE & Human Themes	Different types of families & children's own experiences of family.	The importance of friendship Caring for the local area Making positive changes to improve the local environment	Natural wonders of the world Rhythm & sound	Survival through adaptation Responding to natural changes	Telling the truth Health & safety awareness	The notion of family and how each can be different and mean something different to each of us Differences Separation and reunion.
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related; Become increasing familiar with and retell a wide range of stories; Discuss favourite words and phrases; Draw inferences on the basis of what is 	<ul style="list-style-type: none"> Increase familiarity with a range of books Explain and discuss understanding of books Discuss the sequence of events in books and how items of information are related Answer and ask questions 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; 	<ul style="list-style-type: none"> Listen to, discuss and express views about books at a level beyond that which they can read independently Discuss the significance of the title and events Link what they hear or read to own experiences 	<ul style="list-style-type: none"> Listen to, discuss and express views about books at a level beyond that which they can read independently; Discuss the significance of the title and events; Link what they hear or read to own experiences; 	<ul style="list-style-type: none"> Discuss favourite words and phrases; Answer and ask questions; Predict what might happen on the basis of what has been read; Draw inferences on the basis of what is being said and done;

	<p>being said and done;</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about stories and non-fiction at a level beyond that at which they can read independently • Participate in discussions about books, taking turns and listening; • Discuss word meanings, linking new meanings to those already known; • Being introduced to non-fiction books that are structured in different ways • Draw on what they already know or on background information provided by the teacher; • Discuss the significance of the title and events; • Link what is read to their own experiences. 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done • Express views and opinions about reading • Listen to, discuss and express views about books at a level beyond that which they can read independently • Discuss the significance of the title and events • Link what they hear or read to own experiences • Discuss favourite words and phrases • Taking turns and listening to others 	<ul style="list-style-type: none"> • Link what they read or hear read to their own experiences; • Recognise and join in with predictable phrases in poems and to recite some by heart; • To recognise simple recurring literary language in poetry; • Discuss and clarify word meanings, linked to those already known; • Discuss favourite words and phrases; • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; • Explain and discuss understanding of poems; those they listen to and those read independently. 	<ul style="list-style-type: none"> • Explain understanding of what is read • Discuss the sequence of events in books and how items of information are related • Discuss favourite words and phrases • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done • Participate in discussion about what is read, taking turns and listening to others • Express views about reading 	<ul style="list-style-type: none"> • Explain understanding of what is read; • Discuss the sequence of events in books and how items of information are related; • Discuss favourite words and phrases; • Answer and ask questions; • Predict what might happen on the basis of what has been read; • Draw inferences on the basis of what is being said and done; Participate in discussion about what is read, taking turns and listening to others; • Express views about reading 	<ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to others; • Express views about reading. • Link what they hear or read to own experiences; • Explain understanding of what is read; • Discuss the sequence of events in books and how items of information are related.
National Curriculum Vocabulary, Grammar,	<p><u>Year One</u></p> <ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. 					

Punctuation (and Spelling)	<ul style="list-style-type: none"> Capital letters for names and the personal pronoun 'I'. <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Year Two</p> <ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <p>Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</p>					
Language Competency: through reading, talk and writing	<p>Writing: Transcription & Composition</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about and write down key ideas and words, including new vocabulary; Write for different purposes, including narratives; Evaluate writing with the teacher and other pupils; 	<p>Writing: Transcription & Composition</p> <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including about fictional personal experiences and fictional narratives Re-read writing to check it makes sense and make simple revisions <p>Speaking and Listening:</p>	<p>Writing: Transcription & Composition</p> <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; Draft and write by noting ideas, key phrases and vocabulary, & composing & rehearsing phrases and sentences orally; Write for different purposes including poetry; 	<p>Writing: Transcription & Composition</p> <ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally Sequence sentences to form short narratives Write for different purposes including about non-fiction and real events Reread and evaluate writing to check it makes sense and make simple revisions Read writing aloud with appropriate 	<p>Writing: Transcription & Composition</p> <ul style="list-style-type: none"> Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new & familiar 	<p>Writing (Composition / Vocabulary, Grammar and Punctuation):</p> <ul style="list-style-type: none"> Write for different purposes including about personal experience and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Use new and familiar

	<ul style="list-style-type: none"> • Re-read writing to check it makes sense; • Use familiar and new punctuation correctly • Use expanded noun phrases to describe • Write present and past tenses correctly <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Children use spoken language to develop understanding through imagining and exploring ideas • Children participate in discussions, performances, role-play and improvisations • Children articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • Participate in discussion about what is read, taking turns and listening to what others say • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Listen and respond appropriately to adults and peers • Articulate and justify answers and opinions • Use spoken language to develop understanding • Speak audibly and fluently with an increasing command of Standard English 	<ul style="list-style-type: none"> • Reread and evaluate writing to check it makes sense and make simple revisions; • Read writing aloud with appropriate intonation to make the meaning clear; • Use new and familiar punctuation correctly; • Use sentences in different forms • Expand noun phrases to describe and specify <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers; • Ask relevant questions to extend knowledge and understanding • Consider and evaluate viewpoints, attending to and building on the contributions of others • Participate in discussions, performances, role-play, improvisations and debate about what has been read 	<p>intonation to make the meaning clear</p> <ul style="list-style-type: none"> • Use new and familiar punctuation correctly • Use sentences in different forms • Expand noun phrases to describe and specify • Use past and present tense correctly and consistently; • Use simple conjunctions to link subordinate and co-ordinating clauses <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers • Ask relevant questions to extend knowledge and understanding • Consider and evaluate viewpoints, attending to and building on the contributions of others • Participate in discussions, performances, role-play, improvisations and debate about what has been read 	<p>punctuation correctly;</p> <ul style="list-style-type: none"> • Use sentences in different forms; • Use past and present tense correctly and consistently; • Use simple conjunctions to link subordinate and co-ordinating clauses. <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role play, improvisations and debate about what has been read; 	<p>punctuation</p> <ul style="list-style-type: none"> • correctly; • Use sentences in different forms; • Expand noun phrases to describe & specify; • Use past and present tense correctly and consistently; • Use subordination and coordination to extend sentences. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers; • Ask relevant questions to extend knowledge and understanding; • Consider and evaluate viewpoints, attending to and building on the contributions of others; • Participate in discussions, performances, role
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			<p>attending to and building on the contributions of others;</p> <ul style="list-style-type: none"> Participate in discussions, performances, role play, improvisations and debate about what has been read; Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas. 	<p>play, improvisations and debate about what has been read;</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas.
Extended Writing Outcomes	<ul style="list-style-type: none"> Labels Setting description Information writing (various ways – explanation text, narrative) 	<ul style="list-style-type: none"> Thought bubbles Character descriptions Persuasive narrative Writing in role Personal narratives Writing stories (theme of friendship) 	<ul style="list-style-type: none"> Descriptive vocabulary and phrase collections Innovated verses of 'Rhythm of Life' - Fresh lines for 'The Sound Collector' Performance and recital 	<ul style="list-style-type: none"> Speech bubbles Non-chronological report Explanation text Instructions Persuasive text of choice: letter/poster/leaflet 	<ul style="list-style-type: none"> City Poems Postcards in role Story mapping Postcard in role Newspaper Reports Own Claude story in an alternative setting 	<ul style="list-style-type: none"> Diary entries Letter writing Information booklet about The Gambia Recipes



SCHOOL
MEMBER

