



Granby Primary School

English Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1: Key focus: creating simple and compound sentences with 'and'; CL, FS and exclamation mark.</p>	<p>Text: My brother (Narrative) Writing: Simple story Objectives: Upper- and lower-case letters. Finger spaces, composing orally, sequence sentences, adding adjectives. Suffix 'ing' Sequence sentences into short narrative. Text: Michael Rosen -I am Angry (Poetry)</p>	<p>Text: How to make a cup of squash (Instructions) Writing: Instruction text Text: Kipper's toy box (Narrative) Objectives: What are sentences? Orally rehearse. Finger spaces. Basic punctuation such as full stops and capitals.</p>	<p>Text: Naughty Bus (Narrative) Writing: Simple journey story Objectives: Developing and using story mapping. Orally rehearse. Finger spaces. Simple sentences to compound with 'and'. Suffix 'ed'.</p>	<p>Text: Magic Beanstalks and different versions of Jack and the Beanstalk. (Narrative) Writing: Non-chronological report about beanstalks. Write alternative ending Objectives: Adding full stops and exclamation marks to end a sentence. Suffix 'ed'.</p>	<p>Text: Where the Wild Things are (Narrative) Writing : A list poem; questions for characters; fantasy story Objectives: Oral rehearse writing, re-read and change work, read to peers, use adjectives, appropriate vocabulary choices, 'ed' endings, use ?, use 'and'</p>	<p>Text: Class three all at Sea (Narrative) Objectives: Revise work on suffix 'ed'. Using and applying compound sentences with 'and'</p>
<p>Year 2: Key focus: Coordinating conjunctions; introducing subordinating conjunctions; using ! and ?; sentence types; adjectives.</p>	<p>Text: Dogger (Narrative) Writing: a character description. Objectives: Capitals, full stops, question marks, nouns phrases and expanded noun phrases, planning out loud sentence by sentence, using personal experiences</p>	<p>Text: The Tiger who came to Tea (Narrative) Writing: a story & instructions Objectives: Planning out loud, sentence by sentence, key words, new vocabulary, personal experiences, Capital for I, contracted spelling, subordination: when, if, that, because. Text: Poetry: Cartoons - Joshua Seigal</p>	<p>Text: Little Red Riding Hood (Narrative) Traditional tales. Writing: a tale with a twist. Objectives: Different sentence forms: statements, commands, questions and exclamation sentences, commas in lists, adjectives, stamina writing narratives, personal experiences, planning stories.</p>	<p>Text: All about Orang-utans (information text) Writing: Non-chronological report animals Objectives: Using ?, different forms of sentences, present tense, coordinating sentences: and, but, so, real-life events, planning out loud, sentence by sentence.</p>	<p>Text: Lila and the Secret of Rain (Narrative) Writing: 1st person recount. Kenyan culture (Geog link) Objectives: 'ed', 'ful', 'less' suffixes. Full range of y2 punctuation: ?,!, CL, FS, commas in lists, apostrophes of contraction. Writing stamina, planning aloud sentence by sentence.</p>	<p>Text: The Knight who wouldn't Fight (Narrative) Writing: Creature description; narrative between knight and creature Objectives: Using sentence types and related punctuation: FS, ?, !, Present tense, coordination and subordination in sentences, personal experiences, planning.</p>
<p>Year 3: Key focus: Using and punctuating speech; expanded noun phrases; coordination and subordination; adverbs.</p>	<p>Text: Tell me a Dragon; Kassim and the Greedy Dragon (narratives) Writing: A warning story Objectives: CL, FS, ?, !, discuss writing similar for structure, vocabulary and grammar; compose & rehearse orally, rich varied vocab, paragraphs around themes, settings, characters, plot. Present and past tense, expanded noun phrases. Proofread, propose changes assess effectiveness. Write from memory simple sentences, dictated by teacher, that include words and punctuation taught</p>	<p>Text: The Dragon Machine (instructions) Writing: Instructions: How to build a dragon machine Objectives: CL, FS, ?, !, present tense; expanded noun phrases, subordination and coordination; conjunctions, adverbs and prepositions to express time. Planning as previous unit. Using subheading to organise ideas. Proofread, propose changes assess effectiveness. Text: Playing with words: Roger McGough and Christina Rossetti (poetry)</p>	<p>Text: A winter Child (Narrative) Writing: write a persuasive letter; write a story: The Spring Child. Objectives: CL, FS, !, ?, Suffix 'ed' and 'ly'; discussing similar writing; recording ideas; create settings, characters and plot; paragraphs around theme; past tense; expanded noun phrases; subordination and coordination; conjunctions, adverbs and prepositions to express time; using and punctuating speech. Editing as previous unit.</p>	<p>Text: Let's Go To (Information text) Writing: non-chronological report based on my life in the UK Objectives: Use simple organisational devices for example headings and subheadings, use subordination, use present perfect form, use fronted adverbials, composing and rehearsing sentences orally, proof read and suggest improvements. Writing a Mandir recount (based on trip day RE)</p>	<p>Text: Arthur and the Golden Rope Writing: Complete a myth New Text and TFW planning Planning TBC</p>	<p>Text: Counting on Katherine (Narrative/ biography) New text and TFW planning Planning TBC</p>

<p>Year 4: Key focus: fronted adverbials; noun phrases, paragraphing; punctuating dialogue, subordination, prepositions</p>	<p>Text: Atlas of Adventures (Information) Writing: Persuasive text about Egypt Objectives: Nouns and pronouns avoid repetition, wider range of subordinating conjunctions, fronted adverbials, expanded noun phrases, express time and cause, imaginative word choices, paragraphing around a theme, superlatives for persuasion. Text: Poetry by Grace Nicholls and James Carter Writing: Create Morning Poem Write Haiku, Write poem based on 'Cat Value' Objectives: expanded noun phrases, vocabulary choice, features of poetry styles, prepare poems and perform aloud showing intonation, tone, volume and action.</p>	<p>Text: Lost Happy Endings (Narrative) Writing: Finish the end of a myth Objectives: Organise paragraphs around a theme, create setting, characters and plots, subordinating conjunctions, present perfect verbs, nouns and pronouns clarity and cohesion, express time and cause, fronted adverbials and punctuation, using and punctuating direct speech, discussing similar texts and oral rehearsing, editing with others and proposing changes' reading story aloud to others.</p>	<p>Text: Manfred the Baddie (Narrative) Writing: An explanation text for a machine Objectives: Look at similar texts to support planning, use simple organisational devices in non-fiction – headings, sub-headings, use technical vocabulary, extend sentences with conjunctions, use prepositions, use fronted adverbials and commas, choose pronouns and nouns for clarity but avoid repetition, proof read for errors, assess effectiveness of own and others writing suggesting improvements.</p>	<p>Text: The Spiderwick Chronicles (Narrative) Writing: Own version of chapter 7 Objectives: Organise paragraphs around a theme, create character, setting and plots, use subordination, use and punctuate direct speech, discuss similar texts and oral rehearsing, editing with others and proposing changes' reading story aloud to others.</p>	<p>Text: The Iron Man (Narrative) Writing: Description of Iron Man Objectives: Discuss writing similar to that they are going to write to understand structure, vocabulary and grammar. Identify poetical features of Ted Hughes' writing and figurative language used. Subordination, fronted adverbials, noun phrases, possessive apostrophe, nouns for clarity and cohesion. Proof read for errors, assess effectiveness of own and others writing suggesting improvements.</p>	<p>Text: Need to find good model information text Writing: Non-chronological report about Ancient Greece Objectives: Extend sentences with range of conjunctions, possessive apostrophes, choose nouns and pronouns for clarity and cohesion, use simple organisational devices of non-fiction such as headings and sub headings, organise paragraphs around a theme, using conjunctions, adverbs and prepositions to express time and cause. Proof-read for spelling and punctuation errors</p>
<p>Year 5: key focus: relative clauses; parenthesis; modal verbs; integrating dialogue; formal language; figurative language; paragraphing.</p>	<p>Text: Leon and the Place Between (Narrative) Writing: Describe circus, describe circus act, continue narrative of story Objectives: Expand noun phrases to convey information concisely, punctuate direct speech, consider how authors develop character and setting, choose appropriate grammar and vocabulary to enhance meaning, describe setting, characters and atmosphere integrating dialogue. Text: Atlas of Adventures (Information Text) Persuasive writing using relative clauses. Objectives: superlatives, imperative verbs, present tense, relative clauses, parenthesis.</p>	<p>Text: Friend or Foe (Narrative) Writing: diary entry, formal report, extra scene, newspaper recount Objectives: vocabulary structures formal speech including subjunctive and modal verbs, using relative clauses beginning with who, which, where, when, that, with, using hyphens to avoid ambiguity, using brackets, dashes or commas for parenthesis. Select grammar and vocab choices to enhance meaning. Describe settings, characters and atmosphere and dialogue to advance action.</p>	<p>Non-Chronological reports on bears. Text: Bears Art Wolfe Writing: Non-Chron Bears Objectives: using a colon to introduce a list, punctuating bullet points consistently, technical language and formal language. Text: Charles Causley poems Writing: Describe Green man, opening stanza Jolly Hunter, Letters to Lulu, Rhyming nonsense poem Objectives: Use rhyming dictionary, select appropriate grammar/ vocab; perform own compositions, assess effectiveness of writing.</p>	<p>Text: Oranges in No Man's Land (Narrative) Writing: Diary extract & narrative Samar's story Objectives: expanded noun phrases, modal verbs and adverbs, relative clauses, commas for clarity, parenthesis, powerful vocabulary, audience and purpose and appropriate form, develop character and setting. Text: Michael Rosen Poems Writing: poems based on Rodge Said and Harrybo Objectives: Use rhyming dictionary, select appropriate grammar/ vocab; perform own compositions, assess effectiveness of writing.</p>	<p>Text: The Highwayman (Poetry) Writing: Storyboard and Monologue for Bess Objectives: Precising longer passages, effective emotive language, first person, figurative language: using metaphor and imagery, modal verbs, relative clauses, develop characters, setting and plot. Proof read for errors, assess effectiveness of own and others writing suggesting improvements.</p>	<p>Text: The Explorer (Narrative) Writing: Setting and atmosphere description, instructions for building a raft, short non-chronological report sloths, formal letter, explanation text Objectives: expanded noun phrases figurative language, imperative verbs, precise language, formal language, modal verbs, apostrophes of contraction and possession, use similes and metaphors to create atmosphere. Use ellipsis for effect, relative clauses and parenthesis.</p>

<p>Year 6 Key focus: Parenthesis; relative clauses; passive voice; subjunctive; formal language; cohesion; using full range of punctuation incl between clauses.</p>	<p>Text: The Eye of the Wolf (Narrative) Writing: internal monologues, alternative viewpoint narrative; formal persuasive letter. Objectives: subordination, nouns and pronouns for cohesion, conjunctions for time and cause, possession; direct speech punctuation; commas clarify meaning; passive voice; perfect form; expanded noun phrases, relative clauses; model verbs and adverbs. Planning vocab & grammar for purpose and effect. Editing.</p>	<p>Text: War Horse (Narrative) Writing a recount, a speech, narrative; informal letter, Objectives: Vocabulary structures for formal writing; perfect form; expanded noun phrases; model verbs and adverbs; relative clauses; commas clarity; parenthesis; Planning writing for effect, selecting vocabulary and grammar, describe settings, characters and atmosphere; cohesive devices. Edit considering effectiveness and propose changes.</p>	<p>Text: Ted Hughes Poetry. Writing: Write a poem Objectives: Select grammar and vocab to enhance meaning; understand figurative; understand technical terms used in poetry; language of poetry Text: Arachnophobia (Information text) Writing: Non-chronological shark report Objectives: Expanded noun phrases, relative clauses, parenthesis, commas to clarify, language for effect on reader. Planning and editing as previous units.</p>	<p>Text: The Man who Walked between the Towers (Narrative based on real-life) Writing: Diary entry, Explode a moment, Biography Objectives: Passive verbs, perfect form verbs, expanded noun phrases, commas for clarity, hyphens for clarity, parenthesis, semi-colons, colons and dashes to mark boundaries between clauses. Planning for audience and purpose, draw on reading and research where necessary, proofread, edit.</p>	<p>Text: The Ogre, Bedgellert Writing: Finishing a myth Objectives: subordination, nouns and pronouns for cohesion, conjunctions for time and cause, possession; direct speech punctuation; commas clarify meaning; passive voice; perfect form; expanded noun phrases, relative clauses; model verbs and adverbs. Planning vocab & grammar for purpose and effect. Editing. Text: The Giant's Necklace (Narrative) Writing: Informal postcard. Objectives: Select appropriate grammar and vocabulary and know how it changes formality. Apostrophes of contraction. Using spoken language in sentences. Using question tags.</p>	<p>Text: Short and Spooky (Collection short stories) Writing: writing a ghost story Objectives: Expanded noun phrases; describe settings; characters and atmosphere: figurative language and prophetic fallacy; integrate dialogue to convey character and advance action; used a wide range of cohesive devices within and across paragraphs and a golden thread. Assess effectiveness of own and others' writing proposing changes to enhance meaning/ clarify.</p>
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