



Shepherdswell Academy English Curriculum Map - Overview



Why Teach English

The National Curriculum states that,

'English has a pre-eminent place in education and in society... A high-quality education in English will teach pupils to **speak and write fluently** so that they can **communicate their ideas and emotions** to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop **culturally, emotionally, intellectually, socially and spiritually**. Literature, especially, plays a key role in such development. **Reading also enables pupils both to acquire knowledge and to build on what they already know**. All the skills of language are essential to participating fully as a member of society; **pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.**'

If we teach English well, we **increase all children's life chances in whatever direction life takes them**. Literacy (particularly volitional reading) is the gateway to academic success in all subjects as well as promoting emotional wellbeing. It is therefore essential that all teachers and those who lead the subject are experts when it comes to teaching English.

The Principles Behind our English Curriculum

- **High quality texts** and children's appreciation and enjoyment of books lie at the heart of our English Curriculum
- We recognise the **importance of reading** and are committed to ensuring all pupils are fluent readers who read for pleasure
- We prioritise the Importance of the development of **spoken language** as the bedrock of literacy development and in particular the **development of vocabulary**
- Our curriculum is **progressive in the knowledge taught and level of challenge children face** in order to put that knowledge into action (the skill of being a reader and a writer)
- We ensure our pupils write in authentic ways, without using artificially constructed rules, paying attention to the **purpose, audience and form** of the texts they read and write, and the **impact language has** on them and others
- **We see reading, writing and talking are seen as part of one process** in which pupils become confident, competent language learners who are interested in words and how they work.

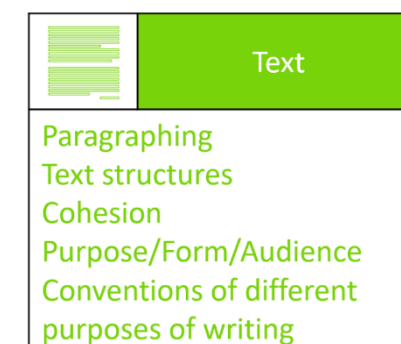
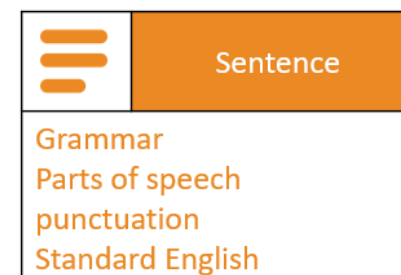
Disciplinary Knowledge

Developing fluency in:



So that pupils can communicate their ideas and emotions and learn about the world around them and lives of others.

Substantive Knowledge



Alphabetic code
Spelling patterns and rules
Letter formation
Common exception words
Morphology
Etymology
Vocabulary
Pencil grip



Conventions of spoken language
Talking behaviours
Social aspects

The Purpose and Outcomes Overviews

The outcomes of EMAT's English curriculum are laid out in the mapping of English units from Year 1 – Year 6. The units of learning for each year group are centred around narrative, poetry and non-fiction texts. There are 5 purposes that the children are expected to master over time:

	To Narrate	To Inform or Describe	To Explain	To Persuade	To Discuss
P	F	A	I		
Purpose	Form	Audience	Impact		
Narrate	How will the talk/writing be structured? e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices.	Who are we writing for? Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.	How will the reader feel or what might they do? e.g. happy, confused, informed, curious; will they know something new or have changed their opinion?		
Inform/describe					
Explain					
Persuade					
Discuss					

The Knowledge and Skills Overviews

The English curriculum lays out the core knowledge and application of that knowledge (skills) that children need to achieve the outcomes of each unit. We break down the National Curriculum statements into sequence steps to ensure a clear progression of knowledge and skills (expectations) for Years 1-6.

This progression is organised according to the strands of the National Curriculum.

The strands have been subdivided in the following way:

Spoken Language	Reading	Writing
Listening	Retrieval	Planning
Speaking	Inference and prediction	Composition including editing
Drama	Sequencing/summarising	Transcription
	Comparison	Grammar and punctuation
	Vocabulary	Handwriting
	Metacognition	
	Grammar and punctuation	

Text Maps and Reading Vines

Each school plans a progressive 'vine' of key texts from EYFS to Year 6, which are a basis for English teaching across the school. These books provide the vocabulary and structures (both language and text), at the appropriate level of challenge, to form the basis of an effective, sequenced learning chain.

Texts are selected from the EMAT text maps or other sources but must fulfil the following criteria over time:

- Classic
- New and Bold
- Award Winning
- Reflecting realities (windows and mirrors)
- Supporting children's knowledge (including curriculum links)
- Vocabulary-rich





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English Text Purpose and Outcome Overview – Year 1



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Theme	 Into the woods	 Playtime	 Let's go outside!	 Land of Adventure	 Animal Magic	 A Royal Occasion
	Narrative	Traditional tales with predictable phrasing P to narrate F oral and written sentences A peers	Traditional tales with predictable phrasing P to narrate F a sequence of sentences A peers	Classic stories which reflect childhood experiences P to narrate F illustrated sentences, retelling the events of a story A school and families (display) I be entertained	Traditional tales P to narrate F a retelling of a familiar traditional tale A peers I be entertained	Contemporary animal stories P to narrate F a short story which innovates on one that's been read A peers I be entertained	Stories with royal characters P to narrate F an original short story A peers I be entertained
	Poetry	Seasonal poetry P to describe F class recital of a poem A school and families I feel happy, uplifted	Playground rhymes and songs P to narrate/ describe F performance of poems learned by heart A younger children I have fun		Performance poetry P to narrate F Whole class performance of a range of poems on a theme A school and families I be entertained	Animal poems P to describe F rhyming couplets about animals A school and families (display) I smile and laugh	
Non-Fiction	Information texts (human body) P to inform/ explain F captions and labels A peers I learn something new about the human body	Information texts (toys and games) P to inform/ explain F sentences on a topic A peers I learn something new about toys	Description/report of personal experience P to narrate F journal/diary A peers I understand someone's experiences		Instructions (how to care for an animal) P to explain F instruction manual A schools and families (display) I know how to look after an animal	Information both real and imagined (royalty) P to inform/describe F character profile A peers I know how to recognise a royal	



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English Text Purpose and Outcome Overview – Year 2



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Theme	 Home Sweet Home	 Town and Country	 Anything Grows ...	 Fire! Fire!	 Worlds Apart	 Fun in the Sun
	Narrative	Letters and postcards P to narrate / describe F letter or postcard A a story character I understand another's experiences	Traditional tales P to narrate F retold story A a story character I be entertained	Picture books P to narrate F illustrated story A Famous author I be entertained	Alternative traditional tales P to narrate F short story A year 1 I be surprised, entertained	Stories from a range of cultures P to narrate F short story A peers I understand more about other cultures	Simple chapter books P to narrate F chapter story A year 1 I be entertained
	Poetry	Counting/maths poems P to inform F rhyming poem A peers I remember number facts		Nature poems P to describe F descriptive, free-verse poem A school and families (display) I imagine a view, image or experience		Rhymes and songs from around the world P to narrate/ describe F rhyming poems (performance) A school and families I imagine the experiences of others	Seaside Poems P to narrate/ describe F descriptive poems (free verse) A peers I be entertained
Non-Fiction	Instructions (recipes) P to explain F recipe A families I know how to cook something	Information texts (different types of homes) P to inform/describe F class information book A visitors to the class/book corner I know more about different types of home	Journals (seed growth) P to narrate/ inform F plant growth diary/journal A headteacher I understand germination and plant growth	Instructions (safety in the home) P to explain F safety information booklet A families I know how to stay safe at home	Character profiles (famous people) P to inform/describe F character profile A school and families (display) I find out about famous people's lives	Descriptions/spotters' guides P to describe/ explain F spotter's guide A peers I identify features and creatures at the seaside	