East Midlands Academy Trust
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 emotion****s 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:

Reading | Writing | Spoken Language | A love of literature

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

Substantive Knowledge

Sentence
Grammar
Parts of speech
punctuation
Standard English

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

Text
Paragraphing
Text structures
Cohesion
Purpose/Form/Audience
Conventions of different purposes of writing

Oracy
Conventions of spoken language
Talking behaviours
Social aspects

Learning Chains (Page 41)

When planning, teachers plan sequenced units of work that are a series of learning links that form a learning chain. These sequences map a series of pedagogical steps to support children to understand how talk, reading and writing. These are interconnected to help pupils transfer the knowledge and skills they learn when reading, to their own writing:

Relate
Read
Rip
Rehearse
Write
Review

The Purpose and Outcomes Overviews (Page 2)

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:

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 (Page 7)

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.

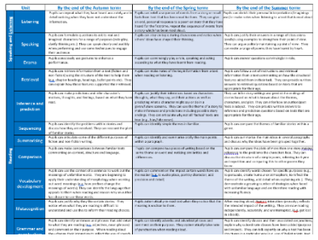
This progression is organised according to the strands of the National Curriculum.

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	

Assessment (Page 43) (EASI Statements)

These statements have been written to illustrate what children should be able to do at the end of each term. Teachers refer to these descriptors/ statements when making formative and summative judgements.

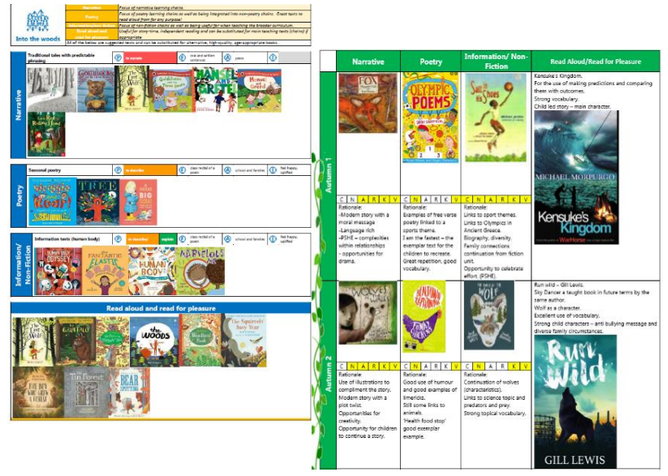


Text Maps and Reading Vines (Page 42)

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 Outcome Overview

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

Up until the end of KS1 children will only encounter the first three purposes when reading and writing; however, they will be talking for a much broader range of reasons. By the end of Year 6 the children will have encountered texts in a broad range of forms which exemplify the five purposes listed above.

In addition to understanding the purpose of the text being read or written, children are taught to recognise the importance of the form the text takes, the audience the text has been written for and the intended impact the text should have on them (when reading) or their reader (when writing). These are explained below:

Purpose	Audience	Form	Impact
Narrate Inform/describe Explain Persuade Discuss	**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 talk/writing be structured?** *e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices.*	**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?*

The *Purpose and Outcome Overviews* on the following pages are not set in stone. The importance of teachers making changes to aspects of the English curriculum in response to their learners is acknowledged. Before planning teachers take into account the following guidance:

Guidance: Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.

- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
- Where the form is 'short story', this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
- The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
- The impact statement should make sense when preceded by: 'my reader will…'

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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		Land of Adventure		Animal Magic	
	Narrative	**Traditional tales with predictable phrasing 3 weeks** P to narrate F oral and written sentences A peers	**Traditional tales 3 weeks** P to narrate F a sequence of sentences A peers	**Classic stories 3 weeks** P to narrate F illustrated sentences, retelling the events of a story A school and families (display) I be entertained	**Traditional tales 4 weeks** P to narrate F a retelling of a familiar traditional tale A peers I be entertained	**Contemporary stories 2 weeks** P to narrate F a short story which innovates on one that's been read A peers I be entertained	**Picture Books 4 weeks** P to narrate F an illustrated story A peers I be entertained
	Poetry	**Themed poetry 2 weeks** P to describe F class recital of a poem A school and families I feel happy, uplifted	**Playground rhymes and songs 2 weeks** P to narrate/ describe F performance of poems learned by heart A younger children I have fun		**Performance poetry 2 weeks** P to narrate F Whole class performance of a range of poems on a theme A school and families I be entertained	**Themed poetry 2 weeks** P to describe F rhyming sentences about animals A school and families (display) I smile and laugh	
	Non-Fiction	**Information texts 2 weeks** P to inform/ explain F captions and labels A peers I learn something new	**Information texts 2 weeks** P to inform/ explain F sentences on a topic A peers I learn something new	**Description/report of personal experience 2 weeks** P to narrate F journal/diary A peers I understand someone's experiences		**Instructions 2 weeks** P to explain F instruction manual A schools and families (display) I know how to do something	**Information texts 3 weeks** P to inform/describe F class book A peers I learn something new

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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		Land, Sea and Sky		Worlds Apart	
	Fiction	**Revisit and Review** **3 weeks** P to narrate F picture book A my teacher I be entertained	**Letters and postcards** **4 weeks** P to narrate/ describe F letter or postcard A a story character I understand another's experiences	**Picture books** **3 weeks** P to narrate F illustrated story A Famous author I be entertained	**Alternative traditional tales** **4 weeks** P to narrate F short story A year 1 I be surprised, entertained	**Stories from a range of cultures** **3 weeks** P to narrate F short story A peers I understand more about other cultures	**Simple chapter books** **4 weeks** P to narrate F short story A year 1 I be entertained
	Poetry	**Classic poems** **2 weeks** P to inform F rhyming poem A peers I remember number facts		**Themed Poetry** **2 weeks** P to describe F descriptive, free-verse poem A school and families (display) I imagine a view, image or experience		**World rhymes and songs** **3 weeks** P to narrate/ describe F rhyming poems (performance) A school and families I imagine the experiences of others	
	Non-Fiction	**Recipes** **2 weeks** P to explain F recipe A families I know how to cook something	**Information texts** **3 weeks** P to inform/describe F class information book A visitors to the class/book corner I know more about a given subject		**Guidebook** **2 weeks** P to explain/ inform F safety information booklet A families I know how to stay safe at home		**Fact file** **3 weeks** P to describe/ explain F spotter's guide A peers I identify features of a collection

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English Text Purpose and Outcome Overview – Year 3

		Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Year 3	Theme	Sticks and Stones		Disasters		Quest	
	Fiction	**Revisit and review** **3 weeks** P narrate F short story A my teacher I be entertained	**Historical stories** **4 weeks** P narrate F short story A Year 4 I be entertained		**Imagined recount** **4 weeks** P narrate F short story A older children or reading buddies I be thrilled, excited	**Traditional stories** **4 weeks** P narrate F short story A visitors to the class/book corner I be entertained	**Quest stories** **4 weeks** P narrate F illustrated story A visitors to the school library I be entertained
	Poetry	**Poetry** **2 weeks** P to describe F free verse poem A peers I be entertained		**Haiku** **2 weeks** P to describe F haikus A classroom display I imagine a place or experience		**Themed Poetry** **2 weeks** P to describe F free verse poem A school and families I empathise	
	Non-Fiction	**Description** **2 weeks** P inform F character profile A peers I recognise someone from their description	**Information Text** **3 weeks** P to inform/describe F class information book A school and families (display) I to be informed	**Anecdotes** **3 weeks** P narrate F anecdotes A reading buddies I be entertained	**Request** **2 weeks** P to persuade F letter or email A family member I change their mind		**Instructions** **2 weeks** P to explain F instruction A an ancient Egyptian I know how to complete a process

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English Text Purpose and Outcome Overview – Year 4

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Predators		Picture this		Keen To Be Green	
Fiction	**Revisit and review** **3 weeks** P to narrate F short story A my teacher I be entertained	**Fables** **4 weeks** P to narrate/persuade F short story A peers I be entertained, learn a moral lesson		**Illustrated stories/ picture books** **4 weeks** P to narrate F illustrated story A year 3 I be entertained and shocked	**Biography** **3 weeks** P to narrate / inform F book A peers I be entertained	**Adventure stories** **5 weeks** P to narrate F short story (anthology) A visitors to the class/book corner I be entertained
Poetry	**Free Verse** **2 weeks** P to inform/describe F free verse poem A school and families (display) I be entertained		**Odes** **2 weeks** P to describe F ode A visitors to the school library I appreciate a person, place or thing			**Themed Poetry** **2 weeks** P to inform/describe F free verse or rhyming poems A headteacher I be entertained
Non-Fiction	**Information texts** **2 weeks Aut 1 and 3 weeks Aut 2** P to inform F class information book A visitors to the class/book corner I understand more about predators or parasites		**'How to' guides 3 weeks** P to explain F guidebook/webpage A peers I understand how to use/do something	**Report** **2 weeks** P to inform F magazine article A school community I to be informed about something	**Advertising Campaigns** **4 weeks** P to persuade F posters, leaflets and radio/TV adverts A school community I want to support a worthy cause	

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English Text Purpose and Outcome Overview – Year 5

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Invaders		Journeys		The Space We Are In	
Fiction	**Revisit and review** **3 weeks** P to narrate F short story A my teacher I be entertained	**Sagas** **4 weeks** P to narrate F non-linear story A school and family (display) I be entertained		**Fractured narrative** **2 x 3 weeks** P to narrate F non-linear story A school and family (display) I be entertained	**Present day stories** **4 weeks** P to narrate/ inform F chapter story A visitors to the library I be entertained, learn about others' experiences	**Sci fi** **4 weeks** P to narrate F short story A peers I be thrilled, entertained
Poetry		**Kennings** **2 weeks** P to describe F kenning poems A school and families (display) I be entertained, amused	**Classic narrative poetry** **4 weeks** P to narrate F narrative poem A peers I be entertained		**Modern narrative poetry** **3 weeks** P to narrate F narrative poem A peers I have an insight into the lives of others	**Poems with figurative language** **1 week** **(Integrated into narrative)** P to describe F poem A peers I be entertained
Non-Fiction	**Information texts** **4 weeks** P to inform F class information book A visitors to the class/book corner I know more about a topic that interests them		**Requests and complaints** **2 weeks** P to persuade F email or letter A whomever the correspondence is for I change mind/grant request			**Newspaper reports** **2 weeks** **(Integrated into narrative)** P to inform / discuss F newspaper A families I understand more about the space race

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English Text Purpose and Outcome Overview – Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Theme	Conflict and Resolution		Pure Imagination		Activism	
	Fiction	**Displacement stories** **6 weeks (including 2 weeks revisit & review)** P to narrate F chapter / episode (first person narrative) A peers I be entertained		**Graphic novel** **3 weeks** P to narrate F graphic novel / illustrated story A peers I be entertained	**Portal stories** **5 weeks** P to narrate F chapter story / fractured narrative A famous author I be entertained	**Biographical writing** **5 weeks** P to narrate F short story A peers I to entertain and amuse my reader	
	Poetry		**Conflict poetry** **2 weeks** P to describe F free verse poem A peers I be entertained				**Review (Poetry)** **3 weeks** P to discuss /analyse F literary review A year 7 peers I to feel inspired to read the poetry
	Non-Fiction		**Information texts** **4 weeks** P to inform / describe F class information book A peers I understand more about WW2	**Fantasy Encyclopaedia 3 weeks** P to inform/describe F class book A another Y6 class I visualise new world			**Speeches / Debates** **3 weeks** I to discuss persuade F a speech (video) A school community I think about their own actions and how they might change to support a cause