

### Barley and Barkway (VA) C of E First Schools Federation

Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF



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## **English Curriculum Map**

Reading: Word R	Reading		
Phonics and Dec	oding		
Three and Four- Year-Olds	Literacy		<ul> <li>Develop their phonological awareness, so that they can:         <ul> <li>spot and suggestrhymes</li> </ul> </li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul>
Reception			<ul> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds forthem.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
ELG	Literacy	Word Reading	<ul> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Common Exception	n Words		
Reception	Literacy		<ul> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>

Fluency					
Three and Four- Year-Olds	Literacy	<ul> <li>Understand the five key concepts about print:         <ul> <li>print has meaning</li> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> <li>Develop their phonological awareness, so that they can:         <ul> <li>spot and suggestrhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>			

Reception	Literacy  Literacy Reading		<ul> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read books to build up their confidence in word reading, their</li> </ul>		
ELG			fluency and their understanding and enjoyment.  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception		
Reading: Compre	hension		words.		
		curacies			
Three and Four-Year-Olds  Communication and Language			<ul> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand 'why' questions, like: "Why do you think the</li> </ul>		
			<ul> <li>caterpillar got sofat?"</li> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>		
	Literacy		Engage in extended conversations about stories, learning new vocabulary.		
Reception	Communication and Language		<ul> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		
ELG	Literacy	Comprehension	<ul> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>		
omparing, Contra	sting and Comme				
Three and Four- Year-Olds	Communicatio	n and Language	<ul> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>		
Reception	Understand	ing the World	<ul> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>		
ELG	Communication and Language	Listening, Attention and Understanding	<ul> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>		
		Speaking	<ul> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>		

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Three and Four- Year-Olds	Communication and Language		Use a wider range of vocabulary.			
rear-Olus	Literacy		<ul> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>			
Reception	Communication and Language		<ul> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>			
ELG	Communication and Language	Speaking	<ul> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>			
	Literacy	Comprehension	<ul> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>			
nference and Pred	iction					
Three and Four- Year-Olds	Communication and Language		<ul> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>			
ELG	Communication and Language	Speaking	<ul> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>			
	Literacy	Comprehension	Anticipate (where appropriate) key events in stories.			

Poetry and Performance					
Three and Four- Year-Olds	Communication and Language	<ul> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>			
	Expressive Arts and Design	<ul> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>			
		<ul> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>			
		Remember and sing entire songs.			
		<ul> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>			
		<ul> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> </ul>			
		<ul> <li>Create their own songs, or improvise a song around one they know.</li> </ul>			
Reception	Communication and Language	Engage in storytimes.			
		<ul> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>			
		<ul> <li>Learn rhymes, poems and songs.</li> </ul>			

	Everyopius A	ute and Decim				
	Expressive Arts and Design		Sing in a group or on their own, increasingly matching the pitch and following the molecular			
			following the melody.			
			Develop storylines in their pretend play.			
ELG	Literacy	Comprehension	<ul> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>			
	Expressive Arts and Design	Creating with Materials	<ul> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			
		Being Imaginative and Expressive	<ul> <li>Invent, adapt and recount narratives and stories with their peers and theirteacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>			
Non-Fiction						
Reception	Communicatio	n and Language	Engage in non-fiction books.			
			<ul> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>			
ELG	Communication and Language	Speaking	<ul> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>			
	Literacy	Comprehension	<ul> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>			

Three and Four-	Communication and Language					
Year-Olds	Communication and Language		Sing a large repertoire of songs.			
Teat-Olus			Know many rhymes, be able to talk about familiar books, and be			
			able to tell a long story.			
	Expressive Arts and Design		Take part in simple pretend play, using an object to represent			
			something else even though they are not similar.			
			Begin to develop complex stories using small world			
			equipment like animal sets, dolls and dolls houses etc.			
			Remember and sing entire songs.			
			<ul> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and</li> </ul>			
			down and up) of familiar songs.			
			Create their own songs, or improvise a song around one			
			they know.			
Reception	Communication	on and Language	Engage in storytimes.			
			Retell the story, once they have developed a deep familiarity			
			with the text; some as exact repetition and some in their own			
			words.			
			Learn rhymes, poems and songs.			
	Expressive Arts and Design		Sing in a group or on their own, increasingly matching the pitch and			
			following the melody.			
			Develop storylines in their pretend play.			
ELG	Literacy	Comprehension	Demonstrate understanding of what has been read to them by			
			retelling stories and narratives using their own words and			
			recently introduced vocabulary.			

	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
Non-Fiction			
ELG	Communicati on and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehensi on	<ul> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>



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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
FS						
	Marvellous Me	Let's Celebrate!	T icket t o R id e	Our Wonderful World	Amazing Animals	Terrific Tales
EYFS	The Geown mention the party the Party the Party Big Book of Families Book of Families William Inches West and the Party William Inches William I	Sparks Sp	The RUNAWAY TRAIN	ONE PLASTIC BAG  JASTERS BEANSTAIN  The Tiny Seed  BIG 14th BOOK  Weather Climate Climate	Ruste Formation of the State of	Traditional tales Fairy tale

### Key Stage 1

Year 1

#### **Traditional Tales**

Write a simple retelling of a traditional story
Perform a retelling of the story







- The Little Red Hen
- Chicken Licken
- The Gingerbread Man

#### Labels, lists and captions

Class book of complete sentence captions that describe cat behaviour



• Plenty of love to go around

#### Contemporary Narrative

Write simple sentences using language, words and phrases taken from stories







- Farmer Duck
- Knuffle Bunny
- Five Minutes Peace

#### Recount

A written account of a personal event, using adverbs of time to aid sequencing



• My Friend Bear

#### Classic/Traditional rhymes

Learn and perform traditional action rhymes, nursery rhymes and songs

#### Contemporary Narrative

Write simple sentences using words and phrases taken from familiar stories



The Last Noo Noo

#### Instructions

Write simple instructions following practical task



Pigeon Books

#### Free verse poem

Free Verse Poem about a small creature e.g.squirrel

• One Silver Speck

### Contemporary

### <u>Narrative</u>

Write simple sentences in the form of a letter



 Here Comes Mr Postmouse

#### Report

Write a simple nonchronological report with a series of sentences to describe



Bats

#### Fairy Stories

Write a simple retelling of a fairy story

Perform a retelling of the story



- Cinderella
- Snow White

#### Information texts

Write question and answer information about food



Questions and Answers about Food

#### Traditional Tales

Write a simple retelling of a traditional story
Character/setting description





- · Hansel and Gretel
- The Three Billy Goats Gruff

#### Instructions

Write simple instructions following practical task



• You Can't Take an Elephant on a Bus

Daily phonic lessons, individual reading and guided reading

#### Traditional/Fairy Tales

Write a retelling of a traditional story/alter the story











- Rapunzel
- Jack and the Bean Stalk/Jack and the Baked Beanstalk

#### Recount

Write a first person recount





- Voices in the Park
- · Dinosaurs and all that rubbish

#### **List Poems**

Read list poems
Write and perform their own





- · Off by heart
- The Puffin Book of Fantastic first Poems

#### Contemporary Fiction

Use a familiar story as a model to retell a story





- The Dragon Machine
- The Paper Bag Princess

#### Letters

Write letters using different sentences





- Dear Teacher
- John Patrick Norman McHennessy the boy who was always late

#### Calligrams

Write a calligram



#### Contemporary Fiction

Use a story as a model to write a new story/setting







- The Tin Forest
- The Fox
- The Whale's Song

#### Report

Write a report using comparative language to describe



Sharks

#### Fiction

Use a story to write a letter/advert



• 15 Things NOT to do with a Puppy

#### Instructions

Create a set of instructions



Instructions

#### Vocabulary

Read poems
Write and perform their own verse



 Blue Balloons and Rabbit Ears

#### Contemporary Fiction

Use a story as a model to write a new story



. How to Catch a Star

#### Persuasive Instructions

Write a set of fiction based instructions



 How to wash a woolly mammoth

#### Contemporary Fiction

Use a model to write a new story/poem/setting







- The Tear Thief
- The BFG
- · Lila and the Secret Ram

#### **Explanations**

Produce a flowchart ensuring content is clearly sequenced



Monsters – an owner's guide

#### **Poetry**

Read poems
Write and perform their own verse



• The Sound Collector

#### Fiction: Fables

Write their own fable to convey a moral





- War and Peas
- Aesop's Fables

#### Non-fiction: Recount

Write a news report of an unfolding event including detail to engage the reader



• The True Story of the Three Little Pigs

#### Poetry: Poetic Language

Write and perform image poetry about animals and the weather Study noun phrases and prepositions

#### Fiction: Traditional Stories

Analyse compare and write their own tale with a focus on setting description



The Stone Trolls

#### Non-fiction: Report

Write a non-chronological report



Children's Book of Sport

# Fiction: Traditional Tales

Write an alternative chapter, written in the style of the model text



• The Finger Eater

# Non-fiction: Explanations – link to practical task

Create and use a flow chart to write an explanation of a process, ensuring relevant details are included and accounts end effectively

# Poetry: Performance Poems

Listen and perform poems Examine conjunctions, prefixes, informal language and rhyme Write a rap



- You Tell Me
- Poems Out Loud

## Fiction: Contemporary Narrative

Use a narrative to write an information leaflet for a chosen location



Atlas of Adventures

#### Report

Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information



Pirates

### Contemporary Narrative

Explore the author's use of characterisation, dilemmas and dialogue
Write the story in the style of the author







- Dolphin Boy
- Fantastic Mr Fox
- The Sandman and the Turtles

# Non-fiction: Persuasive Writing

Present a point of view in the form of an adverb linking points persuasively and selecting style and vocabulary appropriate to the reader



Hansel and Gretel

#### Poetry

Write a free verse list poem



The Magic Box

### Fiction: Contemporary Narrative

Explore the author's use of characterisation, dilemmas and dialogue
Write the story in the style of the author







- Dolphin Boy
- Fantastic Mr Fox
- The Sandman and the Turtles

#### **Non-fiction: Explanations**

Make notes following practical task
Create instructions
Focus on conjunctions, prepositions and adverbs of time and manner



The Ink Garden of Brother Theophane

#### Poetry: Shape Poetry

Explore calligrams, poetic portraits and shape poems Write, improve and present shape poems



Apes to Zebras

#### **Fiction: Narrative**

Write an extended, invented myth including speech



Mvths

#### Non-fiction: Recount

Write a first person recount of a personal event (recounts linked to History throughout the year)



 Little Mouse's Big Book of Fears

#### Poetry: Vocabulary

Write a free verse poem

A Small Dragon

#### Fiction: Contemporary



• How to Train Your Dragon

#### Non-fiction: Report

Organising paragraphs around a theme
Using heading/sub-headings etc.



Three Cheers for Inventors

#### **Poetry**

Read and perform poetry



Off By Heart

#### Fiction: Play

Convert a text into a playscript and perform







Princess and the Pea

## Non-fiction: Instructions and Explanations

Write a set of instructions, include time and manner adverbs with imperative verbs.



 The Usbourne Complete Book of Art Ideas

### Poetry: Kennings Read and write Kennings



#### Fiction: Narrative

Write a narrative including several setting descriptions



 Leon and the Place Between

# Non-fiction: Persuasive Report

Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images and visual aids to make the view more convincing



 The Day I Swapped my Dad for Two Goldfish

#### Fiction: Diary

Write a detailed diary entry including from the point of view of a character







- African Tales
- The Pot of Wisdom
- Mufaro's Beautiful Daughters

Non-fiction: Discussion - zoos
Consider different sides of an
argument and decide on a
course of action, summarising
your reasons in a letter





- Zoo
- The Rainbow Bear

# Poetry: Odes and Insults Read and write Odes

- Spaghetti! Spaghetti!
- Soggy Greens
- Ode to an Olive
- Ode to Marbles
- Ode to a Chestnut on the Ground

Fiction: Narrative

Write a new chapter for the book



• The Butterfly Lion

#### Non-fiction: Explanations

Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style



Charlie Small

### Poetry: Haikus and Poetry Competition

Write a Haiku and perform aloud

Weekly spelling, punctuation and grammar lessons and daily whole class reading sessions