



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 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.

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:

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 (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

Substantive Knowledge

<ul style="list-style-type: none"> Sentence Grammar Parts of speech punctuation Standard English 	<ul style="list-style-type: none"> Word Alphabetic code Spelling patterns and rules Letter formation Common exception words Morphology Etymology Vocabulary Pencil grip
<ul style="list-style-type: none"> Text Paragraphing Text structures Cohesion Purpose/Form/Audience Conventions of different purposes of writing 	<ul style="list-style-type: none"> 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:

Anchor	Relate
	Read
Infinity symbol	Rip
	Rehearse
	Write
Anchor	Review



East Midlands Academy Trust 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:



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:

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

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...'



East Midlands Academy Trust English Text Purpose and Outcome Overview – Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	 Into the woods	 Playtime	 Let's go outside!	 Land of Adventure	 Animal Magic	 A Royal Occasion	
Year 1	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	
Theme	 Home Sweet Home	 Town and Country	 Anything Grows ...	 Fire! Fire!	 Worlds Apart	 Fun in the Sun	
Year 2	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



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English Text Purpose and Outcome Overview – Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	 Stones and...	 Funny Bones	 Disasters		 Ancient lands	 The Dark	
Year 3	Narrative	Historical stories (Stone Age) P to narrate F short story A peers I be entertained	Contemporary, humorous stories P to narrate F illustrated story A a famous author I laugh	Imagined recounts P to narrate F diary A myself I reflect on experiences	Short stories (disaster) P to narrate F short story or play A older children or reading buddies I be thrilled, excited	Myths (quests) P to narrate/ explain F illustrated story A visitors to the class/book corner I be entertained	Chapter stories P to narrate F chapter story A visitors to the school library I be scared
	Poetry	Free verse P to describe F free verse poem A peers I be entertained	Christmas songs P to narrate/ describe F song (performance) A school/family I feel joy and happiness	Poetic form (haiku and tanka) P to describe F haikus and tanka A headteacher I imagine a place or experience		Rhyming couplets P to describe F rhyming poems or story A peers I be entertained	Poems on a theme (e.g. feelings) P to describe F free verse or rhyming poems A school and families (display) I empathise
	Non-Fiction	Information texts (Stone Age) P to inform/describe F class information book A visitors to the class/book corner I learn about the stone age	Fact-files (Dinosaurs and fossils) P to inform/describe F fact-file A school and families (display) I know the difference between different dinosaurs	Eyewitness accounts (including video and audio recordings) P to narrate/ inform F imagined eye-witness account of a real event A peers I imagine being at a historic event		Instructions (Egyptians) P to explain F instruction A an ancient Egyptian I know how to embalm a body or other ancient rituals	Persuasive language P to persuade F letter or email A family member I change their mind



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English Text Purpose and Outcome Overview – Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	 World of Sport	 What's Eating You?	 Keen to be Green		 Eureka!	 Diversity	
Year 4	Narrative	Fables (Aesop) P to narrate / persuade F Fable A peers I be entertained, learn a moral lesson	Illustrated stories/picture books involving predators P to narrate F illustrated story A year 3 I be entertained, shocked	Short stories with a moral message (modern fables) P to narrate / explain F short story or play A peers I be entertained, learn a moral lesson	Adventure stories P to narrate F short story (anthology) A visitors to the class/book corner I be thrilled	Biography (real or imagined) P to narrate / inform F magazine article (class magazine) A peers I be entertained	Chapter stories P to narrate F chapter story A school and families (display) I be entertained, learn about others' personal experiences
	Poetry	Free Verse (Olympics) P to inform/describe F free verse poem A school and families (display) I be entertained	Limericks P to narrate F limericks A school (performance) I laugh	Poems on a theme (environment) P to inform/describe F free verse or rhyming poems A headteacher I be entertained		Odes (admired people/characters) P to describe F ode A visitors to the school library I appreciate a person, place or thing	Poet study P to describe F poem A peers I be entertained
	Non-Fiction	Biography (sporting heroes) P to inform/describe F magazine article A visitors to the school library I be inspired to become a sporting hero	Information texts (predators and parasites) P to inform F class information book A visitors to the class/book corner I understand more about predators or parasites	Advertising campaigns (environmental issues) P to persuade F posters, leaflets and radio/TV adverts A school community I want to support a worthy cause		'How to' guides (inventions) P to explain F guidebook/webpage A peers I understand how to use/do something	Information texts (evolution) P to inform/describe F class information book A visitors to the class/book corner I understand more about evolution
















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English Text Purpose and Outcome Overview – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	 Invaders	 I Believe	 Journeys		 Space Odyssey	 Displacement	
Year 5	Narrative	Historical stories (Vikings/Anglo Saxons) P to narrate F saga (oral story) A younger children I be entertained	Stories which explore modern day issues such as bullying P to narrate / persuade F illustrated story A headteacher I be entertained	Flashback P to narrate F non-linear story A school and family (display) I be entertained	Fiction from our literary heritage (journey stories) P to narrate F short story A peers I be intrigued, feel excited	Sci-fi P to narrate F short story or play A peers I be thrilled, entertained	Stories about displaced characters P to narrate / inform F chapter story A visitors to the school library I be entertained, learn about others' personal experiences
	Poetry	 kennings P to describe F kenning poems A school and families (display) I be entertained, amused		Classic narrative poetry P to narrate F narrative poem A peers I be entertained		Poems with figurative language (Space) P to describe F poem A peers I be entertained	Modern narrative poetry (childhood experiences) P to narrate F narrative poem (performance) A peers I have an insight into the lives of others
	Non-Fiction	Information texts (mountains) P to inform F class information book A visitors to the class/book corner I know more about the world's mountains	Requests and complaints P to persuade F email or letter A whomever the correspondence is for I change mind/grant request	Information presented in a narrative style ('fact'ion) P to narrate / inform F short story A peers I understand more about a chosen topic		Newspaper reports (historical events/space race) P to inform / discuss F newspaper A families I understand more about the space race	Information texts (forces) P to inform / explain F factsheet A year 4 I know more about forces

		East Midlands Academy Trust English Text Purpose and Outcome Overview – Year 6				       	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Theme	 Fall Out	 Peace	 It's My Right		 It's a Mystery	 Portals
	Narrative	War stories, part 1 (P) to narrate (F) short story or play (A) peers (I) be shocked, entertained	War Stories, part 2 (P) to narrate (F) short story (A) school and families (display) (I) be entertained	Biography (P) to narrate / inform (F) biography (anthology) (A) visitors to the school library (I) be entertained and better informed about the life of a famous activist		Mystery/ghost stories including classic fiction (P) to narrate (F) illustrated story (A) peers (I) feel frightened, be entertained	Fractured narrative (portal stories) (P) to narrate (F) chapter story (A) famous author (I) be entertained
	Poetry	Free verse (topic of choice) (P) to describe (F) free verse poem (A) peers (I) be entertained	Song lyrics (P) to narrate / describe (F) song (performance) (A) school and families (I) be entertained			Poetry (imagery) (P) to describe (F) poem (A) peers (I) be entertained, see vivid images of what is being described)	Narrative poetry (P) to narrate (F) narrative poem (A) headteacher (I) be entertained
	Non-Fiction	Information texts (WW2) (P) to inform/describe (F) class information book (A) peers (I) Understand more about WW2	Debate (war) (P) to discuss (F) a debate (whole class) (A) peers (I) change their opinion	Speeches (P) to discuss / persuade (F) a speech (A) school community (video clips on website) (I) think about their own actions and how they might change to support a cause		Magazines (hobbies and interests) (P) to inform / explain (F) whole class magazine (A) school and families (published magazine) (I) be entertained and learn something new	Memoirs (P) to narrate (F) chapter book (A) school and families (display) (I) have happy memories of the authors once they have moved onto secondary school