

English Whole School Map 2024-25



YEAR 1 and 2 Emerald Class	Why is Bristol brilliant? The Fry Family	How did railways change things for people in Bristol?	How have toys changed over time?	Why should we protect rainforests?	Where can you find water near Bristol?	Is there anyone else like me?
Set Texts:	Chocolate cake – Michael Rosen	The Runaway Train – Benedict Blathwayt (F) The Lost Property Office – Emily Rand (F) Trains – Usborne Beginners (NF) Paddington – Michael Bond (F) Polar Express – Chris Van Allsburg (F)	Traction man – Mini Grey Dogger – Shirley Hughes Lost in the Toy Museum – David Lucas	The rainforest grew all around (F/P) Non-fiction rainforest book – Rainforests explore my world The Rainforest Book – Conservation for kids by Charlotte Milner	Bristol Giants - Goram and Gyston The rhythm of the rain (F) The river that flows beside me (F) Once upon a raindrop (NF) Rivers of the United Kingdom by Catherine Brereton (NF)	The day the crayons quit – Drew Daywalt Children of the world – Nicola Edwards + Andrea Stegmaier
Literary Form	Contemporary picture book	Alternative fairy tale Modern classic children’s picture book	Picture book with comic book conventions	World fiction Non-fiction text Poetry	Local Historical Fiction Modern classic children’s picture book Non-fiction	Contemporary picture book
Writing Outcomes	Diary Entry Setting description Floella’s Journey Fact File How chocolate is made	Recount of a journey Instructions How to board a train	Character description Lost toy poster Narrative story of a toy going missing	Poetry Rainforest Poetry Information text facts about rainforests	Information text about rivers Persuasive leaflet Come to Bristol!	Newspaper Report Letter writing
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Ready to write Y1 – finger spaces Y2 – revise CL, ? ! conjunctions Punctuation Y1 – Capital letters and full stops	Word Classes Y1 – Nouns and Verbs Y2 – Nouns, adjectives, adverbs Punctuation Y1 - Capital letters for days, months, names	Conjunctions Y1 – and, or, but Y2 – so, and, but, because, that, when, if Sentence Types Y1 - Exclamations and Questions Y2 – Questions, Commands, Statements	Singular/Plural Y1 – adding s / -es Y2 – Apostrophes Contractions Possession	Prefixes and Suffixes Y1 – un- Y1 - -ing, -ed, -er Y2 - -ment, -er, -ness, -ful, -less Y2 – Comparatives & superlatives Y2 – Tenses Simple Past Present	Y1 - Sequencing Sentences Consolidation

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	Y2 - Commas				Past Progressive Present progressive	
Link to Main NC Area of Learning	History: Local history, significant individual	Historical event: the railways and Bristol	History: toys and our personal histories	Geography: Rainforests	Science: water	PSHE
Reading: Experience, Knowledge, Skills and Strategies	Instrumental sounds Teaching complex code Developing fluency through repetitive refrain Building stamina Developing inference Making connections with human experience	Voice sounds and body percussion -performance Teaching complex code Developing fluency through performance reading Building stamina Reading with expression	Rhythm, rhyme and body percussion Alliteration and assonance Onomatopoeic words: revision of consonant clusters through teaching the Complex code Performance reading	Voice sounds Developing fluency using repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connect	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Close reading and scanning Reading illustrations	Alliteration and assonance Environmental sound discrimination Building reading stamina and fluency through re-reading Developing inference Reading illustrations
Language Competency: through reading, talk and writing	Dialogue Storytelling language: expanded noun phrases Conjunctions. Present and past progressive Contractions - apostrophes Investigating spelling patterns Book Talk	Storytelling language Expanded noun phrases Subordinate and co-ordinate clauses Dynamic and stative verbs Dialogue Past tense, including present perfect and progressive Plurals Investigating spelling patterns Book Talk	Explanatory voice Rhyming pairs – onset and rime Descriptive and scientific language Present tense, including progressive Determiners Investigating spelling patterns Book Talk	Storytelling language: innovated traditional tale Past tense consistency Subordinated and co-ordinated sentences Adverbials Dynamic verb choices Book Talk	Poetic language Expressive and figurative language Language and word play Expanded noun phrases Investigating spelling patterns Book Talk	Storytelling language Expanded noun phrases Subordinate and co-ordinate clauses Present and past, including progressive Dialogue Investigating spelling patterns Book Talk

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YEAR 2 and 3 Ruby Class	Why is Bristol brilliant? Carmen Beckford – key figure	How did railways change things for people in Bristol?	How have toys changed over time?	Why should we protect rainforests?	Where can you find water near Bristol? Local geography Y1/2 - Capital cities and countries + Bristol – comparison to Rainforests Y2/3 - Rivers and coasts	Is there anyone else like me?
Set Texts:	Coming to England by Floella Benjamin Caribbean dozen: Poems from 13 Caribbean Poets by John Agard	The Runaway Train – Benedict Blathwayt (F) The Lost Property Office – Emily Rand (F) Trains – Usborne Beginners (NF) Paddington – Michael Bond (F) Polar Express – Chris Van Allsburg (F)	Traction man – Mini Grey Dogger – Shirley Hughes Lost in the Toy Museum – David Lucas	The rainforest grew all around (F/POETRY) Non-fiction rainforest book – Rainforests explore my world The Rainforest Book – Conservation for kids by Charlotte Milner	Bristol Giants - Goram and Gyston The rhythm of the rain (F) The river that flows beside me (F) Once upon a raindrop (NF) Rivers of the United Kingdom by Catherine Brereton (NF)	The day the crayons quit – Drew Daywalt Children of the world – Nicola Edwards + Andrea Stegmaier
Literary Form	Autobiography Poetry	Fiction Picture book non-fiction	Graphic novel Non-fiction/non-fiction	Poetry Non-fiction	Non-fiction Local historical fiction	Modern classic picture book
Writing outcomes	Diary Entry/setting description – Floella’s Journey Fact File – Carmen Beckford	Recount of a journey Instructions How to board a train	Character description Lost toy poster Narrative story of a toy going missing	Poetry - Rainforests Information text facts about rainforests	Information text about rivers Persuasive leaflet Come to Bristol!	Newspaper Report Letter writing
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Ready to Write (Y2+3) Commas (Y2) Determiners (Y3)	Word Classes (Y2) Conjunctions (Y2+3) Sentence Types (Y2)	Word Classes (Y2) Apostrophes (Y2) Sentence Types (Y2) Adverbs (Y3) Prepositions (Y3)	Tenses (Y2+3) Suffixes (Y2) Speech (Y3)	Suffixes (Y2) Nouns (Y3) Paragraphs (Y3) Word Families (Y3)	Consolidation (Y2) Prefixes (Y3)
Link to Main NC Area of Learning	History: Local history, significant individual	Historical event: the railways and Bristol	History: toys and our personal histories	Geography: Rainforests	Science: water	PSHE

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<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<p>Beating pulse and rhythm Performance Poetry Listening to poets Visualisation Drawing on personal experiences and values Affective responses Making personal connections</p>	<p>Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Developing experience by making intertextual connections</p>	<p>Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Broadening reading material to include distinctive style and tone of a traditional tale</p>	<p>Reading illustration Lifting meaning through performance reading Predicting Developing inference Making personal connections Developing experience by making intertextual connections</p>	<p>Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections</p>	<p>Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Affective response</p>
<p>Language Competency: through reading, talk and writing</p>	<p>First person voice Patois languages Past and present perfect tense Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Modal verbs Imagined and improvised dialogue Expression and empathetic Language Oral storytelling language Book Talk</p>	<p>Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases, personification, alliteration Imperative sentences Dialogue – inverted commas Paragraphs for cohesion Conjunctions and fronted adverbials Word families in context Book Talk</p>	<p>Storytelling language: Past tense, including progressive Vivid verb, adverbial and noun phrases Exclamations Subordinate clauses – fronted adverbials Parenthesis for clarity Paragraphs for cohesion Hypotheses and questions Emotional expression Spelling plurals, onomatopoeia and compound words Book Talk</p>	<p>Poetic language Language and word play: homophones Neo-language and nonsense words Visual patterns in rhyming words –onset and rime Onomatopoeia –consonant clusters Syllabification for spelling Word families in context Narrative poetry Figurative language Invitations Book Talk</p>	<p>Present tense, including progressive Precise and memorable description: expanded verb, adverbial and noun phrases Determiners Paragraphs to organise ideas Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives Word families in context Book Talk</p>	<p>Past tense consistency, including progressive and present perfect Fronted adverbials Vivid noun phrases Phonemic patterns in English and Word families in context First person voice Book Talk</p>

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YEAR 4	History: What contribution did George Muller make to Bristol?	Science: What sounds do you love and why?	Geography: Which mountains are in Europe?	History: What impact did the Romans have on Britain?		Science: How does the environment affect where things live?
Set Texts:	Hetty Feather	Poems Aloud Fortunately, the milk	How to make a mountain	Escape from Pompeii	Romans on the Rampage	The Wild Robot – Peter Brown Curiosity: The Story of a Mars Rover – Markus Motom
Literary Form	Contemporary fiction with historical references Historical (fictional) diary	Poetry (by children’s laureate) Contemporary fiction	Contemporary non-fiction picture book	Historical fiction	Historical fiction	Contemporary children’s fiction Non-fiction text
Link to Main NC Area of Learning	History: Significant Individual, Local history	Science: Sound	Geography: Mountains	History: The Roman Empire in Britain		Science: Living things and their Habitats
Reading: Experience, Knowledge, Skills and Strategies	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connection Beating pulse and rhythm Performance poetry Listening to poets	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making intertextual connections	Visualising Scanning and close reading Predicting Developing inference Character comparison Looking at language Predicting and summarising Making personal connections	Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voices Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections	Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voices Character comparison Looking at language Drawing on personal experiences and values Affective response
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> (See SPaG yearly plans) 					
Language Competency: through reading, talk and writing	Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Plural possession – apostrophes Book Talk	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific	Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses	Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences Paragraphs for cohesion	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect on the reader Language for the printed page and that to be heard Book Talk	Narrative voice Consistent past and present tense; progressive, present perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis, pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses

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		<p>language –verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology –plural</p>	<p>Debate, discussion and dilemma –subjunctive, modal verbs</p>	<p>Debate, argument and persuasive language – subjunctives, modal verbs, active and passive Book Talk</p>		
Writing outcomes	<p>Character Descriptions Diary Writing</p>	<p>Poetry Explanations – how sounds are made</p>	<p>Instructions Information texts</p>	<p>Story Writing – settings/narrative</p>	<p>Persuasive writing</p>	<p>Narrative writing Chronological report</p>

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YEAR 5	History: What contributions did Steve Stacey make to football?	Science: How has space travel evolved?	Geography: What is life like for a refugee?	History: Who were the ancient Greeks?	Science : How do materials change and why?	History: Who were the Mayans?
Set Texts:	Fantastic Football Poems Jaz Santos Vs. The World	Dr Maggie's Grand Tour of the Solar System Hidden Figures	A story like the wind Welcome to Nowhere - Elizabeth Laird	Myths and Legends from Greek Mythology	The lightning Catcher or The infinite- Patience Agbabi Shackleton's Journey by William Grill	The Hero Twins Rain Player
Literary Form	Poetry Contemporary children's fiction	Non-fiction Biography	Children's fiction Contemporary children's fiction	Mythology and traditional tales	Contemporary Science Fiction Illustrated biography	Historical graphic novel Traditional tale (picture book)
Link to Main NC Area of Learning						
Reading: Experience, Knowledge, Skills and Strategies	Visualising Predicting and summarising Developing inference Making intertextual connections Performance Poetry Listening to poets	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison	Visualisation Looking at language Drawing on personal experiences and values Affective response Making personal connections Critical reading: identifying real and fake news Identifying bias	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Broadening reading material to include distinctive style and tone of traditional tales	Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Developing inference and deduction Reading illustration and film	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference Character comparison Intertextual comparison
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> (See SPaG yearly plans) 					
Language Competency: through reading, talk and writing	Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Imagined and improvised dialogue –informal and formal speech Fronted adverbials and	Non-fiction explanatory voice Manipulating language and meaning -homophones and expressions Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs,	Figurative language - imagery, personification and metaphor Descriptive language and precise vocabulary choice Debate, dilemma and persuasive language: modal verbs, conjunctions, passive	Narrative voice Past and present tense, including progressive Imagery and descriptive phrases Synonyms and antonyms Vivid verb choices Hypotheses and questions Debate, dilemma and	Narrative voice Passive and active choices Rhetorical questions Adapting and editing Debate, argument and persuasive voice Metaphor and imagery Powerful verbs Imagined and improvised	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Debate, discussion and dilemma: subjunctive, modal

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	<p>conjunctions in co-ordinating and relative clauses</p> <p>Morphology – plurals</p> <p>Plural possession – apostrophes</p> <p>Book Talk</p> <p>Lyrical language</p> <p>Rhythm and rhyme</p>	<p>conjunctions, bias</p> <p>Ambiguity – passive and active</p> <p>Paragraphs to organise ideas</p> <p>Hypotheses and questions – adverbs indicating possibility</p> <p>Descriptive and scientific language – verb prefixes</p> <p>Nouns, pronouns and determiners for cohesion</p> <p>Commas and parenthesis to clarify meaning</p>	<p>and active voice</p> <p>Book Talk</p> <p>Visual patterns in rhyming words – onset and rime</p> <p>Syllabification for spelling</p> <p>Book Talk</p>	<p>persuasive language: modal verbs, conjunctions, passive and active voice</p> <p>Book Talk</p> <p>Manipulating language for intent and effect on the reader</p>	<p>dialogue – informal and formal speech</p> <p>Fronted adverbials and conjunctions in co-ordinate and relative clauses</p> <p>Book Talk</p> <p>Language for the printed page and that to be heard</p>	<p>verbs, passive and active</p> <p>Imagined and improvised dialogue – informal and formal speech</p> <p>Book Talk</p>
<p>Writing opportunities</p>	<p>Stories and Narrative writing</p> <p>Poetry</p>	<p>Biographies of famous people - Hidden Figures</p> <p>Information leaflets about space travel</p>	<p>Balanced arguments around refugees</p> <p>Diary Writing</p>	<p>Link to women in Ancient Greece – persuading for them to take part</p> <p>Explanation Texts</p>	<p>Instructions</p> <p>Diaries – Shackleton's Journey</p>	<p>Information linked to El Salvador</p>

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YEAR 6	History: What was the impact of Windrush on Bristol?	History: What impact did World War 1 have on Britain?	History: What impact did World War 2 have on Britain?	Geography: What are the hottest/coldest/wettest places on Earth?	Science: How have scientists and inventors changed our world?	Geography: Where does our food come from and why should we shop fair-trade?
Set Texts:	What is politics and why should I care about it? Michael Rosen Windrush child- Benjamin Zephaniah	War Boy War Game	Ann Frank's Diary When Hitler stole Pink Rabbit	The Explorers- Katherine Rundell Amazon River	Biography of Stephen Hawking The many worlds of Albie Bright-Christopher Edge	The Magic Carpet's Guide to Earth's Forbidden Places Pig Heart Boy
Literary Form of text(s) being read	Non-fiction text Historical children's fiction	Historical fiction	Autobiographies	Children's adventure fiction Non-fiction text	Biography Children's Science fiction	Non-fiction Contemporary children's fiction
Writing Outcomes	Diary writing Persuasive texts	Explanations – how the war started Newspaper reports	Diary writing – Evacuees Newspaper reports	Information texts Narrative writing – setting the scene/adventures	Biographies	Writing Outcomes
Link to Main NC Area of Learning	History: Local history; significant individual	History: WW1	History: WW2	Geography: Rainforests	Science: Significant individuals	Geography: Fair Trade
Reading: Experience, Knowledge, Skills and Strategies	Performance Poetry Listening to poets Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Critical reading: identifying real and fake news	Making meaning from illustration and text Drawing on personal experiences and values Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising	Asking questions and clarifying Drawing on personal experiences and values Scanning and close reading Predicting Evaluating and summarising Developing inference and deduction Reading illustration and film	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Making personal connection	Visualisation Developing inference and deduction Looking at language Drawing on personal experiences and values Affective response Making personal connection Making intertextual connection	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference Character comparison Identifying bias Intertextual comparison Drawing on personal experiences and values Affective response Making personal connection Reading illustration and film

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<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p>(See SPaG yearly plans)</p>					
<p>Language Competency: through reading, talk and writing</p>	<p>Storytelling language Conjunctions and fronted adverbials Descriptive language and precise vocabulary choice Metaphor and imagery Paragraphs for cohesion Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue – informal and formal speech</p>	<p>Non-fiction explanatory voice Paragraphs to organise ideas Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout</p>	<p>Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader</p>	<p>Narrative voice Conjunctions and fronted adverbials Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue – informal and formal speech Emotional expression and empathetic language Paragraphs for cohesion Commas and parenthesis to clarify meaning</p>	<p>Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Metaphor and imagery Emotional expression and empathetic language Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Semi-colons, colons and dash for clause boundary</p>	<p>Poetic language Descriptive language Precise vocabulary choice Emotional expression Exploring language and meaning play Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Metaphor and imagery Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive</p>