

## **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:



Reading



Writing



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

Spoken Language



A love of



Grammar Parts of speech punctuation Standard English

**Substantive Knowledge** 



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

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

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:



## 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:



# Form

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

**Audience** 

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?

**Impact** 

#### 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.

	Unit	By the end of the Autumn terms	By the end of the Spring terms	By the end of the Summer terms
Spenies	Listering	detail setting when they have not enterstand the information.	Popils are collect a sequence of earth, before a conjugate and facts from the title to have recent to those. We appear an establishment for the fact time a poem on these that they have based for the fact time, repeat the appearance of events from a stary shell the beauty as a stary which is been and about.	enifermale ratio when bitming to a test that has all also
I pass Susp	Speaking	Applicant trenders questioned and to real and imagined distraction for a ringe of proposed order play, clarly thinkney by. They can quote charty and and filly when performing and one came techniques to regular their and man.	Pupils one stry certage in during discussions and nation when artises' illustrates shaped their thinking.	Auch can just by their enumers in a margin efficies states (anothe), sing exemples to strengther their political rises. They can again public lymanitating a plant of view. They can reside an argin efficiency, their feared by their cannot be an argin efficiency, their feared by their fearer.
ž	Evama	Aphinimized an private arbitral approximation	Pupils can cover alongly play arrain, appaining and acting according to what they have fearer from reading.	Agit on sever quaters convincingly in risks,
	Retrieval	As it can be not information from a set place or a non-facility using the crockwar of the test school store long chapter bracking, hearings, halfurgation sets. The conceptable how these features supported their retrieval.	Pupils can make notice of the beyord and in from provide when nearing or licentary.	Apple can follow a set of native before and retrieved references from a text commenting or how the construct features abled from northest text. They congressed a sitter acrosses to retrievel questions beaution text and against set for their acc.
	Indexent a seed presidentian	Apphase rade professor and other decodor's matters, throughts, and feelings, based on what Buylone 1985.	Poph on pully the effective base or character, drought, who they say, or their actions as well as profesting when character and please or folios given have consent. Buy one are the thorse of a post profession or any succession and other posts are and up, there are no success aby sect all florated basis are true in a a final florater and in the consentration of the profession are true in a a final florater and in the consentration of the co	Here we will not expending our probabilities of a realizing of control has of an what is insured about the finance, distriction, indigital. They can infer from an authorispect fool a subject. They can provide vertice servers to when see and an excellent about on total first one appropriate for their age.
	Sequencing	Night can identify the problems with a stokes and disconsistent they are resolved. They can received the plots of furnities marks.	A gala considerably simple the mean sharollar.	Night an compare the themes of familiar stories within a grown.
	Summarising	Apik on into late core of the different purpose of fictor and see following.	Pupit on identify and exempte orally the number of within 2 (2009).	Agric can ammerite the matricious is covered paragraphic as of ducas why the stock for when grouped tagether.
Baseding	Comparison	As it can make compensions between familiar tests conventing on cortest; structure and insquape.	Pupils on compression of writing based on the as to there or event and existing the larking and eithers on.	Note his concerned the older of more than one stony paper papergages to be problemed the cheers on the off-baycon demonstrate above and a supplement, reducing both pre- sent regard that and on regaring this to other present they have.
	Vocabulary devolopment	Actification set the content of a sentence 15 work but the extension of collections are cont. They are beginning us apply their contention drug of recording when senting and and most timps log, have sentence these senting and and most timps log, have sentence the moneting of a control. They can destroit the language that appears to other makes reading and one con viry on earlier has about the cost them works.		Aug it can dentify worst chosen for opening purposes (e.g., to personale, charte forms or or introduction, to in the first them or of the uniting, and indeed whom copies degrals.) The demonstrate a growing or whom of destington when faced with uniformize language and are therefore mading with increasing the ency.
	Matacognition	As the case partitly why they the excess contine. They notice will another they are noting to difficult to unconstant and use the to affect their reading choices.	Pugits automatically or medicant when they no too that the making it washing to grow.	the intended impact of the writing. They are notice moding independently, accountely, and environmental, i.g. get less in about.
Ī	Grammar and	Angle can dentify an instead and phrases that additional to what they are mading face of protein, near phrases) and committee their purpose. When making four they show that instead on the forest on any of search	Pupils are takently abortly and objectively are and commerciant analysis purpose, they option abusily taken one of pondest on whose reading sleet.	Apple care intelligations and the management or protein region why colored rate chance have been a delet question as immedi. They can talk reported on when their has been constructed.

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

