



# 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.

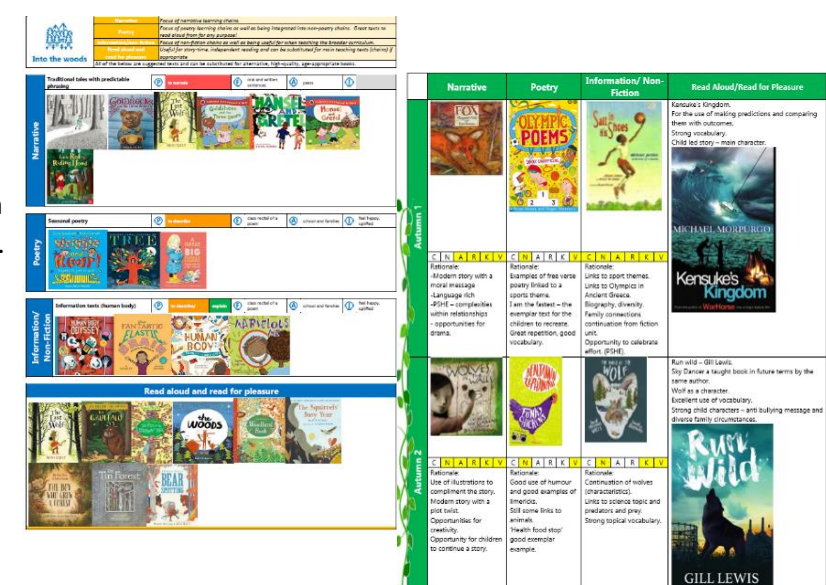
Year	Listening	Speaking	Reading	Writing
Year 1	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.
Year 2	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.
Year 3	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.
Year 4	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.
Year 5	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.
Year 6	Identify the main message of a story or text.	Use simple words and phrases to describe a story or text.	Identify the main message of a story or text.	Write simple words and phrases to describe a story or text.

### 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



### 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
Anchor	Read
Anchor	Rip
Anchor	Rehearse
Anchor	Write
Anchor	Review