

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Poetry: Black History Month. <i>Say How You Feel</i> by Joseph Coelho Lists: The Shopping Basket - Full stops - Capital letters to demarcate sentences - Separation of words with spaces Captions: Geography Topic – Town & Country - Nouns Storyboards: Geography Topic – Town & Country - Statements Character Description: Geography Topic – Town & Country - Adjectives Setting description: Geography Topic – Town & Country - Adjectives	Character Description 1: You Choose - Statements - Adjectives Character Description 2: Lost in the Toy Museum - Joining words and joining clauses using and Setting Description 1: You Choose - Statements - Adjectives Setting Description 2: Lost in the Toy Museum - Joining words and joining clauses using and Narrative: <i>This is the Bear</i> - Questions - Question marks	Narrative - Character Description Focus: <i>Little Red Riding Hood</i> - Exclamations - Exclamation marks - Adjectives Narrative - Setting Description Focus: <i>Paddington goes to London</i> - Exclamations - Exclamation marks - Adjectives Letter: <i>Coming to England</i> - Questions - Question marks	Poetry: Female Poets. <i>In Outer Space</i> by Raven Howell Narrative: <i>Zog</i> - Verbs - Commands Recount: History Topic – Castles (<i>Finding a dragon egg</i>) - Exclamations - Exclamation marks	Poetry: British Poets. <i>The Owl and the Pussycat</i> by Edward Lear. Narrative: <i>Floatsam</i> - Adjectives Letter: <i>Floatsam</i> - Verbs - Commands Recount: School Trip to the Seaside - Exclamations - Exclamation marks	Poetry Writing: <i>My Year in Year 1</i> Narrative: Journey - Verbs - Commands Debate: - Questions - Question marks

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

Year 2	Poetry: Black History Month. <i>The Shockadile Crocodile</i> by Joseph Coelho Narrative: <i>Room on the Broom</i> - Co-ordination using and/but/or Letter: <i>Charlie Cook's Favourite Book</i> - Subordination (using when, if, that, because) Diary: <i>The Ugly Five</i> - Commas to separate items in a list	Narrative: <i>Toby and the Great Fire of London</i> - Commas to separate items in a list - Co-ordination using and/but/or Recount: <i>The KS1 Nativity</i> - Subordination (using when, if, that, because) Non-Chronological Report: <i>History Topic - The Great Fire of London</i> - Co-ordination using and/but/or	Narrative: <i>Dogger</i> - Expanded noun phrases for description and specification Letter: <i>Letters of Love to our parents</i> - Simple past and present - Past and present progressive Diary: <i>Dogger</i> Letter: <i>Guess How Much I Love You</i> - Apostrophes to mark where letters are missing in spelling	Poetry: Female Poets. <i>Mr Snowman</i> by Debra Bertulis Narrative: <i>Claude in the Country</i> - Expanded noun phrases for description and specification Non-Chronological Report: <i>History Topic - Mary Seacole & Florence Nightingale</i> - Simple past and present - Past and present progressive Recount: <i>Add to Holy Week planning.</i> - Apostrophes to mark where letters are missing in spelling	Poetry: British Poets. <i>On The Ning Nang Nong</i> by Spike Milligan Narrative: <i>The Magic Finger</i> - Apostrophes to mark singular possession in nouns Debate: <i>Geography Topic - Manchester is better than the Isle of Coll.</i> - Apostrophes to mark where letters are missing in spelling Diary: <i>Katie Morag</i> - Adverbs	Poetry Writing: <i>My Year in Year 2</i> Narrative: <i>George's Marvellous Medicine</i> - Apostrophes to mark where letters are missing in spelling Playscript: <i>Life in Year 2</i> - Adverbs Non-Chronological Report: <i>History Topic - Victorian Children</i> - Apostrophes to mark singular possession in nouns
Year 3	Informal Letter: <i>Fantastic Mr Fox</i> - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning	Narrative: <i>The Great Cave</i> - Expressing time, place and cause using adverbs - Inverted commas to punctuate direct speech	Narrative: <i>Zoo</i> - Expressing time, place and cause using conjunctions - Inverted commas to punctuate direct speech Diary: <i>Zoo</i> - Use of the present perfect form of verbs	Poetry: Female Poets. <i>Old Foxy</i> by Sue-Hardy Dawson Narrative: <i>Clever Polly and the Stupid Wolf</i> - Expressing time, place and cause using prepositions - Inverted commas to punctuate direct speech	Poetry: British Poets. <i>How Was School?</i> by Lindsay McCrae Narrative: <i>I Met a Whale</i> - Expressing time, place and cause using adverbs - Inverted commas to	Poetry Writing: <i>Haiku - summing up highlights of year 3</i> Narrative: <i>Viking Tales</i> - Use of the present perfect form of verbs instead of the simple past - Inverted commas to

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

	Narrative: <i>Fantastic Mr Fox</i> - Expressing time, place and cause using conjunctions - Inverted commas to punctuate direct speech Formal Letter: <i>Fantastic Mr Fox</i> - Expressing time, place and cause using prepositions Poetry: <i>Black History Month. Pen by Nikki Grimes</i>	Biography: <i>Science Topic – Rocks, Fossils and Soil (Mary Anning)</i> - Headings and sub-headings to aid presentation - Introduction to paragraphs as a way to group related material Instructions: <i>Science Topic – Rocks, Fossils and Soil (How to discover and uncover a fossil)</i> - Headings and sub-headings to aid presentation - Introduction to paragraphs as a way to group related material	instead of the simple past Instructions: - Headings and sub-headings to aid presentation - Word families based on common words, showing how words are related in form and meaning	Non-Chronological Report: <i>Add to Holy Week planning.</i> - Headings and sub-headings to aid presentation - Introduction to paragraphs as a way to group related material Biography: <i>Gian Lorenzo Bernini (Roman sculptor linking to art and history)</i> - Headings and sub-headings to aid presentation - Introduction to paragraphs as a way to group related material	punctuate direct speech Debate: <i>For and against all hunting of whales being banned.</i> Recount: <i>School Trip to Eureka</i> - Headings and sub-headings to aid presentation - Introduction to paragraphs as a way to group related material	punctuate direct speech Playscript: <i>A Day in the Life – Year 3's Version</i> Biography: <i>Alfred the Great (linked to History)</i> Use of the present perfect form of verbs instead of the simple past
Year 4	Poetry: <i>Black History Month. Nature Trail by Benjamin Zephaniah</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Narrative: <i>Charlie and the Chocolate Factory</i> <i>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</i> <i>Use of inverted commas and other punctuation to indicate direct speech</i>	Narrative: <i>History Topic – Ancient Egyptians – MAATS Feather</i> Apostrophes to mark plural possession Recount: <i>School Trip to The Whitworth Art Gallery</i> Determiners Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Journalistic Report: <i>History Topic – Ancient Egyptians</i>	Narrative: <i>How to Train your Dragon</i> <i>Use of inverted commas and other punctuation to indicate direct speech</i> Diary: <i>How to Train your Dragon</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Balanced Argument: <i>How to train your Dragon (Should Hiccup be allowed to return to the tribe?)</i> Use of commas after fronted adverbials	Poetry: <i>Female Poets. The Treasures by Clare Bevan</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Narrative: <i>Shakespeare Project</i> Use of inverted commas and other punctuation to indicate direct speech (<i>Building on Year 3 work</i>) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition	Poetry: <i>British Poets. Words Are Ours by Michael Rosen</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Playscript: <i>Shakespeare Project</i> Standard English forms for verb inflections instead of local spoken forms Use of inverted commas and other punctuation to indicate direct speech (<i>Building on Year 3 work</i>)	Poetry Writing: <i>Race to the Frozen North</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Narrative: <i>Race to the Frozen North</i> Fronted adverbials Use of commas after fronted adverbials Instructions: <i>Add to Wider Curriculum planning</i> Determiners

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

	Informal Letter: <i>Charlie and the Chocolate Factory</i> Standard English forms for verb inflections instead of local spoken forms Formal Letter: Europe - - a virtual trip to Paris. Standard English forms for verb inflections instead of local spoken forms	(The discovery of Tutankhamun's Tomb) Fronted adverbials Use of commas after fronted adverbials		phrases (<i>Building on Year 2 work</i>) Non-Chronological Report: Add to Holy Week planning. Apostrophes to mark plural possession Journalistic Report: <i>Shakespeare Project (Blog post)</i> Fronted adverbials Use of commas after fronted adverbials Debate & Balanced Argument: <i>Shakespeare Project</i> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Narrative: <i>The Firework Maker's Daughter</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>Building on Year 2 work</i>) Journalistic Report: Standard English forms for verb inflections instead of local spoken forms Biography: Add to Wider Curriculum planning. Apostrophes to mark plural possession Standard English forms for verb inflections instead of local spoken forms	
Year 5	Poetry: Black History Month. <i>Something Wondrous</i> by Joseph Coelho Narrative: <i>The Jamie Drake Equation / The Boy who came from Space</i> - Adverbials of time, place and number. Informal Letter: <i>The Kid who came from Space</i> - Relative clauses - Relative pronouns (who,	Narrative: <i>The Lion, the Witch and the Wardrobe</i> - Adverbials of time, place and number. Recount: <i>Diary from novel</i> - Conjunctions of time Journalistic Report: <i>The Lion, the Witch and the Wardrobe</i> - Brackets, dashes or commas to	Narrative: <i>Rooftoppers</i> Balanced Argument: <i>Geography Topic – Investigating Major World Cities – London & Paris</i> - Indicating degrees of possibility using adverbs Formal Letter: <i>Geography Topic – Investigating Major World Cities – London & Paris</i> - Indicating degrees of	Poetry: Female Poets. <i>The Crocodile and the Undertaker</i> by Vivian French Narrative: - Relative clauses - Relative pronouns (who, which, where, when, whose, that) - Use of commas to clarify meaning or avoid ambiguity	Poetry: British Poets. <i>People Need People</i> by Benjamin Zephaniah Poetry Writing: <i>People Need People</i> by Benjamin Zephaniah Playscript: Brackets, dashes or commas to indicate parenthesis	Narrative: <i>The Iron Giant</i> - Adverbials of time, place and number. Instructions: Add to Wider Curriculum planning. - Conjunctions of time Journalistic Report: <i>History Topic – "Girl Power", Suffragettes</i> - Brackets, dashes or commas to

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

	which, where, when, whose, that) Journalistic Report: <i>The Kid who came from Space</i> Brackets, dashes or commas to indicate parenthesis	indicate parenthesis	possibility using modal verbs	Non-Chronological Report: Add to Holy Week planning. - Adverbials of time, place and number. Diary: <i>When stars are scattered</i> - Conjunctions of time	Narrative: <i>Kensukes Kingdom</i> - Conjunctions of time Biography: Add to Wider Curriculum planning. - Relative clauses - Relative pronouns (who, which, where, when, whose, that) - Use of commas to clarify meaning or avoid ambiguity	indicate parenthesis Balanced Argument: <i>History Topic – "Girl Power", Suffragettes</i> - Indicating degrees of possibility using adverbs Debate: <i>History Topic – "Girl Power", Suffragettes</i> - Indicating degrees of possibility using modal verbs
Year 6	Poetry: <i>Black History Month. The Undeclared by Kwame Alexander</i> Narrative: <i>Stormbreaker</i> - How hyphens can be used to avoid ambiguity - Synonyms and Antonyms Informal Letter: <i>Stormbreaker</i> - Formal and informal language - How hyphens can be used to avoid ambiguity Formal Letter: <i>Stormbreaker</i> - Formal and informal language	Narrative: <i>History Topic – Ancient Greece</i> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Ellipsis Persuasive Letter - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Subject and Object - Passive and active voice Non-Chronological Report: - Punctuation of bullet points to list information	Narrative – dialogue focus: - Use of the colon to introduce a list and use of semi-colons within lists Motivational Speech: <i>Wonder</i> - Subjunctive form Diary: <i>Wonder</i> - Subject and Object - Passive and active voice	Poetry: <i>Female Poets. Goldilocks by Carole Bromley</i> Narrative: <i>Literacy Shed – Alma</i> Letter: <i>WW2 focus</i>	Narrative 1: <i>Holes</i> Narrative 2: <i>Literacy Shed</i> Non-Chronological Report: <i>Rainforest theme</i> Letter:	

Curriculum Map 2026 – 2027 Subject: English – Writing/Poetry Lead Teacher: Mrs Arlene Mort

--	--	--	--	--	--	--