

## ENGLISH KS2 LONG TERM MAP A & B

	AUTUMN A	SPRING A	SUMMER A	AUTUMN B	SPRING B	SUMMER B
<b>ENGLISH GENRES</b>	<b>Imaginary Worlds</b> (Fiction)	<b>Stories by the Same Author</b> (Fiction)	<b>Stories with Humour</b> (Fiction)	<b>Stories with Familiar Settings</b> (Fiction)	<b>Twisted Fairy Tales</b> (Fiction)	<b>Adventure and Mystery Stories</b> (Fiction)
<b>FICTION NON-FICTION POETRY UNIT</b>	<b>Letters</b> (Non-Fiction) <b>Performance Poetry</b>	<b>Non-chronological Reports</b> (Non-Fiction) <b>Poetry</b> Creating Images	<b>Information Texts</b> (Non-Fiction) <b>Animal Poems</b>	<b>Letters</b> (Non-Fiction) <b>Performance Poetry</b>	<b>Non-chronological reports</b> (Non-Fiction) <b>Humorous Poetry</b>	<b>Information Texts</b> (Non-Fiction) <b>Shape Poetry</b>
<b>READING TEXTS</b>	<b>Imaginary Worlds:</b> Fantastic Mr Fox by Roald Dahl. <b>Letters:</b> The Jolly Christmas Postman by Janet and Allan Ahlberg. <b>Performance Poetry:</b> The Torch, The Deal and Don't Tell Your Mother by Michael Rosen. The Dragon Who Ate Our School by Nick Toczek and Write a Rap-Rap by Tony Mitton.	<b>Stories by the Same Author:</b> I'll Take You to Mrs Cole by Nigel Gray and Michael Foreman. One world, Seal Surfer and Cat on the Hill, Dinosaurs and all that Rubbish by Michael Foreman. Dolphin Boy by Michael Foreman and Michael Morpurgo. <b>Non-chronological Reports:</b> Gangsta Granny by David Williams (linked to new ride at Alton Towers). <b>Poetry:</b> Daddy Fell into the Pond by Alfred Noyes, The Bug Chant by Tony Mitton and Lone Dog by Irene McLeod.	<b>Stories with Humour:</b> Mr Stink and Billionaire Boy by David Williams. <b>Information Texts:</b> DK Children's Book of Sport, Starting Sport (Football and Tennis) by Rebecca Hunter, Rugby (Know Your Sport) by Clive Gifford. Links to fiction texts- Horrid Henry and the Football Fiend by Francesca Simons. <b>Animal Poems:</b> Claws by Tony Langham, Frogs by Norman MacCaia, Barry's Budgie Beware by David Harmer and Wolf in the Park by Richard Edwards.	<b>Stories with Familiar Settings:</b> Horrid Henry by Francesca Simon. <b>Letters:</b> Dear Father Christmas by Alan Durant. <b>Performance Poetry:</b> Dinosaur Rap.	<b>Twisted Fairy Tales:</b> The Pea and the Princess (Mini Grey) and The Princess and the Pea by Lauren Child. <b>Non-chronological reports:</b> Beware of the Storybook Wolves by Lauren Child and Wolves in the Walls by Neil Gaiman. <b>Humorous Poetry:</b> At the End of School Assembly and Ghoul School Rules by Simon Pitt. Where Teachers Keep Their Pets by Paul Cookson and We Lost Our Teacher to the Sea by David Harmer.	<b>Adventure and Mystery Stories:</b> Gorilla and The Tunnel by Anthony Browne. <b>Information Texts:</b> The Kingfisher Book of Music by Chris de Souza and The Children's Book of Music. <b>Shape Poetry:</b> Mice by Rose Fyleman, The Blackbird by Humbert Wolfe, The Caterpillar by Christina Rossetti and The Wild, The Free by Lord Byron.
<b>PROGRESSION IN ENGLISH SKILLS</b>	<u>Text Structure</u>	Using simple and compound sentences	Using a mixture of simple, compound and	<u>Text Structure</u>	Using simple and compound sentences	Using a mixture of simple, compound and

Reading texts have been prioritised for each genre and chosen for enjoyment and access to Year 3 and 4 English skills.

FICTION UNITS	<p><i>Using simple and compound sentences punctuated correctly.</i></p> <p><i>Beginning to use pronouns to avoid repetition.</i></p> <p><i>Past and present tense used consistently.</i></p> <p><b><u>Punctuation</u></b>  <i>Capital letters, full stops, question marks and exclamation marks. Capital letters for I and proper nouns.</i></p> <p><i>Common contractions.</i></p> <p><b><u>Effective use of Language</u></b>  <i>Adventurous word choices, including adverbs to add detail.</i></p>	<p><i>punctuated correctly, which are grammatically correct.</i></p> <p><i>Using a variety of sentence openings.</i></p> <p><i>Past and present tense rules applied including irregular past tense verbs. First and third person.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Apostrophe for singular possession.</i></p> <p><i>Inverted commas to mark dialogue.</i></p> <p><i>Skills applied using format of a new reading text.</i></p>	<p><i>complex sentences with clause commas.</i></p> <p><i>Fronted adverbials with a comma.</i></p> <p><i>Present tense used in dialogue.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Apostrophe for plural possession.</i></p> <p><i>Exclamation and question marks evident in dialogue. Commas used to separate dialogue from the speaker.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Adjectives are modified for effect.</i></p>	<p><i>Using simple and compound sentences punctuated correctly.</i></p> <p><i>Beginning to use pronouns to avoid repetition.</i></p> <p><i>Past and present tense used consistently.</i></p> <p><b><u>Punctuation</u></b>  <i>Capital letters, full stops, question marks and exclamation marks. Capital letters for I and proper nouns.</i></p> <p><i>Common contractions.</i></p> <p><b><u>Effective use of Language</u></b>  <i>Adventurous word choices, including adverbs to add detail.</i></p>	<p><i>punctuated correctly, which are grammatically correct.</i></p> <p><i>Using a variety of sentence openings.</i></p> <p><i>Past and present tense rules applied including irregular past tense verbs. First and third person.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Apostrophe for singular possession.</i></p> <p><i>Inverted commas to mark dialogue.</i></p> <p><i>Skills applied using format of a new reading text.</i></p>	<p><i>complex sentences with clause commas.</i></p> <p><i>Fronted adverbials with a comma.</i></p> <p><i>Present tense used in dialogue.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Apostrophe for plural possession.</i></p> <p><i>Exclamation and question marks evident in dialogue. Commas used to separate dialogue from the speaker.</i></p> <p><i>Skills applied using format of a new reading text.</i></p> <p><i>Adjectives are modified for effect.</i></p>

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		Using noun phrases to describe and adjectives to create variety.  Powerful verbs.			Using noun phrases to describe and adjectives to create variety.  Powerful verbs.	
<b>PROGRESSION IN ENGLISH SKILLS NON-FICTION UNITS</b>	<b><u>Letters</u></b>  Using paragraphs to group information. First paragraph-I am writing to you because...  Understands the purpose of a letter and includes features: date, address, dear ____ followed by a comma, signs off in an informal way.  Writing in the first person throughout.	<b><u>Non-Chronological Reports</u></b>  Grouping similar information together into paragraphs. Inclusion of sub-headings and headings.  Understands the purpose of a report. Includes some technical vocabulary. Some information will be contained in fact boxes and bullet point lists. Inclusion of images and captions.  Writing in the third person throughout. Present tense verbs.	<b><u>Information Texts</u></b>  Writing separated into paragraphs. Each paragraph begins with a topic phrase. Paragraphs expanded to add detail.  Understands the purpose of the text and the intended audience. A brief introduction paragraph which gives a who/what/where overview. A short conclusion.  Skills applied in a new genre.	<b><u>Letters</u></b>  Using paragraphs to group information. First paragraph-I am writing to you because...  Understands the purpose of a letter and includes features: date, address, dear ____ followed by a comma, signs off in an informal way.  Writing in the first person throughout.	<b><u>Non-Chronological Reports</u></b>  Grouping similar information together into paragraphs. Inclusion of sub-headings and headings.  Understands the purpose of a report. Includes some technical vocabulary. Some information will be contained in fact boxes and bullet point lists. Inclusion of images and captions.  Writing in the third person throughout. Present tense verbs.	<b><u>Information Texts</u></b>  Writing separated into paragraphs. Each paragraph begins with a topic phrase. Paragraphs expanded to add detail.  Understands the purpose of the text and the intended audience. A brief introduction paragraph which gives a who/what/where overview. A short conclusion.  Skills applied in a new genre.

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