English

Route map 2024/25

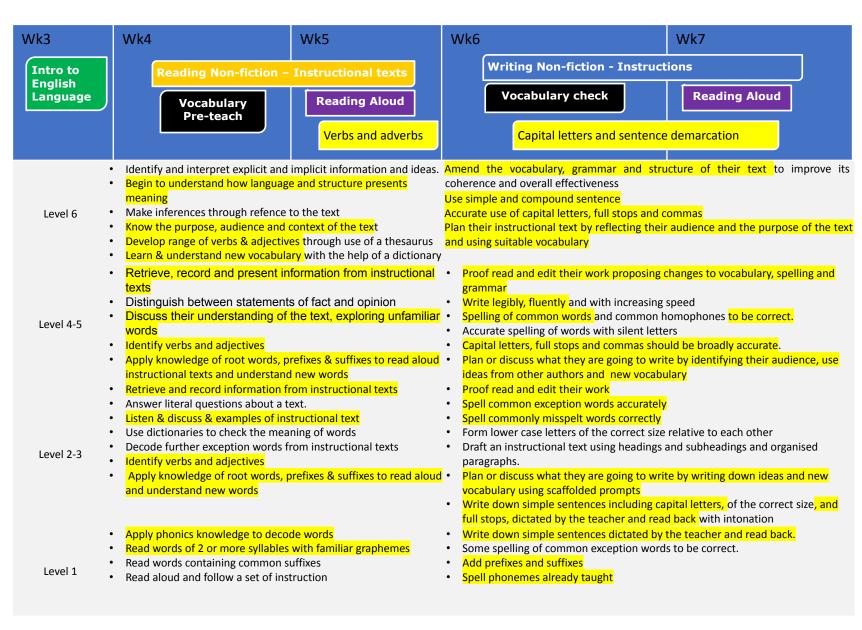**Oracy Focus**

Reading High Quality Texts Focus

Vocabulary Focus

English Route Map

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
		Introduction to English	**Reading Non-Fiction – Instructional texts**		**Writing Non- Fiction – Instructional Texts**	

Half Term 21 Oct – 1 Nov

Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14
Reading Fiction – Traditional Tales			**Writing Fiction – Traditional Tales**			

Christmas 23 Dec – 3 Jan

Wk15	Wk16	Wk17	Wk18	Wk19	Wk20	Wk21
Reading non-Fiction – Information Texts			**Writing Non-Fiction – Information Texts**			

Half Term 24 – 28 Feb

Wk22	Wk23	Wk24	Wk25	Wk26	wk27
Reading Fiction - Sci-FI			**Writing Fiction – Sci-Fi**		

Easter 14 Apr – 25 April (in BH)

Wk28	Wk29	Wk30	Wk 31
Reading Poetry		**Writing Poetry**	

Half Term 26 – 30 May

Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38
Reading non-Fiction - Letters			**Writing Non-Fiction - Letters**			

Half Term 1

Wk3	Wk4	Wk5	Wk6	Wk7
Intro to English Language	**Reading Non-fiction – Instructional texts**		**Writing Non-fiction - Instructions**	
	Vocabulary Pre-teach	**Reading Aloud**	**Vocabulary check**	**Reading Aloud**
		Verbs and adverbs	**Capital letters and sentence demarcation**	

Level 6	• Identify and interpret explicit and implicit information and ideas. • Begin to understand how language and structure presents meaning • Make inferences through refence to the text • Know the purpose, audience and context of the text • Develop range of verbs & adjectives through use of a thesaurus • Learn & understand new vocabulary with the help of a dictionary	Amend the vocabulary, grammar and structure of their text to improve its coherence and overall effectiveness Use simple and compound sentence Accurate use of capital letters, full stops and commas Plan their instructional text by reflecting their audience and the purpose of the text and using suitable vocabulary
Level 4-5	• Retrieve, record and present information from instructional texts • Distinguish between statements of fact and opinion • Discuss their understanding of the text, exploring unfamiliar words • Identify verbs and adjectives • Apply knowledge of root words, prefixes & suffixes to read aloud instructional texts and understand new words • Retrieve and record information from instructional texts • Answer literal questions about a text. • Listen & discuss & examples of instructional text • Use dictionaries to check the meaning of words • Decode further exception words from instructional texts • Identify verbs and adjectives • Apply knowledge of root words, prefixes & suffixes to read aloud and understand new words	• Proof read and edit their work proposing changes to vocabulary, spelling and grammar • Write legibly, fluently and with increasing speed • Spelling of common words and common homophones to be correct. • Accurate spelling of words with silent letters • Capital letters, full stops and commas should be broadly accurate. • Plan or discuss what they are going to write by identifying their audience, use ideas from other authors and new vocabulary • Proof read and edit their work • Spell common exception words accurately • Spell commonly misspelt words correctly • Form lower case letters of the correct size relative to each other • Draft an instructional text using headings and subheadings and organised paragraphs.
Level 2-3		• Plan or discuss what they are going to write by writing down ideas and new vocabulary using scaffolded prompts • Write down simple sentences including capital letters, of the correct size, and full stops, dictated by the teacher and read back with intonation
Level 1	• Apply phonics knowledge to decode words • Read words of 2 or more syllables with familiar graphemes • Read words containing common suffixes • Read aloud and follow a set of instruction	• Write down simple sentences dictated by the teacher and read back. • Some spelling of common exception words to be correct. • Add prefixes and suffixes • Spell phonemes already taught

Half Term 2

Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14

Reading Fiction – Traditional Tales

Identify information

Analyse verbs and adjectives

Vocabulary Pre-teach

Adjectives and nouns

Reading Aloud

Giving explanations

Writing Fiction – Traditional Tales

Story Planning

Story Writing

Story Editing

Vocabulary check

Reading Aloud

Compound sentences

- Decode most words
- Listen to text being read
- Read silently
- Answer literal questions about a text.

- Identify verbs in a text.
- Discuss their meaning

- Write down ideas with some support.
- Some simple use of punctuation.
- Some spelling of common words to be correct.

- Read texts accurately and at speed.
- Read silently and discuss what they have read.
- Summarise and present what has been read in their own words.
- Use inference skills to answer questions about a text

- Discuss what has been read
- Make simple summaries
- Identify language used in texts.

- Write down ideas with a reasonable degree of accuracy.
- Spelling of common words to be correct.
- Punctuation should be broadly accurate.
- Plan, draft, edit and proof-read their own story using scaffolded prompts.

• Identify and interpret explicit and implicit information and ideas.

Shows simple awareness of language: • offers simple comment on the effect of language • selects simple reference(s) or textual detail(s) • makes simple use of subject terminology, not always appropriately.

Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success

Simple and compound sentence
Accurate use of punctuation
Range of vocabulary

Half Term 3

Wk15	Wk16	Wk17	Wk18	Wk19	Wk20	Wk21

Reading Non-fiction

Writing Non-fiction – Information texts

Identify information

Identify features of information texts

Compare and contrast texts

Planning and writing

Writing

Editing and improving

Vocabulary Pre-teach

Vocabulary check

Reading Aloud

Reading Aloud

Verbs and adverbs

Question marks

- Decode most words
- Listen to text being read
- Read silently
- Answer literal questions about a text.
- Read texts accurately and at speed.
- Read silently and discuss what they have read.
- Summarise and present what has been read in their own words.
- Use inference skills to answer questions about a text

- Identify themes in non-fiction
- Discuss simple comparisons with support

- Discuss what has been read
- Make simple summaries
- Make simple comparisons between two texts.

- Write down ideas with some support.
- Some simple use of punctuation.
- Some spelling of common words to be correct.

- Write down ideas with a reasonable degree of accuracy.
- Spelling of common words to be correct.
- Punctuation should be broadly accurate.
- Plan, draft, edit and proof-read their own story using scaffolded prompts.

• Identify and interpret explicit and implicit information and ideas.

Shows simple awareness from one/both texts:
- Offers paraphrase rather than inference
- Selects simple reference(s)/textual detail(s) from one/both texts
- Shows simple difference between texts

Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success

Simple and compound sentence
Accurate use of punctuation
Range of vocabulary
Simple chronological writing

Half Term 4

Wk22	Wk23	Wk24	Wk25	wk26	Wk27

Reading Fiction – Sci-fi

Identify information

Identifying and analysing structure

Vocabulary Pre-teach

Exclamation marks

Reading Aloud

Giving explanations

Writing Fiction – Sci-fi

Story Planning

Story Writing

Story Editing

Vocabulary check

Reading Aloud

Punctuating Speech

- Decode most words
- Listen to text being read
- Read silently
- Answer literal questions about a text.
- Read texts accurately and at speed.
- Read silently and discuss what they have read.
- Summarise and present what has been read in their own words.
- Use inference skills to answer questions about a text

- Be able to talk about the story
- Order the key events in a story

- Discuss what has been read
- Make simple summaries
- Consider the purpose and audience of texts

- Write down ideas with some support.
- Some simple use of punctuation.
- Some spelling of common words to be correct.

- Write down ideas with a reasonable degree of accuracy.
- Spelling of common words to be correct.
- Punctuation should be broadly accurate.
- Plan, draft, edit and proof-read their own story using scaffolded prompts.

• Identify and interpret explicit and implicit information and ideas.

Shows simple awareness of structural features: • Offers simple comment on the effect of structure • Selects simple reference(s) or example(s) • Makes simple use of subject terminology, not always appropriately

Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success

Simple and compound sentence
Accurate use of punctuation
Range of vocabulary
Simple chronological writing

Half Term 5

Wk28	Wk29	Wk30	Wk31
Reading - Poetry		**Writing - Poetry**	
Identify information	Identifying features of poetry	Poetry Planning	Poetry Writing
Vocabulary Pre-teach		**Vocabulary check**	**Reading Aloud**
Reading Aloud	Rhyming Words/ Alliteration		

Wk28
- Decode most words
- Listen to text being read
- Read silently
- Answer literal questions about a text.

- Read texts accurately and at speed.
- Read silently and discuss what they have read.
- Summarise and present what has been read in their own words.
- Use inference skills to answer questions about a text

• Identify and interpret explicit and implicit information and ideas.

Wk29
- Be able to talk about the poem
- Identify basic features of poetry

- Discuss what has been read
- Make simple summaries
- Identify language used in texts.

Shows simple awareness of language: • offers simple comment on the effect of language • selects simple reference(s) or textual detail(s) • makes simple use of subject terminology, not always appropriately.
Begin to use PEE to describe the effect of language.

Wk30
- Write down ideas with some support.
- Some simple use of punctuation.
- Some spelling of common words to be correct.

- Write down ideas with a reasonable degree of accuracy.
- Spelling of common words to be correct.
- Punctuation should be broadly accurate.
- Plan, draft, edit and proof-read their own story using scaffolded prompts.

Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success

Simple and compound sentence
Accurate use of punctuation
Range of vocabulary
Simple chronological writing

Half Term 6

Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38

Reading Non-Fiction - Letters

Identify information

Vocabulary Pre-teach

Reading Aloud

Identify features of letters

Compare and contrast viewpoint

Adjectives and nouns

Writing Non-fiction – Letters

Planning a letter

Writing

Vocabulary check

Editing and improving

Reading Aloud

Fronted adverbials

- Decode most words
- Listen to text being read
- Read silently
- Answer literal questions about a text.
- Read texts accurately and at speed.
- Read silently and discuss what they have read.
- Summarise and present what has been read in their own words.
- Use inference skills to answer questions about a text

- Identify the writer's opinion with support
- Make a simple comparison to their own opinion.

- Discuss what has been read
- Make simple summaries
- Compare this to their own opinion and explain with justifications.

- Write down ideas with some support.
- Some simple use of punctuation.
- Some spelling of common words to be correct.

- Write down ideas with a reasonable degree of accuracy.
- Spelling of common words to be correct.
- Punctuation should be broadly accurate.
- Plan, draft, edit and proof-read their own story using scaffolded prompts.

- Identify and
- Makes simple cross reference of ideas and

Sentence demarcation is mostly secure and mostly accurate ● Range of punctuation is used mostly