

## Westhaven School Curriculum Map for English

### Valued – Inspired – Prepared



inspire



understand



create



communicate

*Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment that enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:*

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

*The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.*

*At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.*

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>KS1 Cycle A</b>		Text: Who are you? By Smitri Halls Genre: Narrative	Text: Lost and found by Oliver Jeffers Genre: Narrative	Text: Dear Zoo by Rod Campbell Genre: Narrative	Text: Egg by Sue Hendra and Paul Linnet Genre: Narrative	Text: Oliver's Vegetables by Vivian French Genre: Narrative	Text: The Little Red Hen Genre: Narrative
Written outcome		Non-chronological report: About Me	Sequencing and recalling stories.	Retell/innovate a familiar story - narrative story	Recounts	Present information, Write captions, lists	Retell/innovate a familiar story - narrative story
skills	Revisited	EYFS - Listen & respond, make marks	EYFS - Listen & respond, make marks	EYFS - Listen & respond, make marks	EYFS - Listen & respond, make marks	EYFS - Listen & respond, make marks	EYFS - Listen & respond, make marks KS1 A Term 3 - retell
	New Learning	<ul style="list-style-type: none"> <li>Talk about myself</li> <li>Recognise we are different</li> </ul>	<ul style="list-style-type: none"> <li>I can recall familiar stories</li> <li>I can sequence a story</li> </ul>	<ul style="list-style-type: none"> <li>I can recite a familiar story</li> <li>I can change character in a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>I can recount an event which happened to me</li> <li>I can interpret a characters feelings</li> </ul>	<ul style="list-style-type: none"> <li>I can list items I need</li> <li>I can say/write what is happening in a picture</li> </ul>	<ul style="list-style-type: none"> <li>I can retell a familiar story</li> <li>I can predict what will happen next</li> </ul>
Speaking and Listening		Listen and respond	Role Play	Listen and respond	Role Play	Listen and respond	Presentation
Poetry		Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition
Poem		Pointy Hat	Carrot Nose	Pancakes	Sliced Bread	Five Little Peas	Revisit
<b>KS1 Cycle B</b>		<b>Text:</b> Brown Bear by Eric Carle (and other Eric Carle books) <b>Genre:</b> Narrative	<b>Text:</b> How to catch a star by Oliver Jeffers / Bears don't eat egg sandwiches by Julie Fulton <b>Genre:</b> Non-fiction	<b>Text:</b> Zog by Julia Donaldson (and other Julia Donaldson books) <b>Genre:</b> Narrative	<b>Text:</b> The Enormous Turnip (and other traditional tales) <b>Genre:</b> Narrative	<b>Text:</b> An information book about an animal of interest <b>Genre:</b> Non-fiction	<b>Text:</b> Meerkat Mail by Emily Gravett / The Big Book of Bugs by Yuval Zommer <b>Genre:</b> Non-fiction

Written outcome		Character descriptions	Writing instructions	Retell / Write a story that mimics a significant author	narrative diaries	Non-chronological report	Non-chronological reports, headings
skills	Revisited	Character feelings	Making lists	Retelling a story Sequencing a story	Listening to a repeated story	Use of adjectives	Use of adjectives
	New Learning	<ul style="list-style-type: none"> <li>I can use adjectives</li> <li>I can describe a character</li> </ul>	<ul style="list-style-type: none"> <li>I can use step by step directions</li> <li>I can dictate what actions to take</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own story</li> <li>I know what an author is</li> </ul>	<ul style="list-style-type: none"> <li>I can recall an event which happened to me</li> <li>I can give details an event</li> <li>I can say what happened first, next and last</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about an image</li> <li>I know what a fact is</li> <li>I can use facts in my work</li> </ul>	<ul style="list-style-type: none"> <li>I can use headings in my writing</li> <li>I can write about a subject of my own choosing</li> </ul>
Speaking and Listening		Role Play	Listen and respond	Presentation	Listen and respond	Discussion	Role Play
Poetry		Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition	Pattern, rhyme and repetition
Poem		5 Little Pumpkins	Shoes	Popcorn	A Little Shell	I Have a Little Frog	Revisit
<b>KS2 Lower Cycle A</b>		<b>Text:</b> Me and my amazing body by Joan Sweeney <b>Genre:</b> Non-fiction	<b>Text:</b> Where the Wild Things Are by Maurice Sendak <b>Genre:</b> Narrative	<b>Text:</b> The Great Kapok Tree by Lynne Cherry/ Books about other countries	<b>Text:</b> Volcanoes and Earthquakes by Kathy Furgang <b>Genre:</b> Non-fiction	<b>Text:</b> The Romans: Gods, Emperors and Dormice by Marcia Williams <b>Genre:</b> Non-fiction	<b>Text:</b> George and the Dragon by Chris Wormell <b>Genre:</b> Narrative
Written outcome		Non-chronological report: About Me	Write stories inspired by their reading	Discussion - where would you prefer to live?	Explanations: Volcanoes	Biographical writing - Julius Caesar	Write stories of adventure
skills	Revisited	Talk about self	Retell and innovate stories	Exploration of books	Use of facts	Use of facts	Retell and innovate stories

	New Learning	<ul style="list-style-type: none"> <li>I can write a report about myself</li> <li>I can talk about key events in my life</li> </ul>	<ul style="list-style-type: none"> <li>I can write a story with a beginning, middle and ending</li> <li>I can innovate a story</li> </ul>	<ul style="list-style-type: none"> <li>I can clearly say what my opinion is and give reasons</li> <li>I know that books give us information</li> </ul>	<ul style="list-style-type: none"> <li>I can use facts and figures accurately</li> <li>I can give my opinion with a reason</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about a historical individual</li> <li>I can write to inform</li> </ul>	<ul style="list-style-type: none"> <li>I can use adjectives to describe</li> <li>I know what an exciting story should contain</li> </ul>
Speaking and Listening		Discussion	Presentation	Discussion	Presentation	Discussion	Role-Play
Poetry		Listen to, discuss and express views about a wide range of contemporary and classic poetry Falling apples	Listen to, discuss and express views about a wide range of contemporary and classic poetry Wise old owl	Lyrics (contractions)  A little House	Simple rap poems  Thunderstorm	Question and answer poems  The Fox	Perform Rhymes and Poems  Revisit
<b>KS2 Lower Cycle B</b>		<b>Text:</b> A Year on Adam's farm By Adam Henson <b>Genre:</b> Non-Fiction	<b>Text:</b> The Jolly Christmas Postman by Allan Ahlberg / Christmas Production Script <b>Genre:</b> Narrative	<b>Text:</b> The Vikings: Raiders, Traders and Adventurers by Marcia Williams <b>Genre:</b> Non-fiction	<b>Text:</b> Jack and the Beanstalk & other traditional tales (inc. variations from around the world) <b>Genre:</b> Narrative	<b>Text:</b> One World, Many Colours by Ben Lerwill ( <i>Accomplished travel writer - Creative factual descriptions</i> ) <b>Genre:</b> Non-fiction	<b>Text:</b> Ocean Meets Sky By The Fan Brothers <b>Genre:</b> Narrative
Written outcome		Recount; visit to a farm	Playscripts	Non-chronological report (Vikings)	Write stories that contain historical / well-known characters	Leaflet and posters	Setting descriptions and adventure stories
skills	Revisited	recall an event which happened to me	Know that stories contain speech	facts and figures accurately I can give my opinion with a reason	find out about a historical individual	use facts and figures accurately	Retell and innovate stories
	New	<ul style="list-style-type: none"> <li>I can recount</li> </ul>	<ul style="list-style-type: none"> <li>I know what a</li> </ul>	<ul style="list-style-type: none"> <li>I can use details</li> </ul>	<ul style="list-style-type: none"> <li>I can research a</li> </ul>	<ul style="list-style-type: none"> <li>I can use</li> </ul>	<ul style="list-style-type: none"> <li>I can use</li> </ul>

	Learning	<p>events in the correct order</p> <ul style="list-style-type: none"> <li>I can sequence events</li> <li>I can give interesting details</li> </ul>	<p>play script is</p> <ul style="list-style-type: none"> <li>I can use speech to advance a story</li> </ul>	<p>and facts in my writing</p> <ul style="list-style-type: none"> <li>I can write using adjectives</li> <li>I can research my topic before writing</li> </ul>	<p>character first</p> <ul style="list-style-type: none"> <li>I can add detail to my character</li> <li>I can draw on facts to help my writing</li> </ul>	<p>illustrations accurately</p> <ul style="list-style-type: none"> <li>I can discuss what images are important</li> </ul>	<p>descriptions to draw in my reader</p> <ul style="list-style-type: none"> <li>I can use speech to advance my story</li> </ul>
Speaking and Listening		Discussion	Presentation	Presentation	Role-Play	Discussion	Role-Play
Poetry		Listen to, discuss and express views about a wide range of contemporary and classic poetry A Basket of Apples	Listen to, discuss and express views about a wide range of contemporary and classic poetry Leaves are falling	Lyrics (contractions)  Let's put on our mittens	Simple rap poems  Under a stone	Question and Answer poems  Pitter Patter	Perform rhymes and poems  REvisit
<b>KS2 Upper Cycle A</b>		<b>Text:</b> How to Wash a Woolly Mammoth Michelle Robinson <b>Genre:</b> Non-fiction	<b>Text:</b> The First Drawing by Mordicai Gerstein <b>Genre:</b> Narrative	<b>Text:</b> The Greeks by Jonny Marx <b>Genre:</b> Non-Fiction	<b>Text:</b> Secrets Of The Mountain by Libby Walden <b>Genre:</b> Fiction	<b>Text:</b> A Page in the Wind by Jose Sanabria and Maria Laura Diaz Dominguez Additional: First news and Newspapers <b>Genre:</b> Fiction	<b>Text:</b> David Attenborough Little People, Big Dreams by Maria Isabel Sanchez Vegara <b>Genre:</b> Non-fiction
Written outcome		Instructional writing	Write fictional letters and biographies	Mythical story	Stories of adventure to entertain (character and setting descriptions)	Journalistic writing	Biographical writing - David Attenborough
skills	Revisited	use step by step directions I can dictate what actions to take	Biographies	Retell and innovate	Retell and innovate stories	Illustrations Facts	Biographies Fact finding

	New Learning	<ul style="list-style-type: none"> <li>I can write step by step directions to instruct</li> <li>I can use the appropriate grammar and punctuation in my instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can research to help my writing</li> <li>I can write a letter</li> <li>I can write an address</li> </ul>	<ul style="list-style-type: none"> <li>I can know what a mythical creature is</li> <li>I can create my own mythical creature</li> <li>I can create a mythical story</li> </ul>	<ul style="list-style-type: none"> <li>I can use descriptions to draw in my reader</li> <li>I can use speech to advance my story</li> </ul>	<ul style="list-style-type: none"> <li>I can use facts accurately</li> <li>I can write in chronological order</li> <li>I can write to inform</li> </ul>	<ul style="list-style-type: none"> <li>I can write a detailed account of a person's life</li> <li>I can include details and description</li> </ul>
Speaking and Listening	Discussion	Presentation	Role play	Role-play	Presentation	Discussion	
Poetry	Recognise some different forms of poetry (for example, free verse, narrative poetry)	Create Acrostic poems Create List poems	Perform narrative poems. Explore different voices for narrator and characters	Create Nonsense poems	Create Alliterative sentences	Perform a range of poems exploring intonation, tone, volume and actions.	
Poem	Breezy Weather	Cup of Tea	Spring Weather	Five Little Owls	I Saw a Peacock Anon The Works by Pi Corbett	Revisit	
<b>KS2 Upper Cycle B</b>	<b>Text:</b> The Matchbox Diary by Paul Flieschman <b>Genre:</b> Fiction	<b>Text:</b> Illumanatomy by Kate Davies & Carnovsky <b>Genre:</b> Non-fiction	<b>Text:</b> 50 Adventures in the 50 States by Kate Siber & Lydia Hill <b>Genre:</b> Narrative	<b>Text:</b> The Lost Thing by Shaun Tan <b>Genre:</b> Narrative	<b>Text:</b> The History Detective Investigates: Mayan Civilization By Clare Hibbert / The Maya and Chichén Itzá (Time Travel Guides) By Ben Hubbard <b>Genre:</b> Non-fiction	<b>Text:</b> Old Enough to Save the Planet by Anna Taylor <b>Genre:</b> Non-fiction	
Written outcome	Diary writing	Scientific explanations: The circulatory system	Narrative	Stories of adventure to entertain (character and setting)	Write persuasively	Journalistic writing	

					descriptions)		
skills	Revisited	Facts, ordering,	Facts, figures, captions, images, labels	Retell, innovate, adjectives, descriptions	Character descriptions Setting description Using adjectives	Writing for a purpose	Journalistic reports
	New Learning	<ul style="list-style-type: none"> <li>I know what a diary is</li> <li>I can use the first person in my writing</li> </ul>	<ul style="list-style-type: none"> <li>I know how to present information</li> <li>I know what nonfiction is</li> </ul>	<ul style="list-style-type: none"> <li>I can use paragraphs in my writing</li> <li>I can use character and setting descriptions</li> </ul>	<ul style="list-style-type: none"> <li>I can use adjectives and adverbs to describe</li> <li>I can write noun phrases</li> <li>I know what an adventure story is</li> </ul>	<ul style="list-style-type: none"> <li>I can write using emotive language to persuade</li> <li>I can include facts in my writing</li> </ul>	<ul style="list-style-type: none"> <li>I can write a report</li> <li>I can include facts</li> </ul>
Speaking and Listening		Discussion	Presentation	Presentation	Role-Play	Discussion	Role-Play
Poetry		Recognise some different forms of poetry (for example, free verse, narrative poetry)	Create Acrostic poems Create List poems	Perform narrative poems. Explore different voices for narrator and characters	Create Nonsense poems Create Haikus	Create Alliterative sentences	Perform a range of poems exploring intonation, tone, volume and actions.
Poem		Who has seen the wind	Mice	Furry, furry squirrel	Space Poem by James Carter	Chocolate Cake by Michael Rosen	Revisit
<b>KS3 Cycle A</b>		<b>Topic:</b> Dickens - A Christmas Carol <b>Theme:</b> English Literature pre-1914, Seminal World Literature		<b>Topic:</b> Skellig - The Play <b>Theme:</b> English contemporary drama		<b>Topic:</b> Roald Dahl - Boy <b>Theme:</b> English contemporary prose	
Written outcome		Diary writing, Adverts		Story, Letters, poster, discussion preparation		Biography, Autobiography, discussion preparation	
skills	Revisited	Diary writing		Story, letters,		Biography, discussion	
	New	<ul style="list-style-type: none"> <li>I can create an advert</li> </ul>		<ul style="list-style-type: none"> <li>I can write a powerful setting description</li> </ul>		<ul style="list-style-type: none"> <li>I can write an autobiography</li> </ul>	

	Learning	<ul style="list-style-type: none"> <li>I can include emotive details in my diary entry</li> </ul>	<ul style="list-style-type: none"> <li>I can write a formal letter</li> </ul>	<ul style="list-style-type: none"> <li>I can write a detailed biography</li> <li>I know what chronological order is</li> <li>I can contribute to a discussion</li> </ul>
Speaking and Listening		Role-Play	Discussion	Presentation
<b>KS3 Cycle B</b>		<b>Topic:</b> Dickens – Oliver Twist <b>Theme:</b> English Literature pre-1914, Seminal World Literature	<b>Topic:</b> A Midsummer’s Night Dream <b>Theme:</b> Shakespeare	<b>Topic:</b> Malorie Blackman – Pig Heart Boy <b>Theme:</b> English contemporary prose – author in detail
Written outcome		Biography, Newspaper article, personal letter	Magazine article, Brochure	Poster, Step-by-Step Guide, Activity instructions, Discussion preparation
skills	Revisited	Biography, autobiography, letter writing	Journalistic writing, persuasive writing	Instructions
	New Learning	<ul style="list-style-type: none"> <li>I can use headings and subheadings</li> <li>I can use key facts and anecdotes to draw in a reader</li> </ul>	<ul style="list-style-type: none"> <li>I can write to persuade</li> <li>I can use illustrations to aid persuasion</li> </ul>	<ul style="list-style-type: none"> <li>I know how to inform</li> <li>I can contribute to a discussion</li> </ul>
Speaking and Listening		Role-Play	Presentation	Discussion
<b>KS3 Cycle C</b>		<b>Topic:</b> Poetry from Around the World <b>Theme:</b> Poetry	<b>Topic:</b> Romeo and Juliet <b>Theme:</b> Shakespeare	<b>Topic:</b> Malorie Blackman – Noughts and Crosses <b>Theme:</b> English contemporary prose – author in detail
Written outcome		Poetry	Leaflet, Advert, Discussion presentation , letter writing	Letters, Step-by-Step Guide, Recipes, Discussion, debate,
skills	Revisited	Rhyme, reading poetry,	Journalistic writing, persuasive writing	Instructions,
	New Learning	<ul style="list-style-type: none"> <li>Prepare poems to read aloud/perform, showing understanding through intonation tone volume so that the meaning is clear to an audience</li> <li>Perform your own composition using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a letter to persuade</li> <li>I can use rhetoric questions</li> <li>I can research both sides of a discussion</li> </ul>	<ul style="list-style-type: none"> <li>I can write a formal and informal letter.</li> <li>I can research</li> <li>I can proofread my own work</li> </ul>



Speaking and Listening	Presentation	Discussion		Role-Play		
<b>Y10 ELC</b>	<b>Gothic Horror</b> (component 2)	<b>Hobbies</b> (component 1)	<b>Music</b> (component 1)	<b>Heroism</b> (component 2)		
<b>Y10 FSK (Level 1)</b>	Speaking and listening preparation and assessment (recorded)	<b>Writing focus</b> - Non fiction - Reports, letters, reviews, emails.		<b>Reading focus</b> - Non fiction - Identifying key features exam prep (if required)		
<b>Y10 GCSE</b>	Speaking and listening preparation and assessment	<b>Writing focus</b> - Creative writing & Non fiction writing.		<b>Reading focus</b> - Fiction and Non - Fiction		(post exam) Intro to GCSE Literature
<b>Y 11 ELC</b>	<b>Gothic Horror</b> (component 2)	<b>Leisure</b> (component 1)	<b>The Next Step</b> (component 1)	Catch up	N/A	
<b>Y11 FSK (Level 2)</b>	Speaking and listening preparation and assessment (recorded)	<b>Writing focus</b> - Non fiction - Reports, letters, reviews, emails.		<b>Reading focus</b> - Non fiction - Identifying key features exam prep		N/A
<b>Y11 GCSE - Literature</b>	<b>Poetry</b> - Love & relationships	<b>Priestley</b> - An inspector calls	<b>Dickens</b> - A Christmas Carol	<b>Shakespeare</b> - Macbeth	Exam prep	N/A
<b>Year 12 English Writing</b> (Entry Level Step Up To English)	<b>The importance of me</b> Name Address Telephone number <u>Skills focus</u> Writing and fine	<b>AQA Entry Level</b> C.2 Gothic Horror Spooky, werewolf, scary, howl, dark, red eyes <u>Skills focus</u> Creative writing	<b>AQA Entry Level</b> C.1 Hobbies Fun, weekend, enjoy, recipes, sport, hobby, friends, clubs <u>Skills focus</u> Presenting	<b>AQA Entry Level</b> C.1 Holidays Aeroplane , family, abroad, beach, sun, swim, hotel <u>Skills focus</u> Autobiographical	<b>AQA Entry Level</b> C.2 Heroism Hero,save, brave strong, help, huge,danger <u>Skills focus</u> Reading	<b>Westhaven School and my journey</b> <b>Year 12 and transition groups</b> School, work, I move, grow new, college, work, job,

(2.25 hours) AQA units changeable depending on expiration date	motor			accounts		employment Research project Review journey through Westhaven Highlights. <u>Skills focus</u> Typing and computer use
<b>Year 12 English spoken language</b> (0.5 hrs a week) Role play Presentation Group discussion	Introducing myself Asking questions Answering questions Interview skills Discussion - strengths and weaknesses Role play - interviews	Short story presentations.  Scene setting discussions.	Group discussions about weekend activities. Reviewing suggested hobbies. Presentation end project	Group discussions about family holidays.  Imaginative conversation of ideal holidays.	Impacts of onomatopoeia words.  Differentiation between real and imaginary heroes.	Discussion about highlights, trips and memories.
<b>Year 13 Writing</b> (Entry Level Step Up To English) (2.25 hours) AQA units changeable depending on expiration date	<b>The importance of me</b> Name Address Telephone number Discussion  <u>Skills focus</u> Typing	<b>AQA</b> C.2- Myths and legends Imaginative writing. Discussions Evaluate possibilities.  <u>Skills focus</u> Creative words and writing	<b>AQA</b> C.1 - Leisure Planning leisure time. Discussing likes and interests. Group planning  <u>Skills focus</u> Linking lifeskills to English	<b>AQA</b> C.2 - Exploration Discussion about holidays, interesting places to visit and activity holidays  <u>Skills focus</u> Writing and fine motor	<b>AQA</b> C.1 -Style Discussion about recycled clothing, fashion shows, planning events and fashion through time.  <u>Skills focus</u> Speaking and listening	<b>Westhaven School and my journey Year 12 and transition groups</b> Research project Discussion  <u>Skills focus</u> Typing and computer use

<p><b>Year 13 English spoken language</b> (0.5 hrs a week) Role play Presentation Group discussion</p>	<p>Introducing myself Asking questions Answering questions Interview skills Using factual language appropriately with correct pronouns.</p>	<p>Discussion about mythical creatures.  Observations and descriptive language.</p>	<p>Explanation of leisure activities outside of school.  Speaking in the first person. Discussion leading to an agreement on a group trip. (covered previously in travel training)</p>	<p>Identifying exploration opportunities abroad.  Discuss tourism videos.  Pros and cons of exploration in the UK</p>	<p>Time specific language.  Instructions on how to make your own personalised clothing.  Recycling, Re-styling</p>	<p>Discussion about highlights, trips and memories.</p>
--	---	---	--	---	--	---