

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.

In each term each learner will have opportunities to develop their transcription skills throughout the week. On our timetables there are key handwriting lessons and SPAG lessons. This over learning is designed to help commit their transcription skills to long term memory and lessen the impact on their cognitive load when exploring further literacy. Learners will also access dictated sentences, phrases and words to ensure independence in writing is being developed. A high emphasis on vocabulary choices within English lessons are in place.

Each term there will be opportunities for learners to do a “real life write” piece of work. This writing will be based on real experiences they have had through the term at school. An example of this may be reflecting and recounting a walk to the beach, a project they have worked on in DT and so on. The “real life write” will offer crucial key skills and the importance of writing accurately.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Cycle A		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"> • Talk about myself • Recognise we are different 	<ul style="list-style-type: none"> • I can recall familiar stories • I can 	<ul style="list-style-type: none"> • I can recite a familiar story • I can change character in a 	<ul style="list-style-type: none"> • I can recount an event which happened to me 	<ul style="list-style-type: none"> • I can list items I need • I can say/write what is happening 	<ul style="list-style-type: none"> • I can retell a familiar story • I can predict what will happen next

			sequence a story	familiar story	<ul style="list-style-type: none"> I can interpret a characters feelings 	in a picture	
Speaking and Listening	Listen and respond	Presentation	Listen and respond	Discussion	Listen and respond	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	Pointy Hat	Carrot Nose	Pancakes	Sliced Bread	Five Little Peas	Revisit	
KS1 Cycle B	Text: Brown Bear by Eric Carle (and other Eric Carle books) Genre: Narrative	Text: How to catch a star by Oliver Jeffers / Bears don't eat egg sandwiches by Julie Fulton Genre: Non-fiction	Text: Zog by Julia Donaldson (and other Julia Donaldson books) Genre: Narrative	Text: The Enormous Turnip (and other traditional tales) Genre: Narrative	Text: An information book about an animal of interest Genre: Non-fiction	Text: Meerkat Mail by Emily Gravett / The Big Book of Bugs by Yuval Zommer Genre: 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"> I can use adjectives I can describe a character 	<ul style="list-style-type: none"> I can use step by step directions I can dictate what actions to take 	<ul style="list-style-type: none"> I can create my own story I know what an author is 	<ul style="list-style-type: none"> I can recall an event which happened to me I can give details an event I can say what happened first, next and last 	<ul style="list-style-type: none"> I can talk about an image I know what a fact is I can use facts in my work 	<ul style="list-style-type: none"> I can use headings in my writing I can write about a subject of my own choosing

Speaking and Listening	Listen and respond	Presentation	Listen and respond	Discussion	Listen and respond	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	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
KS2 Lower Cycle A	Text: Me and my amazing body by Joan Sweeney Genre: Non-fiction	Text: Where the Wild Things Are by Maurice Sendak Genre: Narrative	Text: The Great Kapok Tree by Lynne Cherry/ Books about other countries	Text: Volcanoes and Earthquakes by Kathy Furgang Genre: Non-fiction	Text: The Romans: Gods, Emperors and Dormice by Marcia Williams Genre: Non-fiction	Text: George and the Dragon by Chris Wormell Genre: 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"> I can write a report about myself I can talk about key events in my life 	<ul style="list-style-type: none"> I can write a story with a beginning, middle and ending I can innovate a story 	<ul style="list-style-type: none"> I can clearly say what my opinion is and give reasons I know that books give us information 	<ul style="list-style-type: none"> I can use facts and figures accurately I can give my opinion with a reason 	<ul style="list-style-type: none"> I can find out about a historical individual I can write to inform 	<ul style="list-style-type: none"> I can use adjectives to describe I know what an exciting story should contain
Speaking and Listening	Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play	
Poetry	Listen to, discuss and express views about a wide range of	Listen to, discuss and express views about a wide range of	Lyrics (contractions)	Simple rap poems	Question and answer poems	Perform Rhymes and Poems	

Poem	contemporary and classic poetry Falling apples	contemporary and classic poetry Wise old owl	A little House	Thunderstorm	The Fox	Revisit	
KS2 Lower Cycle B	Text: A Year on Adam's farm By Adam Henson Genre: Non-Fiction	Text: The Jolly Christmas Postman by Allan Ahlberg / Christmas Production Script Genre: Narrative	Text: The Vikings: Raiders, Traders and Adventurers by Marcia Williams Genre: Non-fiction	Text: Jack and the Beanstalk & other traditional tales (inc. variations from around the world) Genre: Narrative	Text: One World, Many Colours by Ben Lerwill (<i>Accomplished travel writer - Creative factual descriptions</i>) Genre: Non-fiction	Text: Ocean Meets Sky By The Fan Brothers Genre: 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 Learning	<ul style="list-style-type: none"> I can recount events in the correct order I can sequence events I can give interesting details 	<ul style="list-style-type: none"> I know what a play script is I can use speech to advance a story 	<ul style="list-style-type: none"> I can use details and facts in my writing I can write using adjectives I can research my topic before writing 	<ul style="list-style-type: none"> I can research a character first I can add detail to my character I can draw on facts to help my writing 	<ul style="list-style-type: none"> I can use illustrations accurately I can discuss what images are important 	<ul style="list-style-type: none"> I can use descriptions to draw in my reader I can use speech to advance my story
Speaking and Listening	Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play	
Poetry	Listen to, discuss and express views about	Listen to, discuss and express views about a	Lyrics (contractions)	Simple rap poems	Question and Answer poems	Perform rhymes and poems	

Poem	a wide range of contemporary and classic poetry A Basket of Apples	wide range of contemporary and classic poetry Leaves are falling	Let's put on our mittens	Under a stone	Pitter Patter	Revisit	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
KS2 Upper Cycle A	Text: How to Wash a Woolly Mammoth Michelle Robinson Genre: Non-fiction	Text: The First Drawing by Mordicai Gerstein Genre: Narrative	Text: The Greeks by Jonny Marx Genre: Non-Fiction	Text: Secrets Of The Mountain by Libby Walden Genre: Fiction	Text: A Page in the Wind by Jose Sanabria and Maria Laura Diaz Dominguez Additional: First news and Newspapers Genre: Fiction	Text: David Attenborough Little People, Big Dreams by Maria Isabel Sanchez Vegara Genre: 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, imperative verbs	Biographies	Retell and innovate	Retell and innovate stories	Illustrations Facts	Biographies Fact finding
	New Learning	<ul style="list-style-type: none"> I can dictate what actions to take I can use the appropriate grammar and punctuation in my 	<ul style="list-style-type: none"> I can research to help my writing I can write a letter I can write an address 	<ul style="list-style-type: none"> I can know what a mythical creature is I can create my own mythical creature I can create a mythical story 	<ul style="list-style-type: none"> I can use descriptions to draw in my reader I can use speech to advance my story 	<ul style="list-style-type: none"> I can use facts accurately I can write in chronological order I can write to inform 	<ul style="list-style-type: none"> I can write a detailed account of a person's life I can include details and description

		instructions					
Speaking and Listening		Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play
Poetry		Recognise/Explore 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
KS2 Upper Cycle B		Text: The Matchbox Diary by Paul Flieschman Genre: Fiction	Text: Illumanatomy by Kate Davies & Carnovsky Genre: Non-fiction	Text: 50 Adventures in the 50 States by Kate Siber & Lydia Hill Genre: Narrative	Text: The Lost Thing by Shaun Tan Genre: Narrative	Text: The History Detective Investigates: Mayan Civilization By Clare Hibbert / The Maya and Chichén Itzá (Time Travel Guides) By Ben Hubbard Genre: Non-fiction	Text: Old Enough to Save the Planet by Anna Taylor Genre: Non-fiction
Written outcome		Diary writing	Scientific explanations: The circulatory system	Narrative	Stories of adventure to entertain (character and setting descriptions)	Write persuasively	Journalistic writing
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 Report writing
	New Learning	<ul style="list-style-type: none"> I know what a diary is I can use the 	<ul style="list-style-type: none"> I know how to present information 	<ul style="list-style-type: none"> I can use paragraphs in my writing 	<ul style="list-style-type: none"> I can use adjectives and adverbs to 	<ul style="list-style-type: none"> I can write using emotive language to persuade 	<ul style="list-style-type: none"> I can write using formal language I can use

		first person in my writing	<ul style="list-style-type: none"> I know what nonfiction is 	<ul style="list-style-type: none"> I can use character and setting descriptions 	<p>describe</p> <ul style="list-style-type: none"> I can write noun phrases I know what an adventure story is 	<ul style="list-style-type: none"> I can include facts in my writing 	direct/indirect speech
Speaking and Listening	Discussion	Presentation	Role-Play	Discussion	Presentation	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	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
KS3 Cycle A	<p>Topic: Poetry: War and Conflict</p> <p>Including: <i>John McCrae - In Flanders Field,</i> <i>Thomas Hardy - The Man He Killed</i> <i>Wilfred Owen - Dulce Est Decorum Est</i></p> <p>Theme: War and Conflict</p>	<p>Topic: Dickens - A Christmas Carol</p> <p>Theme: English Literature pre-1914, Seminal World Literature</p>	<p>Topic: The Tempest - Myth and magic/Merchant of Venice- Villain or victim?</p> <p>Theme: Shakespeare</p>	<p>Topic: Skellig - The Play</p> <p>Theme: English contemporary drama</p>	<p>Topic: Windrush Child by Benjamin Zephaniah</p> <p>Theme: Historical Fiction</p>	<p>Topic: Roald Dahl - Boy</p> <p>Theme: English contemporary prose</p>	
Outcome	Understand the methods poets use to express themselves	Diary writing, Adverts	Creative writing	Story, Letters, poster, discussion preparation	Discussion	Biography, Autobiography,	

skills	Revisited	Rhyme, reading, poetry structure	Diary writing	Narrative Descriptions	Story, letters,	Discussion	Biography, discussion
	New Learning	- I can check that the poem makes sense to them, discussing their understanding and exploring the meaning of words in context - Identify themes and conventions across different poetry	<ul style="list-style-type: none"> I can create an advert I can include emotive details in my diary entry 	Personification Symbolism	<ul style="list-style-type: none"> I can write a powerful setting description I can write a formal letter 	<ul style="list-style-type: none"> I can contribute to a discussion 	<ul style="list-style-type: none"> I can write an autobiography I can write a detailed biography I know what chronological order is
Speaking and Listening		Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play
KS3 Cycle B		Topic: Pop, rap and Poetry Including: <i>Benjamin Zephaniah, Rhianna, Tupak Shakun, Elvis, Simon Armitage</i>	Topic: Dickens - Oliver Twist Theme: English Literature pre-1914, Seminal World Literature	Topic: A Midsummer's Night Dream Theme: Shakespeare	Topic: Charlie and the Chocolate Factory by Roald Dahl Theme: Fantasy	Topic: Malorie Blackman - Pig Heart Boy Theme: English contemporary prose	Topic: Andy Mulligan - Trash Theme: Contemporary prose
Written outcome		Write an analysis of a poem,	Biography, Newspaper article, personal letter	Magazine article, Brochure	Building a picture of a character using descriptive language	Discussion preparation Poster,	Step-by-Step Guide, Instructional writing
skills	Revisited	Rhyme, reading poetry,	Biography, autobiography, letter writing	Journalistic writing, persuasive writing	Descriptions, expanded noun phrases, expression	Persuasive writing	Instructions, persuasion
	New Learning	<ul style="list-style-type: none"> I can identify what might make a text 	<ul style="list-style-type: none"> I can use headings and subheadings 	<ul style="list-style-type: none"> I can write to persuade I can use 	<ul style="list-style-type: none"> I know the importance of the name of a 	<ul style="list-style-type: none"> I can contribute to a discussion 	<ul style="list-style-type: none"> I know how to inform

		<p>“poetic”</p> <ul style="list-style-type: none"> I can recognise poetic qualities in song lyrics I can analyse and evaluate song lyrics 	<ul style="list-style-type: none"> I can use key facts and anecdotes to draw in a reader 	illustrations to aid persuasion	<p>character</p> <ul style="list-style-type: none"> I can find evidence in a text to support answers I can improve my work with the use of synonyms 		
Speaking and Listening		Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play
KS3 Cycle C		<p>Topic: Poetry from Around the World Including: <i>Search for my Tongue by Sujata Bhatt</i> <i>Nothing's changed by Tatumkhula Afrika</i> <i>Rain by Hune</i> <i>Tuwhare</i> <i>Island Man by Grace Nichols</i> Theme: World Poetry</p>	<p>Topic: Dickens - Great Expectations Theme: English Literature pre - 1914, seminal World Literature</p>	<p>Topic: Romeo and Juliet Theme: Shakespeare</p>	<p>Topic: H G Wells - War of the Worlds, poems and short stories from same genre Theme: Science Fiction</p>	<p>Topic: Malorie Blackman - Noughts and Crosses Theme: English contemporary prose - author in detail</p>	<p>Topic: Girl. Boy. Sea by Chris Vick Theme: Contemporary Adventure</p>
Written outcome		Analyse poetry from different world cultures	Writing to describe	Play scripts,	Science fiction narrative Leaflet,	Letters, Step-by-Step Guide, Recipes, Discussion, debate,	Narrative
skills	Revisited	Rhyme, reading poetry,	Descriptions	Narrative, speech	Journalistic writing, persuasive writing	Instructions,	Narrative Adventure stories
	New Learning	- I can analyse and understand culture	- Write descriptions of settings and	- Use script structures - Perform own script	- I can write a letter to persuade	- I can write a formal and informal letter.	- I understand that there are several ways to end a

		- I can annotate a poem -	characters. - Explore a variety of word choices in your descriptions.		- I can use rhetoric questions - I can research both sides of a discussion	- I can research - I can proofread my own work	story - I can use a range of writing techniques
Speaking and Listening	Discussion	Presentation	Role-Play	Discussion	Presentation	Role-Play	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Y10 ELC	Gothic Horror (component 2)		Hobbies (component 1)	Music (component 1)	Heroism (component 2)		
Y10 FSK (Level 1)	Speaking and listening preparation and assessment (recorded)		Writing focus - Non fiction - Reports, letters, reviews, emails.		Reading focus - Non fiction - Identifying key features exam prep (if required)		
Y10 GCSE	Speaking and listening preparation and assessment	Writing focus - Creative writing & Non fiction writing.		Reading focus - Fiction and Non - Fiction		(post exam) Intro to GCSE Literature	
Y 11 ELC	Gothic Horror (component 2)		Leisure (component 1)	The Next Step (component 1)	Catch up	N/A	
Y11 FSK (Level 2)	Speaking and listening preparation and assessment (recorded)	Writing focus - Non fiction - Reports, letters, reviews, emails.		Reading focus - Non fiction - Identifying key features exam prep		N/A	
Y11 GCSE - Literature	Poetry - Love & relationships	Priestley - An inspector calls	Dickens - A Christmas Carol	Shakespeare - Macbeth	Exam prep	N/A	
Year 12	The importance of	AQA Entry Level	AQA Entry Level	AQA Entry Level	AQA Entry Level	Westhaven School and	

<p>English Writing (Entry Level Step Up To English) (2.25 hours) AQA units changeable depending on expiration date</p>	<p>me Name Address Telephone number <u>Skills focus</u> Writing and fine motor</p>	<p>C.2 Gothic Horror Spooky, werewolf, scary, howl, dark, red eyes <u>Skills focus</u> Creative writing</p>	<p>C.1 Hobbies Fun, weekend, enjoy, recipes, sport, hobby, friends, clubs <u>Skills focus</u> Presenting</p>	<p>C.1 Holidays Aeroplane , family, abroad, beach, sun, swim, hotel <u>Skills focus</u> Autobiographical accounts</p>	<p>C.2 Heroism Hero,save, brave strong, help, huge,danger <u>Skills focus</u> Reading</p>	<p>my journey Year 12 and transition groups School, work, I move, grow new, college, work, job, employment Research project Review journey through Westhaven Highlights. <u>Skills focus</u> Typing and computer use</p>
<p>Year 12 English spoken language (0.5 hrs a week) Role play Presentation Group discussion</p>	<p>Introducing myself Asking questions Answering questions Interview skills Discussion - strengths and weaknesses Role play - interviews</p>	<p>Short story presentations. Scene setting discussions.</p>	<p>Group discussions about weekend activities. Reviewing suggested hobbies. Presentation end project</p>	<p>Group discussions about family holidays. Imaginative conversation of ideal holidays.</p>	<p>Impacts of onomatopoeia words. Differentiation between real and imaginary heroes.</p>	<p>Discussion about highlights, trips and memories.</p>
<p>Year 13 Writing (Entry Level Step Up To English) (2.25 hours) AQA units</p>	<p>The importance of me Name Address Telephone number Discussion</p>	<p>AQA C.2- Myths and legends Imaginative writing. Discussions Evaluate possibilities.</p>	<p>AQA C.1 - Leisure Planning leisure time. Discussing likes and interests. Group planning</p>	<p>AQA C.2 - Exploration Discussion about holidays, interesting places to visit and activity holidays</p>	<p>AQA C.1 -Style Discussion about recycled clothing, fashion shows, planning events and fashion through time.</p>	<p>Westhaven School and my journey Year 12 and transition groups Research project Discussion</p>

changeable depending on expiration date	<u>Skills focus</u> Typing	<u>Skills focus</u> Creative words and writing	<u>Skills focus</u> Linking lifeskills to English	<u>Skills focus</u> Writing and fine motor	<u>Skills focus</u> Speaking and listening	<u>Skills focus</u> Typing and computer use
Year 13 English spoken language (0.5 hrs a week) Role play Presentation Group discussion	Introducing myself Asking questions Answering questions Interview skills Using factual language appropriately with correct pronouns.	Discussion about mythical creatures. Observations and descriptive language.	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)	Identifying exploration opportunities abroad. Discuss tourism videos. Pros and cons of exploration in the UK	Time specific language. Instructions on how to make your own personalised clothing. Recycling, Re-styling	Discussion about highlights, trips and memories.