

PEARS FAMILY SCHOOL

FOUNDED BY ANNA FREUD CENTRE

EXEMPLAR ENGLISH CURRICULUM CYCLE 2 OF 2



CLPE

CENTRE FOR LITERACY
IN PRIMARY EDUCATION

Cycle 1 Themes	Cycle 2 Themes
Dreams and Change	Belonging and Identity
Sustainability and Care	Compassion and Happiness
Fear, Conflict and Forgiveness	Rights and Responsibilities

EXEMPLAR CLPE English Curriculum Map: Pears Family School Cycle 2

Phase 1 English Curriculum	Autumn 1 <i>A Great Big Cuddle</i> by Michael Rosen and Chris Riddell	Autumn 2 <i>Grace and Family</i> by Mary Hoffman	Spring 1 <i>The Lonely Beast</i> by Chris Judge	Spring 2 <i>Please Mr Magic Fish</i> by Jessica Souhami	Summer 1 <i>The Magic Finger</i> by Roald Dahl	Summer 2 <i>Rapunzel</i> by Bethan Woolvin
Human Theme	Belonging and Identity	Belonging and Identity	Compassion and Happiness	Compassion and Happiness	Rights and Responsibilities	Rights and Responsibilities
Literary Form	Poetry Collection	Picturebook	Extended picturebook	Traditional Tale	Illustrated Novel	Twist on a Traditional Tale
National Curriculum Cross Curricular Links	<p>PSHE: family, childhood and belonging; exploring personal experiences, emotions and behaviour</p> <p>Science: Biology – human growth, infancy and childhood</p> <p>Geography: learning routes and safe places in the local environment</p> <p>Art and Design: responding to and exploring Chris Riddell’s illustration; responding to poetry through art</p> <p>Music: tone, pitch and dynamics and using voices expressively and creatively, speaking chants and rhymes in performing poetry</p>	<p>Maths: comparing money systems; repeated patterns and arrays; shape, space and measurement</p> <p>Science: Animals of The Gambia, habitat and simple food chains</p> <p>PSHE: notions of family and belonging; exploring emotion, including envy and jealousy</p> <p>Geography: comparative study with human and physical features of the UK and The Gambia; exploring familial origins and journeys</p> <p>Art and Design: exploring colours, patterns and motifs of Gambian fabric; traditional and contemporary fashion designers of The Gambia; fabric printing – mono-printing and dye work</p> <p>Design and Technology: designing and creating mono printing blocks; making an outfit from printed fabric; preparing food for a Gambian celebration</p>	<p>Maths: Estimation; applied maths through party preparations</p> <p>Art and Design: characterisation; underwater scenes; monsters</p> <p>Design and Technology: planning a party – decorations, food preparation, tableware; design and test a bridge</p> <p>Music: create soundscapes for various settings; compose music in response to movement of underwater creatures</p> <p>Science: Biology -marine plant and animal life, habitats and food chains; growing plants; needs of plants and adaptation to local conditions; Physics - sound waves</p> <p>Geography: physical features of the settings; map work, topography, symbols; compass work; continents and oceans; water cycle</p> <p>PE: emulating the Beast’s movements; create an obstacle course; celebration dance</p> <p>Computing: communicating and presenting information for a wide audience – create a news appeal</p> <p>PSHE and Citizenship: Compassion - collaborating and volunteering to help others; exploring personal happiness and contentment</p>	<p>Science: fish, fishing and sustainability; marine habitats; water waves</p> <p>PSHE and Citizenship: contentment, aspiration and greed; sustainable living; family stories</p> <p>Design and Technology: create a fishing rod game; preparing food</p> <p>Geography: houses and homes; bodies of water globally – streams, rivers, lakes, seas and oceans; fishing communities</p> <p>P.E. Moving bodies in different ways – dance inspired by the story</p> <p>Art and Design: Puppetry and theatre design</p> <p>Maths: measurement – length and capacity; time</p>	<p>Maths: 24 hour clock – digital and analogue</p> <p>Science: Biology – native birds; Materials – large-scale nest building</p> <p>PSHE: Roles and responsibilities; animal rights and welfare; debate and discussion and appreciating differing viewpoint; managing anger</p> <p>Geography: physical and human features of areas of UK countryside; aerial and bird’s eye views; mapwork</p> <p>Art and Design: exploring the art of Quentin Blake; textiles - felting and weaving</p> <p>PE: dance to represent the storm scene; emulating the transformation movements and that of the birds</p> <p>Music: exploring and composing music inspired by storms; using voice, instrument and body percussion for effect in performance</p>	<p>Science: Physics – flight; levers and pulleys; Materials – properties; Living Things – the Rapunzel plant; fast growing plants and herbs</p> <p>Design and Technology: creating a ladder and other forms of escape including flying machines; design a pulley system to smuggle items in and out of the tower; sustainable herb gardening</p> <p>Geography: forest habitats and wildlife</p>
Reading and Phonics: Experience, Knowledge, Skills and Strategies	Rhythm, rhyme, body percussion and voice sounds Word and language play Rhyme and analogy/onset and rime Spelling patterns Neo-language – reading pseudo words in context Performance reading Reading own poetry	Environmental sound discrimination Reinforcing the basic code, including consonant clusters Complex Code: split vowel digraphs Developing inference Relating to personal experiences and knowledge of the world Summarising Reading illustration	Instrumental sounds Past tense suffix Teaching complex code Developing fluency through repetitive refrain Building stamina Developing inference Making connections with human experiences Evaluation - knowledge of world Summarising	Environmental sound Alliteration Teaching complex code Looking at language Performance reading Relating to personal experiences Inference and deduction Evaluation - knowledge of world Summarising Reading illustration	Environmental sound Body percussion Complex Code – link spelling and reading Looking at language Close reading Performance reading Relating to personal experiences Inference and deduction Evaluation - knowledge of world Summarising	Voice sounds Developing fluency using Looking at language Repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connections
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response	Narrative voice Expanded noun phrases Subordinate and co-ordinate clauses Dialogue Past, present perfect, progressive Plurals Investigating spelling patterns Book Talk	Narrative voice Expanded noun phrases Subordinate and co-ordinate clauses Dynamic and stative verbs Dialogue Past, present perfect, progressive Plurals Investigating spelling patterns Book Talk	Storytelling language Expanded noun phrases Subordinate and co-ordinate clauses Comparatives and superlatives Dialogue Past, present perfect, progressive Plurals Investigating spelling patterns Book Talk	Narrative voice Expanded noun phrases Subordinate and co-ordinate clauses Dynamic and stative verbs Dialogue Past, present perfect, progressive Plurals Comparatives and superlatives Investigating spelling patterns - -ed Book Talk	Explanatory voice Rhyming pairs – onset and rime Descriptive and scientific language Present tense, including progressive Determiners Investigating spelling patterns Book Talk
Extended Writing Outcome	Poetry in a range of forms	Information Text	Televised news report	Traditional Tale	Narrative Sequel	Persuasive text

EXEMPLAR CLPE English Curriculum Map: Pears Family School Cycle 2

Phase 2 English Curriculum	Autumn 1 <i>Werewolf Club Rules</i> by Joseph Coehlo, illustrated by John O’Leary	Autumn 2 <i>Gregory Cool</i> by Caroline Binch	Spring 1 <i>Rabbit and Bear. Rabbit’s Bad Habits</i> by Julian Gough and Jim Field	Spring 2 <i>Here Comes Frankie</i> by Tim Hopgood	Summer 1 <i>Grendal. A Cautionary Tale about Chocolate</i> by David Lucas	Summer 2 <i>The Little Island</i> by Smriti Prasad-Halls and Robert Starling
Human Theme	Belonging and Identity	Belonging and Identity	Compassion and Happiness	Compassion and Happiness	Rights and Responsibilities	Rights and Responsibilities
Literary Form	Poetry Collection	Picturebook	Illustrated Picturebook	Picturebook	Take on a Traditional Tale	Picturebook
National Curriculum Cross Curricular Links	<p>Science: Biology – life cycles of plants and animals</p> <p>Geography: Locating countries on world atlases; comparative study of the UK and India</p> <p>History: Exploring personal and family history and heritage</p> <p>Art and Design: exploring art and illustration in expressing real and imagined experiences; close observational drawing</p> <p>PSHE and Citizenship: Exploring personal experiences; expressing emotions; developing empathy; family, friends and belonging</p> <p>Computing: explore the world through interactive maps; using technology to research, communicate and present information</p>	<p>Science: Biology – living things and their Tobago habitat; Forces - waves</p> <p>Geography: Compare and contrast the human and physical geography of the UK with Tobago; human settlement and homes; islands, seas and oceans</p> <p>History: History, society and culture of Tobago; migration and benefits of immigration to UK; exploring personal and family history and heritage</p> <p>Art and Design: Exploring the illustration of Caroline Binch; creating artwork using illustrative techniques; exploring the art and design on traditional and contemporary Tobago.</p> <p>Design and Technology: preparing food as in Tobago</p> <p>Computing: explore the world through interactive maps; using technology to research, communicate and present</p> <p>PSHE and Citizenship: Identity and belonging; family; valuing and respecting differences; appreciating that which unites.</p>	<p>Science: Forces – gravity and friction; seasonal change; Biology - living things and their habitats – rabbits and bears; food and nutrition for carnivores, omnivores and herbivores; food chains; exploring, identifying and naming woodland plants</p> <p>Art and Design: forest sculptures and artwork; observational drawing and fieldwork; flower and leaf pressings; characterisation</p> <p>Geography: Comparison of physical features of the fictional world and the real world of the UK, Europe, North and South America</p> <p>PSHE: Optimism, positivity and contentment; compassion and empathy; honesty, perseverance, and friendship</p> <p>Computing: explore the world through interactive maps; using technology to research, communicate and present information</p>	<p>Science: Senses; sound waves</p> <p>Art and Design: sensory exploration of colour; study Kandinsky and his <i>Noisy Paintbox</i>; artistic response to music; explore artistic techniques; colour mixing and theory</p> <p>Music: study of and response to Jazz and significant musicians; musical notation and composition from set pieces;</p> <p>PSHE: determination; expressing emotion and joy; experiencing shared responses</p> <p>Computing: Use music software to compose and produce own pieces</p>	<p>Science: Materials - states of matter; chocolate, from bean to bar; reversible and irreversible changes; cacao plant growth</p> <p>Geography: Chocolate farming and production; fair trade; deforestation and conservation</p> <p>History: Aztec civilization and cacao</p> <p>Art and Design: Explore David Lucas’s illustration and the influence of Folk art and the Arts and Craft movement; design packaging for chocolate products</p> <p>Design and Technology: Food – chocolate</p> <p>Computing: Coding and programming software that demonstrates consequence to actions and allows alternative choices</p> <p>PSHE and Citizenship: Personal responsibility for actions; making good choices; appreciating the rights of others; taking responsibility for consequences / learning from mistakes</p>	<p>Science: Materials – properties for bridge building; growing plants and nutrition in soils</p> <p>Geography: Islands, lakes and rivers; Farming</p> <p>History: Human rights, United Nations and global boundaries</p> <p>Art and Design: Explore and respond to Robert Starling’s illustration; Propaganda art</p> <p>Design and Technology: exploring engineering to build variety of bridges</p> <p>Computing: Coding and programming software that demonstrates consequence to actions and allows alternative choices</p> <p>PSHE and Citizenship: Liberty and freedom; understanding boundaries; hierarchy; human rights, equality and fairness; appreciating the rights of others; taking responsibility for consequences / learning from mistakes</p>
Reading: Experience, Knowledge, Skills and Strategies	Complex Code – link spelling and reading Rhythm and Rhyme Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Complex Code – link spelling and reading Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Making intertextual connections Inference and deduction Evaluating – personal & world connections Affective reader response	Complex Code – link spelling and reading Compound words Looking at language Close reading Performance reading Relating to personal experiences Inference and deduction Evaluation - knowledge of world Making intertextual connections Summarising Affective reader response	Complex Code – link spelling reading Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Intertextual connections Inference and deduction Evaluating Affective reader response	Complex Code – link spelling and reading Visualising Interplay of illustration and text Scanning and close reading Looking at language Predicting and summarising Making intertextual connections Inference and deduction Evaluating Affective reader response	Complex Code – link spelling and reading Visualising Interplay of illustration and text Scanning and close reading Looking at language Predicting and summarising Empathising Inference and deduction Evaluating Affective reader response
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect Language - printed page and the ear	Past tense consistency, including progressive and present perfect Complex and compound sentences Fronted adverbials Vivid noun phrases Phonemic patterns in English and Patois languages Word families in context First person voice Book Talk	Past tense consistency, including progressive and present perfect Noun phrases Complex and compound sentences Fronted adverbials Prepositional phrases Adverbs to describe speech Dialogue – direct speech Punctuation for effect Superlatives and comparatives Simile Book Talk	Past tense consistency Vivid description – huge range of adjectives related to sound Powerful verbs Complex and compound sentences Adverbial phrases Dialogue – direct speech Punctuation for effect Superlatives and comparatives Language and word play: Figurative language Book Talk	Past tense consistency, including progressive and present perfect Modal verbs – proverbs and moral tales Dialogue – direct speech Punctuation for effect – exclamation Complex and compound sentences Adverbial phrases Powerful verbs Characterisation Vivid description Repetitive refrains Formulaic phrases	Past tense consistency, including progressive and present perfect Vivid description Nuanced language and meanings Ambiguity Idioms Metaphor, personification and simile Determiners and definite article Modal verbs Passive and active language Complex and compound sentences Repetition for emphasis
Extended Writing Outcome	Poetry in a range of forms	Autobiography	Narrative	Picturebook	Fable	Speech

EXEMPLAR CLPE English Curriculum Map: Pears Family School Cycle 2

Phase 3 English Curriculum	Autumn 1 <i>The Big Book of Bad Things</i> by Michael Rosen	Autumn 2 <i>Where did you go, Birdy Jones?</i> by Joanna Nadin	Spring 1 <i>Moon Man</i> by Tomi Ungerer	Spring 2 <i>The Boy at the Back of the Class</i> by Onjali Rauf	Summer 1 <i>Mouse, Bird, Snake, Wolf</i> by David Almond and Dave McKean	Summer 2 <i>Tales from the Caribbean</i> by Trish Cooke
Human Theme	Belonging and Identity	Belonging and Identity	Compassion and Happiness	Compassion and Happiness	Rights and Responsibilities	Rights and Responsibilities
Literary Form	Poetry Collection	Novel	Picturebook	Novel	Graphic Novel	Illustrated Novel
National Curriculum Cross Curricular Links	<p>PSHE: identity, family relationships, childhood and diversity; personal experience; viewpoint and empathy; exploring attitudes toward immigration</p> <p>Science: ‘The Raft’ - forces and materials investigation</p> <p>History: Jewish refugee experience; UK cities like London and growing up in East London, post war to contemporary times</p> <p>Geography: Jewish refugee journeys such as from Poland and Romania to London (Rosen); contemporary refugee journeys</p> <p>Art and Design: exploring and comparing style and techniques of the various illustrators of Michael Rosen’s books; responding to poetry through art</p> <p>Music: Using voice, instruments and body percussion creatively to perform poetry; rhythm and beat in music and poetry</p> <p>PE: Dance with sequenced movements linked to poetry performance</p>	<p>PSHE: Home, family identity and friendship; managing change; wanting to fit in and being yourself – coping with peer pressure; grief, memory and loss; personal stories.</p> <p>Science: Natural world and animals: a study of homing birds – pigeons – and human relationship with nature.</p> <p>History: the role of homing birds in UK history</p> <p>Geography: Map work, co-ordinates and tracking distance; comparison on cities Leeds and Edinburgh</p> <p>Art and Design: portraiture; objects that tell stories; art on the theme of identity and memory.</p> <p>Music: creating playlists of personal significance.</p>	<p>History: lunar landings</p> <p>Science: the moon, solar system and star constellations</p> <p>Design and Technology: Rockets and space craft; flight</p> <p>Art and Design: art inspired by the moon and space</p> <p>Music: Study Holst’s <i>The Planets Suite</i> and film soundtracks; create own space inspired music and soundtrack</p>	<p>Art and Design: Study Syrian painter Abdalla Omari; resistance art</p> <p>Geography: investigating journeys taken by persecuted groups</p> <p>History: A study of Syria from Islamic civilization to contemporary times</p> <p>PSHE: look at how to become a ‘Rights Respecting’ school using the UNICEF toolkit</p>	<p>Art and Design: study of illustrator, Dave McKean; art and artists inspired by the animals featured</p> <p>Science: Living Things – animals; classification; evolution</p> <p>History: Gods and goddesses of ancient civilizations; creation belief systems across civilizations and religions</p> <p>PSHE and Citizenship: creation, playing ‘god’; appreciation for differing beliefs regarding animal creation and evolution</p>	<p>Computing: Safely and effectively to create and edit own filmed/animated retellings of favourite stories from the collection.</p> <p>Science: Research, report and compare the flora and fauna of the Caribbean. Compare explanations in etiological stories with modern scientists understanding of evolution to consider how animals have adapted to best survive</p> <p>Music: Listen and respond to musical styles which originated and developed in the Caribbean. Children learn how to play instruments, rhythms and songs which are specific to these musical styles.</p> <p>Geography: Use maps and atlases concentrating on environmental regions, key physical and human characteristics, countries, and major cities within the Caribbean.</p> <p>History: Discuss, research and report on issues related to the history of Slavery in Britain and beyond and the colonisation of Caribbean islands; ‘Windrush’ migration from the Caribbean to Britain in the mid-20th Century.</p> <p>PSHE: Stories as cultural carriers, identity and belonging; ethics of slavery; moral lessons f</p>
Reading: Experience, Knowledge, Skills and Strategies	Complex Code – link spelling and reading Rhythm and Rhyme Reading illustration Lifting meaning thr performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language	Looking at language and structure Visualising Empathising Character comparison Scanning and close reading Performance reading Inference and deduction Evaluating - identify themes & conventions Increasing literary experience Making intertextual comparisons	Interplay of illustration and text Visualising Character comparison Looking at language and structure Scanning and close reading Performance Reading Predicting and summarising Making personal connections Inference and deduction Evaluating - identify themes and conventions	Looking at language and structure Making personal connections Visualising Critical reading: viewpoint Character comparison Scanning and close reading Inference and deduction Evaluating - identify themes & conventions Increasing literary experience Making intertextual comparisons	Making meaning from illustration and text Asking questions and clarifying Predicting Inference and deduction Evaluating and summarising Visualising Character comparison Looking at language Identifying bias Performance reading	Book Talk – Personal Response Making personal and intertextual connections Inference and deduction Prediction and summarising Close reading and text marking Storymapping Performance of text Critical reading: fairytale tropes & stereotypes
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect Language - printed page and the ear	Regional Dialect Personal storytelling Register used in range of autobiographical forms Complex sentences and conjunctions used in non-linear narrative structures Ambiguity Figurative language including metaphor Fronted adverbials Language of explanatory texts – consistent present tense, determiners, precise vocabulary	Precise and descriptive language – noun, verb, prepositional and adverbial phrases Figurative language including metaphor, simile, personification, noun phrases Vocabulary to describe emotions Abstract nouns Passive and active verbs Ambiguity and bias Rhetorical questioning in persuasion Choices of determiner, tense, noun phrases, conjunctions for effect	Narrative voice and viewpoint Conjunctions and fronted adverbials Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue – informal and formal speech Emotional expression and empathetic language Range of cohesive devices Commas and parentheses to clarify Semi-colons to add meaning Exploring ambiguity and bias Passive and active voice Slogans and rhetoric	Narrative voice Past and present tense, including progressive Imagery and descriptive phrases Synonyms and antonyms Vivid verb choices Hypotheses and questions Debate, dilemma and persuasive language: modal verbs, conjunctions, passive and active voice Range of cohesive devices	Language of oral storytelling, including words, phrases, dialect associated with the Caribbean islands Traditional Tale voice Voice of information texts – including choices of determiner, tense, noun phrases, conjunctions. Figurative and descriptive language including metaphor, simile, personification, noun and adverbial phrases, onomatopoeia, and alliteration Dialogue Rhetorical questioning, 2 nd person address
Extended Writing Outcome	Poetry in a range of forms	Autobiographical Piece	Newspaper report	Script for an Infomercial	New narrative section – graphic novel	Folk Tale Narrative

EXEMPLAR CLPE English Curriculum Map: Pears Family School Cycle 2

Phase 4 English Curriculum	Autumn 1 <i>Rhythm and Poetry</i> by Karl Nova	Autumn 2 <i>The Dam</i> by David Almond and Levi Pinfold	Spring 1 <i>Skellig</i> by David Almond	Spring 2 <i>The Journey</i> by Francesca Sanna	Summer 1 <i>Cosmic</i> by Frank Cottrell Boyce and Steven Lenton	Summer 2 <i>Way Home</i> By Libby Hwthorn
Human Themes	Belonging and Identity	Belonging and Identity	Compassion and Happiness	Compassion and Happiness	Rights and Responsibilities	Rights and Responsibilities
Literary Form	Poetry Collection	Picturebook	Contemporary novel	Picturebook	Contemporary novel	Picturebook
Cross Curricular Links	<p>Geography: comparative study of Lagos and London; globes, maps and flight paths</p> <p>History: London – significant events and changes – Great Fire, plague, theatre and the arts, WWII, redevelopment, transport, Olympics</p> <p>Art and Design: Graffiti culture and street art; poetry illustration; response to poetry</p> <p>Music: explore origins and develop appreciation for hip hop and rap music; creating own lyrics and music</p>	<p>Geography: Physical and human geography of the Kielder valley; mapwork; importance of water and conditions that led to Kielder Water; wider benefits - rise of leisure and tourism and move to renewable energy.</p> <p>History: How historical artefacts chart its history as a farming community - evolution of tools for hunting/farming in the Stone and Bronze Ages; development of settlements through archaeological evidence; Agricultural Revolution; and the Industrial Revolution.</p> <p>Design and Technology: Process of designing and building a dam; real world considerations</p> <p>Art and Design: Explore and respond to Levi Pinfold’s illustration; watercolour skills and techniques; sepia photography</p> <p>Music: Listen to and appreciate the musical traditions of the North East; notable musicians</p> <p>Science: water cycle; learning about the finite nature of water as a resource.</p>	<p>PSHE: Family; transition to adulthood; experiencing and exploring emotion and empathy</p> <p>Science: Biology – birds’ skeletal systems; tawny owls</p> <p>Geography: Habitat of the tawny owls; environmental study – impact of farming</p> <p>Art and Design: observational drawings and field study; significant artists and portrayals of birds</p>	<p>Science: Biology – bird classification and migration</p> <p>Art and Design: Artistic interpretation of the sea</p> <p>Citizenship: Human rights – asylum</p> <p>Geography: Fictional and real world comparison- geographical description; mapping the potential journey</p> <p>History: Study the history and benefits of migration and immigration within the local community</p> <p>Music: Study and create soundtracks</p>	<p>Art and Design: Responding through art</p> <p>Design and Technology: Themes parks, rides and rollercoasters</p> <p>Science: Physics - space, sun, earth and moon; forces – mechanical and gravity</p> <p>Computing: Platforms for collaborating and communicating; programming; discerning content</p> <p>Music: appreciating orchestral music inspired by planets and space.</p>	<p>Geography: Urban environments and human settlement</p> <p>Art and Design: Graffiti art and artists</p> <p>PSHE and citizenship: Homelessness and assisted accommodation; voluntary and charitable work; making a contribution to society; governmental and individual responsibility</p> <p>Design and Technology: shelter and survival outdoors</p>
Reading: Experience, Knowledge, Skills and Strategies	Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance Looking at language	Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Developing inference and deduction Reading illustration and film Identifying bias	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Making meaning from illustration and text Asking questions and clarifying Scanning and close reading Predicting Evaluating and summarising Visualising	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison	Making meaning - illustration and text Asking questions and clarifying Predicting Inference and deduction Evaluating and summarising Visualising Character comparison Looking at language Identifying bias Performance reading
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Prosody in hip hop, rap and poetry Poetic and lyrical language Figurative language Precise vocabulary choice Exploring language and meaning play Metaphor and imagery Expression - empathetic language Imagery and descriptive phrases Punctuation for effect Language for impact in performance	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Metaphor and imagery Emotional expression and empathetic language Debate, dilemma and persuasion: modal verbs, conjunction, subjunctive	Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatics for effect on reader	Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Exploring language and meaning Expression and empathetic language Metaphor and imagery Paragraphs for cohesion Pragmatics for effect on reader	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Debate, discussion and dilemma: subjunctive, modal verbs, passive and active Imagined and improvised dialogue – informal and formal speech Book Talk	Narrative voice Past and present tense, including progressive Imagery and descriptive phrases Synonyms and antonyms Vivid verb choices Hypotheses and questions Debate, dilemma and persuasive language: modal verbs, conjunctions, passive and active voice Range of cohesive devices Book Talk
Extended Writing Outcome	Poetry	Self-initiated non-fiction writing	Character viewpoint narrative	Form of Activism	Persuasive piece – marketing	Short story

EXEMPLAR CLPE English Curriculum Map: Pears Family School Cycle 2

Phase 5 English Curriculum	Autumn 1 <i>Overheard in a Tower Block</i> by Joseph Coelho	Autumn 2 <i>The Boy in the Striped Pyjamas</i> by John Boyne	Spring 1 <i>Rebound</i> by Kwame Alexander	Spring 2 <i>Macbeth</i> by William Shakespeare	Summer 1 <i>Fire, Bed and Bone</i> by Betsy Byers x <i>Animal Farm</i> by George Orwell	Summer 2 <i>Oliver Twist</i> by Charles Dickens (intertextual comparison with <i>Street Child</i> by Berlie Doherty)
Human Themes	Belonging and Identity	Belonging and Identity	Compassion and Happiness	Compassion and Happiness	Rights and Responsibilities	Rights and Responsibilities
Literary Form	Poetry Collection	Historical Novel	Verse Novel	Play (with Soliloquy)	Historical Novel x Social Commentary Novel	Pre-1914 Novel (1837) / Film
Cross Curricular Links	Art and Design: Figurative and Abstract Geography: Urban Environments	History: The Holocaust Citizenship: Liberties Geography: Europe – Germany & Poland	Scientific Attitudes: Testing a hypothesis and peer reporting Biology: Skeletal and muscular Systems Physics: Force and Motion P.E.: Basketball and competitive team games	History: The Divine Right of Kings the feudal system; Vaulting ambition Science: Forensic Science Citizenship: Ambition; Bullying and peer pressure; Conscience	History: The Peasant Revolt 1066-1509 Biology: Nutrition and Digestion Citizenship: Development of political systems of democratic government	Citizenship: Rights of the Child Geography: Victorian London and the industrial Revolution History: Inequality in Victorian Society – wealth distribution
Reading: Experience, Knowledge, Skills and Strategies	Rhythm and rhyme Listening to poets Visualisation and Imagery Drawing on personal experiences and values Affective response Alliteration and assonance Looking at language Evaluating and summarising Inference and deduction Performance reading	Asking questions and clarifying Scanning and close reading Predicting Inference and deduction Evaluating and summarising Visualising Drawing on personal experiences and values Character comparison Looking at language Identifying bias	Prosody and rhythm Drawing on personal experiences Affective response Alliteration and assonance Looking at language in poetry and prose Asking questions and clarifying Scanning and close reading Evaluating and summarising Inference and deduction Performance reading	Comparison of literary forms Prosody and rhythm Drawing on personal experiences Visualisation and Imagery Making intertextual connections Asking questions and clarifying Scanning and close reading Word and language play Evaluating and summarising Inference and deduction Performance reading	Asking questions and clarifying Scanning and close reading Predicting Inference and deduction Evaluating and summarising Visualising Drawing on personal experiences and values Character comparison Looking at language Intertextual comparison	Asking questions and clarifying Scanning and close reading Predicting Inference and deduction Evaluating and summarising Visualising Drawing on personal experiences and values Character comparison Looking at language Intertextual comparison
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency	Poetic language Figurative language Precise vocabulary choice Exploring language and meaning play Metaphor and imagery Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Language for impact in performance	Narrative voice Figurative and emotive language Dialogue - register of formality Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Fronted adverbials and conjunctions in co-ordinating clauses Appropriate pronoun choice Range of cohesive devices Punctuation for effect Persuasion - subjunctives, modal Ambiguity - active and passive voice Exploring word families	Poetic language Figurative language Precise vocabulary choice Exploring language and meaning play Metaphor and imagery Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Language for impact in performance	Poetic language Figurative language Precise vocabulary choice Exploring language and meaning play Metaphor and imagery Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Language for impact in performance	Narrative voice Figurative and emotive language Dialogue - register of formality Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Fronted adverbials and conjunctions in co-ordinating clauses Appropriate pronoun choice Range of cohesive devices Punctuation for effect Persuasion - subjunctives, modal Ambiguity - active and passive voice Exploring word families	Narrative voice Figurative and emotive language Dialogue - register of formality Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Fronted adverbials and conjunctions in co-ordinating clauses Appropriate pronoun choice Range of cohesive devices Punctuation for effect Persuasion - subjunctives, modal Ambiguity - active and passive voice Exploring word families
Extended Writing Outcome	Poetry on family and identity	Propaganda or activism piece	Verse poetry on a subject of personal interest or importance	Tragedy - playscript	Historical Narrative	Non-fiction – the rights of the child from Victorian to modern times