

English Curriculum map 2024-2025 Swanton Morley Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus texts	Perfectly Norman & Ruby's Worry – Tom Percival	On Sudden Hill – Linda Sarah	Lost and Found - Oliver Jeffers Penguins -National Geographic	The Three Little Pigs & Pigs Might Fly – J.Emmett & S.Cox	The Bog Baby & The King of Tiny Things -	Handa's Surprise – Eileen Brown
Purpose	Writing to Inform Writing to Entertain	Writing to Inform	Writing to Inform Writing to Entertain	Writing to Entertain	Writing to Inform Writing to Entertain	Writing to Inform Writing to Entertain
Audience	Scribed stories for class story time.	Invitations for 'People who help us' visitors.	Invitation to the Penguin to join an adventure. (Response back to the class).	Story Maps to go in the reading corner/library.	Bog Baby instructions and fact files for Nursery children.	Handa's Surprise stories to be shared with Year One.
Writing outcomes	Emergent Writing and Mark Making. Name Writing Labels Scribed Stories	Lists Labels Captions Invitations Christmas Cards/Letters to Santa/Christmas List.	Postcards Invitation Labelled Pictures	Captions Story Map Cards	Instructions Bog Baby Fact File Story Re-telling	Fruit Salad Recipe Animal Fact File Story Retelling Thank you card
Main grammar	Hearing the initial sounds in words. Segmenting words into their sounds to write. Representing sounds using	Simple composition of lists, labels, Applying phonics knowledge to segment CVC,	Simple composition of captions and simple 2/3 word sentences. Applying phonics knowledge to	Hold a sentence to write. Applying phonics to write words using Set 1 and 2 sounds.	Hold a sentence to write. Applying phonics to write words using Set 1 and 2 sounds. Capital letters.	Using phonics knowledge confidently and independently. Write a short sequence of simple sentences.

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	known graphemes.	CVCC, CVVC words to write. Representing sounds using graphemes.	write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words e.g. I, the.	Capital letters for personal pronoun I. Finger spaces, Full stops Constructing simple sentences. Common exception words.	Finger spaces, Full stops Constructing simple sentences. Common exception words.	Capital Letters Finger Spaces Full Stops. Common Exception Words.
Spelling	Phonetically plausible spellings of CVC words using Set 1 sounds.	Phonetically plausible spellings of CVC, CCVC, CVCC words using Set 1 sounds and digraphs sh, th, ch, qu, nk, ng, ck.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of some common exception words e.g. I, the.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of some common exception words.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of an increasing range of common exception words	Phonetically plausible spellings of words using known set 1 and set 2 sounds. An increasing awareness of alternative graphemes and all attempts are plausible. Accurate spelling of an increasing range of common exception words

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<p>Prior learning</p>	<p>Talk about familiar books, and be able to tell a long story. Use a comfortable grip with good control when holding pens and pencils. Write some letters accurately. Write some or all of their name. Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</p>	<p>Ascribe meaning to marks. Emergent writing. Hearing the initial sounds in words. Segmenting words into their sounds to write. Representing sounds using known graphemes.</p>	<p>Simple composition of lists, labels, Applying phonics knowledge to segment CVC, CVCC, CVVC words to write. Representing sounds using graphemes.</p>	<p>Simple composition of captions and simple 2/3 word sentences. Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words e.g. I, the.</p>	<p>To compose a simple sentence and know what they need to write. Demonstrate some awareness of spaces, capital letters and full stops.</p>	<p>Children develop independent writing and can check what they've written to make sense. Begin to compose and write complex sentences</p>
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Speaking and listening						