

# English Curriculum map 2024-2025 Swanton Morley Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus texts</b>	Perfectly Norman & Ruby's Worry – Tom Percival	The Everywhere Bear- Julia Donaldson	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
<b>Purpose</b>	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
<b>Audience</b>	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.
<b>Writing outcomes</b>	Emergent Writing and Mark Making. Name Writing Labels Scribed Stories	Lists Labels Captions Poster Invitations 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
<b>Main grammar</b>	Hearing the initial sounds in words. Segmenting words into their sounds to write.	Simple composition of lists, labels, Applying phonics knowledge to segment CVC,	Simple composition of captions and simple 2/3 word sentences.	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.	Using phonics knowledge confidently and independently.

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	Representing sounds using known graphemes.	CVCC, CVVC words to write. Representing sounds using graphemes.	Applying phonics knowledge to 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.	Capital letters. Finger spaces, Full stops Constructing simple sentences. Common exception words.	Write a short sequence of simple sentences. 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
Prior learning	Talk about familiar books,	Ascribe meaning to marks. Emergent writing.	Simple composition of lists, labels,	Simple composition of captions and	To compose a simple sentence and know what	Children develop independent writing and can

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	<p>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>Hearing the initial sounds in words. Segmenting words into their sounds to write. Representing sounds using known graphemes.</p>	<p>Applying phonics knowledge to segment CVC, CVCC, CVVC words to write. Representing sounds using graphemes.</p>	<p>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>they need to write. Demonstrate some awareness of spaces, capital letters and full stops.</p>	<p>check what they've written to make sense. Begin to compose and write complex sentences</p>
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<p><b>Speaking and listening</b></p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use and understand recently introduced</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

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	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen
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