

ENGLISH Curriculum Map 2024-2025

	AUTUMN		SPRING		SUMMER	
	Acorns (Reception)					
Focus Texts	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
Talk Through Stories	A Little Bit Brave The Koala who Could	Burglar Bill A Little Bit Brave Stick Man	Mog the Forgetful Cat Five Minutes Peace	The Lion Inside Elmer Leo and the Octopus	The Extraordinary Gardener Rainbow Fish	Dogger Cops and Robbers On the Way Home
Reading for Pleasure Texts	Perfectly Norman by Tom Percival Colour Monster by Anna Llenas Giraffe's Can't Dance by Gilee Andreae My Beautiful Voice by Joseph Coelho You Choose by Pippa Goodhart Our Bodies NF	Cops and Robbers by Alan and Janet Ahlberg Hairy McLary- Rumpus at the Vet by Lynley Dodd Mog and the VET by Judith Kerr Detective and Hospital Dog by Julia Donaldson People who help us NF	Pattan's Pumpkin by Chitra Soundar Dadji's Paintbrush by Rashmi Siredeshapandi You're Safe with Me by Chitra Soundar Augustus and his smile by Catherine Rayner Asia and Africa Geography NF	My First Big Book of Animals by Nicola Davies The Lion Inside by Rachel Bright The Ugly Five by Julia Donaldson Animals NF	Bloom by Anna Booth Greta and the Giants by Zoe Tcuker The Last Tree in the City by Peter Carnavas Tidy by Emily Gravett Yucky Worms by Vivian French I am Josephine by Lee Thorpe	Rosie's Hat by Julia Donaldson Major Glad and Major Dizzy by Jan Oke Alfie Books by Shirley Hughes Dogger Series by Shirley Hughes On the Way Home by Jill Murray
Reading	Identify difference between pictures and text. Join in with Action rhymes. Join in with repetitive phrases.	Recognise that print is read left to right and top to bottom. Recognise own name. Can say well known nursery rhymes. Begin to understand that print can have different purposes. Identify repetition and rhyme in stories.	Comment on events and make predictions about text. Make links between stories and own lives. Identify key characters and characteristics. Identify key differences between	Make links between stories and own lives and others. Identify key characters and characteristics. To express an opinion. Explore empathy. Question and understand new vocabulary	Retell stories in own words and communicate simple facts using new vocabulary. Identify key differences between fiction and non-fiction texts.	Adapt and retell a story in their own words. ELG: Demonstrate an understanding of what has been read. Anticipate key events in stories. Use and understand recently introduced vocabulary from a range of texts.

Writing	Ascribe meaning to marks. Emergent writing.	Refine pencil grip. Begin to use letter type shapes in early writing to represent key words. Write some of the letters in own name.	Spell words by identifying sounds in them. Use print and letter knowledge in early writing. Children can write own name.	To compose a simple sentence and know what they need to write. Demonstrate some awareness of spaces, capital letters and full stops.	Children develop independent writing and can check what they've written to make sense. Begin to compose and write complex sentences	ELG:Write recognisable letters,most of which are correctly formed.Write simple phrases and sentences. Spell words representing sounds with letters.
Phonics	Understand that symbols represent a sound. Begin to hear and notice some sounds in words. Begin to blend oral sounds together to make simple words.	Hear, say and write some letter sounds. Identify individual sounds in words. Begin to segment and blend sounds to read simple words.	Be confident in recognising all set 1 sounds and some digraphs. Begin to read short phrases and answer questions.	Independently read simple sentences with some common words. Read words which include a range of digraphs.	Increasing knowledge of a wider range of letter sounds including digraphs,trigraphs and split digraphs. Writes irregular common words.	ELG:Say and read all Set 1 sounds and at least 10 digraphs. Read simple sentences and some common exception words
Oak Class (Year One)						
Focus Texts	A New House for Mouse Beware the Crocodile Billy's Bucket	Man on the Moon Claude in the City Leaf	The Big Blue Whale The Magic Paintbrush Poetry	Bringing the rain to Kapiti Plain No Thank you Handa's Hen We're going on a Bear Hunt	Baba Yaga Hansel and Gretel Poetry of Edward Lear	Recipes Lost and Found Way back home
Class Readers & Story Time Texts	RWI TTS Mog the Forgetful Cat Burglar Bill Dogger Maths stories	RWI TTS Hugless Douglas Six Dinner Sid One Snowy Night Maths stories	Charlotte's Web 1 to 20 Aplenty Ten is a crab The Polar Bear Son	The Wind in the Willows Maths stories Picture books	The Lion, the Witch and the Wardrobe Picture books	James and the Giant Peach Picture books
Writing Outcomes	Short sentences using capital letter & full stop. Thought & speech bubbles. Captions Lists / labels	Postcards Sequence sentences to form short narratives. Thought & speech bubbles. Captions Lists / labels Fact files	Non-chronological Report A short narrative Sequencing and writing a short poem	Write a narrative with repeated patterns Write a short counting story Retell a story	Writing a traditional tale based on other cultures Writing a poem Writing from familiar settings	Writing a recipe Writing a fantasy story

Grammar	Simple sentences. Simple connectives and who until but Say a sentence, write and read it back to check it makes sense. Finger spaces Full stops Capital letters	Simple sentences embellished using adjectives. Simple connectives or so because Say a sentence, write and read it back to check it makes sense. Finger spaces Full stops Capital letters	Using a capital letter and full stop within a sentence. Using the joining word 'and' Using a comma in a list. Using question marks. Adding 's' or 'es'	Past tense verbs – adding 'ed' Expanded noun phrases Adding -full and -less	Adding -er and -est Using coordination and some subordination Knowing how to write a statement, command, question or exclamation	Using coordination and some subordination Knowing how to write a statement, command, question or exclamation Apostrophes for contraction
Spelling	RWI programme	RWI programme	RWI programme	RWI programme	RWI programme	RWI programme
Maple Class (Year Two)						
Focus Texts	<i>George and the Dragon</i> by Chris Wormell	<i>The Jolly Christmas Postman</i> by Janet and Allen Ahlberg	<i>Plants Non Fiction text</i> Jane Considine	<i>Grace and Family</i> by Mary Hoffman and Caroline Bimch	<i>Halibut Jackson</i> by David Lucas	<i>The Day The Crayons Quit</i> by Drew Daywalt <i>The Puffin book of Fantastic First poems</i> Ed June Crebbin
Class Readers & Story Time Texts	<i>Isadora Moon meets the Tooth Fairy</i> by Harriet Muncaster	<i>Dave Pigeon (Nuggets)</i> by Swapna Haddon	<i>What's for dinner Mr Gumm?</i> By Andy Stanton	<i>Panda at the door</i> by Sarah Horne	<i>Oliver and the Seawigs</i> by Phillip Reeve and Sarah McIntyre	<i>Dirty Beasts</i> by Roald Dahl

Writing Outcomes	Narrative Retell (Fiction) Advice leaflet (non Fiction)	Letter (Non-fiction) Narrative poem (fiction)	Information Text (Non-fiction) Character profile (non fiction)	Diary / Biography (Non-fiction) Narrative (fiction)	Narrative Adventure (Fiction)	Poetry (fiction) Narrative (Fairy Story Text)
Grammar	Read Write Inc. phonics. Common exception words. Contractions. Adding endings to words.	Read Write Inc. phonics. Common exception words. Homophones. Adding endings to words.	Read Write Inc. phonics. Common exception words. 'U' sound spelt as 'o' eg: Monday.	Read Write Inc. phonics. Common exception words. Different ways of spelling the 'le' sound at the end of words.	Read Write Inc. phonics. Common exception words. Possessive apostrophe. 'wo' and 'wa' words.	Read Write Inc. phonics. Common exception words. Suffixes -ment, -ess, ful, -less and -ly. Expanded noun phrases. Reinforcement of learning from previous terms.
	Capital letters, full stops, exclamation marks and question marks. How the grammatical patterns in a				Reinforcement of learning from previous terms.	
Spelling	Set 2/3 sounds RWI Common Exception Words. Silent letters 'k', 'w', 'g'.	Suffixes -ly, -y Set 2/3 sounds RWI Words that end in ge/dge. Words that end in le/el/al.	Set 2/3 sounds RWI Possessive apostrophe with singular and plural words. Suffixes	Words with contracted forms. Suffixes:-ment, -ness, ful, -less, -ly.	Homophones and near homophones. Prefixes and suffixes.	Adding suffixes:-ing, ed, er, -est, and -y to different words. The /ɔ:/ sound spelt a before l and ll. The /ʌ/ sound spelt o.
	Birch Class (Year Three/Four)					

Willow Class (Year Four/Five)

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Focus Texts	Macy & the Riddle of the Sphinx – Joe Todd-Stanton	Fantastically Great Women Who Changed the World – Kate Pankhurst	Poetry	Stone Age boy by Satoshi Kitamura	Gorilla by Anthony Browne	The Whale by Ethan and Vita Murrow
Class Readers & Story Time Texts	The Boy at the Back of the Class – Onjali Q. Rauf Michael Hoeye – No time like show time	The Boy at the Back of the Class – Onjali Q. Rauf Michael Hoeye – No time like show time	Cogheart by Peter Bunzl The Illustrated mum by Jacqueline Wilson	Cogheart by Peter Bunzl The Illustrated mum by Jacqueline Wilson	The girl of ink and starts by Kiran Millwood Hargrave	Playscript
Writing Outcomes	Narrative writing – myths / fantasy To write fluently, legibly and with increased speed To use dialogue to convey a character	Biography Non fiction texts To write for a range of purposes To use organisational and presentational devices that are relevant to the text type	Poetry- Writing and analysing poetry Plan and draft poetry To analyse and read different poems To compare and discuss poems from different poets	Plan and draft writing Evaluate and edit Proof read for spelling and punctuation	Narrative writing – historical writing Plan and draft writing Evaluate and edit Proof read for spelling and punctuation	To write fluently, legibly and with increased speed To use dialogue to convey a character
Grammar	Using and punctuating direct speech Present perfect forms of words Conjunctions Extended range of sentences	Using thesauruses Vocabulary and structures of formal speech and writing Expanded noun phrases Relative clauses Commas to clarify meaning	Homophones and homonyms Conjunctions, adverbs and prepositions to express time and cause Nouns, verbs, adverbs and	Words with silent letters Subjunctive forms Modal verbs and adverbs Hyphens Semi-colons, colons or dashes for independent clauses	Synonyms and antonyms Prefixes Commas and fronted adverbials Phrases and clauses	Passive verbs, perfect verbs Brackets, dashes, commas to indicate parenthesis Colon to introduce a list Punctuating bullet points Grammatical terminology

Spelling	Words that are often misspelt Check a spelling in a dictionary	Common spelling patterns and high/medium frequency words	Prefixes and suffixes	Morphology and etymology in spelling	Words that are often misspelt Continuing work from spring term	Check spellings in dictionary and continue the work from the spring term
Alder Class (Year Five/Six)						
Focus Texts	Clockwork – Philip Pullman The Iron Man – Ted Hughes The Machine Gunners – Robert Westall Battle of Britain – Norman Burtenshaw		Poetry anthologies (personification/metaphors) Nightmail – WH Auden Diary of Anne Frank – Anne Frank The Secret Diary of Adrian Mole, Aged 13¾ - Sue Townsend		Kensuke’s Kingdom – Michael Morpurgo Johnny and the Bomb – Terry Pratchett	
Class Readers & Story Time Texts	Clockwork – Philip Pullman The Machine Gunners – Robert Westall		Danny Champion of the World – Roald Dahl Kensuke’s Kingdom – Michael Morpurgo		The Nowhere Emporium – Ross MacKenzie The Wonderful Story of Henry Sugar & The Hitchhiker – Roald Dahl	
Writing Outcomes	Use description and imagery effectively in narrative writing Write and perform poetry Understand and describe features of different fiction genres and write ‘in genre’ Understand, develop and use complex sentence structures referring forward/back in time	Use and integrate dialogue to enhance narratives Demonstrate a variety of learn narrative writing skills to create an imaginative short story based on studied text Examine and explain the differences between narrative and non-narrative writing	Persuasive writing Arguments	Biography and autobiography Diary writing	Explanations/Reports Journalistic writing	Instructions Narrative - longer stories

Grammar	<p>Common spelling patterns and high/medium frequency words; Homophones and other words often confused; Use dictionaries; Use a thesaurus; Sentence structures; Passive/active voice; Passive verbs; Perfect form of verbs; Verbs and nouns; Clauses and full stops; Questions and exclamations; Subordinate clauses and commas; Adjectives and adverbs; Paragraphs Apostrophes; Subject/object; Passive/active voice; Dialogue</p>		<p>'Silent' letters; Morphology and etymology in spelling; Unusual spellings; Definitions and meanings; Synonyms; Prefixes/suffixes; Homophones/homonyms; Prepositions; Determiners; Semicolon/colon; Advanced punctuation; Parsing; Questions and statements; Brackets, dashes or commas to indicate parenthesis; Subjunctive forms; Modal verbs or adverbs; Hyphens; Semi-colons, colons or dashes to mark independent clauses; Grammatical terminology</p>		Assessment, review and revision	
Spelling	High frequency words	Word list A (covering words from Y3/4 list)	Word list B (covering words from Y5/6 list)	Exceptions, patterns and rules	Assessment review and revision	Spelling