



# English Curriculum Map

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Follow school bespoke Phonics scheme- General Sound Discrimination- Environmental Sounds. HANDWRITING</b> skills. Gross Motor Activities (See Chris Quigley)</p> <p><b>READING</b> Share quality texts &amp; Pie Corbett's Reading Spine.</p>	<p><b>Follow school bespoke Phonics Scheme- General Sound Discrimination - Instrumental Sounds. Tuning into sounds 'Floppy's Phonics'</b></p> <ul style="list-style-type: none"> <li>• 'At Home'</li> <li>• 'At the Farm'</li> <li>• 'At the Match'</li> <li>• 'At the Park'</li> <li>• 'Fun at School'</li> </ul> <p><b>HANDWRITING</b> (See Chris Quigley) <b>READING</b> Share quality texts &amp; Pie Corbett's Reading Spine.</p>	<p><b>Follow school bespoke General Sound Discrimination - Body Percussion Tuning into sounds: 'Floppy's Phonics'</b></p> <ul style="list-style-type: none"> <li>• 'Out in Town'</li> <li>• 'At the Carnival'</li> <li>• At the Concert'</li> <li>• 'At the Market'</li> </ul> <p><b>HANDWRITING</b> (See Chris Quigley) <b>READING</b> Share quality texts &amp; Pie Corbett's Continue Reading Spine.</p>	<p><b>Follow school bespoke Phonics scheme- Incl. Onset and Rime. Rhyme and Rhythm Voice sounds Initial sounds. 'Floppy's Phonics'</b></p> <ul style="list-style-type: none"> <li>• 'At the Party'</li> <li>• 'At the Seaside'</li> </ul> <p><b>HANDWRITING</b> (See Chris Quigley) <b>READING</b> Share quality texts &amp; Pie Corbett's Reading Spine. Introduce 'Vote for a Story'</p>	<p><b>Follow school bespoke Phonics scheme- Including: Alliteration Tuning into sounds. Oral blending and segmenting HANDWRITING</b> (See Chris Quigley) <b>HANDWRITING</b> (See Chris Quigley) <b>READING</b> Share quality texts &amp; Pie Corbett's Reading Spine. <b>Introduce 'LISTENING CENTRE'</b></p>	<p><b>Follow school bespoke Phonics scheme- Including: Oral blending and segmenting. Listening and Remembering sounds HANDWRITING</b> (See Chris Quigley) <b>READING</b> Share quality texts &amp; Pie Corbett's Reading Spine. Send letter home about Trafford Libraries 'Summer Reading Challenge'</p>
<b>Reception</b>	<p><b>Floppy Phonics</b> Books 1, 2 and 3 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> traditional tales and books: Little Red Hen; Farmer Duck, Three Billy Goats <b>Talking</b> in front of the class: 'All About Me'. <b>Learning to listen and to talk</b> to their Kagan Partner <b>Drama-</b> Speaking and Listening for Harvest Festival</p>	<p><b>Floppy Phonics</b> Books 4, 5 and 6 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> traditional tales and books: The Gingerbread Man; We're Going On A Bear Hunt; Goldilocks <b>Drama-</b> Speaking and Listening for school Nativity production</p>	<p><b>Floppy Phonics</b> Books 7, 8 and 9 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> books and past adventures: The Three Little Pigs; Wacky Races; Not Now Bernard <b>Drama-</b> Puppets and matching texts</p>	<p><b>Floppy Phonics</b> Books 10, 11 and 12 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> books: Rosie's Walk; The Tiger Who Came For Tea; Jack and the Beanstalk <b>Drama-</b> Speaking and Listening for school's Spring Assembly</p>	<p><b>Floppy Phonics</b> Books 13, 14 and 15 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> books: The Hairy Toe; Je M'Habille Et ... Je Te Croque; The Enormous Turnip <b>Drama-</b> Puppets and matching texts</p>	<p><b>Floppy Phonics</b> Books 16, 17 and 18 <b>Whole Class Reading:</b> Pie Corbett Reception Reading Spine and Chris Quigley recommended texts <b>Drawing Club/ Writing-</b> books and past adventures: A Dark, Dark Tale; Captain Pugwash; Where The Wild Things Are <b>Drama-</b> Puppets and matching text</p>

KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Mother Goose – Michael Rosen</b>  <b>Little Red Riding Hood</b>  <b>Gingerbread Man</b>  <b>Goldilocks</b>            Nursery Rhymes -signs, labels, lists, captions. using capital letters and full stops.            Form lower-case letters in the correct direction, starting and finishing in the right place.            apply phonic knowledge and skills as the route to decode words.</p>	<p><b>Amazing Animals</b>  <b>Jack and the Beanstalk</b>  <b>Police Car on Patrol</b>  <b>Puss in Boots</b>            Captions, instructions            Reports, verbs            Traditional Tales            Simple dictionaries            Sequence sentences to form short amounts of text.            Form capital letters correctly            Leave spaces between words.            Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p>	<p><b>Dear Teacher – Amy Husband</b>  <b>Rock a Doodle,</b>  <b>Lost in the Jungle</b>            Letters, postcards, poetry            Use adjectives            Proper/common nouns            Writing questions            Become familiar with key stories –Retelling stories them and considering their particular characteristics            Rhyming words</p>	<p><b>Mini-beasts</b>  <b>Awesome Man</b>  <b>Oi Frog!</b>  <b>Sharks</b>            Story-writing            Joining sentences using <i>and</i>            Joined handwriting checking that the text makes sense to them as they read and correcting inaccurate reading            discussing the significance of the title and events</p>	<p><b>Hermelin – Mini Grey</b>  <b>Journey into the Earth</b>  <b>Poetry</b>            Joined handwriting            Join words and joining sentences using <i>and</i>            Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p><b>Enormous Crocodile - Roald Dahl</b>  <b>Traction Man</b>  <b>Flying with Flittermouse</b>            Capital letters            Joined handwriting            Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'            Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>
Year 2	<p><b>‘The Twits’ Roald Dahl</b>            Character descriptions and narrative writing.            Capital letters and full stops            Co-ordinating conjunctions (and, but, or).            Noun phrases            Developing fluency when reading aloud.            Revision of the different long vowel phoneme spelling patterns from Year 1 work.</p>	<p><b>‘Funnybones’ Alan Ahlberg</b>  <b>‘The Last Wolf’ by Mini Grey</b>            Writing Funnybones stories.            Writing character description and persuasive letter.            Writing ‘Great Fire of London’ diaries.            Different sentence types (statement, command, exclamation &amp; question).            Subordinating conjunctions (if, when, that, because)            Joined handwriting            Spelling silent letters words and words ending in –le, -el, -il or –al.</p>	<p><b>‘The Diary of a Killer Cat’ Anne Fine</b>  <b>‘The Magic Paintbrush’ by Julia Donaldson</b>            Writing character descriptions and diary entries in character.            Writing stories with different moods.            Grammatical agreement            Punctuation (full stops, capital letters, exclamation marks, question marks &amp; commas in lists).            Spelling past and present tense verbs, including irregular verbs.</p>	<p><b>Florence Nightingale non-fiction</b>            Writing non-chronological reports.            Writing Southport visitor guides.            Book Week activities            Punctuation including commas in lists and apostrophes.            Using adverbs            Spelling suffixes and prefixes.            /or/ sound spelt ar and al            Pluralisation of nouns.</p>	<p><b>‘Never Tickle a Tiger’ by Pamela Butchart</b>            Descriptive poetry.  <b>‘Flat Stanley’ Jeff Brown</b>            Writing postcards and newspaper reports.  <b>‘The Tear Thief’ by Carol Ann Duffy</b>            Creating new characters and writing own ‘Thief’ stories.            Synonyms and powerful adjectives.            Extending sentences.            Checking work for grammatical sense and accuracy.            Use of apostrophes for possession and omission.            Developing inference skills in reading.            Spelling common exception words.</p>	<p><b>‘Lizzie and the Birds’</b>            Writing character descriptions and persuasive posters  <b>‘The Bog Baby’</b>            Writing instructions and short stories  <b>‘The Owl Who Was Afraid of the Dark’ Ann Tomlinson</b>            Writing chapter stories.            Consolidating Y2 punctuation.            Spelling the x sound spelt s, the u sound spelt o and -ey words.            Consolidating Y2 grammar and spellings.</p>

LKS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Charlie and the Chocolate Factory – Roald Dahl</b> Writing first person recounts, recipes and descriptions using similes. Identifying and using nouns, verbs and adjectives. Using question marks and exclamation marks. Spelling prefixes.</p>	<p><b>Traditional tales with a twist</b> Identify features and write some of these types of stories. Using adjectives and prepositions. Develop use of a wider range of conjunctions to extend sentences. Spelling contractions</p>	<p><b>The Iron Man – Ted Hughes</b> Writing letters for different purposes, newspaper reports and narrative poems. Using adverbs, varied sentence openers and commas to mark clauses. Spelling plurals.</p>	<p><b>Stone Age Boy – Satoshi Kitamura</b> <b>Exploring life in the Stone Age</b> Writing stories with a historical setting. Note-taking and writing non-chronological reports. Use fronted adverbials and identifying subordinate clauses. Spelling words with further suffixes.</p>	<p><b>The Lost Happy Endings – Carol Ann Duffy</b> <b>Fables</b> Writing setting and character descriptions, as well as our own traditional stories. Developing use of adjectives and descriptive language. Use of colons before a list. Spelling homophones and near homophones.</p>	<p><b>The Wind in the Willows – Kenneth Grahame</b> Writing character descriptions, play scripts and chapter stories. Improve sentences in a variety of ways. Extending sentences. Spelling words from the Year 3 word list.</p>
Year 4	<p><b>George’s Marvellous Medicine</b> Recipes Biographies Newspapers Verb tenses Common &amp; proper nouns Homophones Prefixes &amp; suffixes Fronted adverbials Difference between plural &amp; possessive –s</p>	<p><b>Greek myths</b> Information Writing Recounts Leaflets Conjunctions Possessive apostrophes Prefixes &amp; suffixes Adjectives</p>	<p><b>Little Flame – Romans</b> Diary entries Homophones &amp; near homophones <b>Escape from Pompeii</b> Setting Description Persuasive Letter Commas Prepositions Comparatives &amp; superlatives</p>	<p><b>Treasure Island (abridged)</b> Character Description Poetry – Sea shanties Direct speech Extending the range of sentences with more than one clause Adverbs</p>	<p><b>Text TBC</b> Eyewitness Rhyming Poetry Explanation Text Persuasive writing Apostrophes</p>	<p><b>Text TBC</b> Fact files Play scripts Poetry Alphabetical order Dictation Pronouns Misspelt words Difference between plural &amp; possessive –s</p>

UKS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<p><b>BFG – Roald Dahl</b> Description of own imaginary giant Descriptive writing and poetry about Autumn using figurative devices Description of an Anglo Saxon’s journey across the North Sea Compound sentences Parts of Speech Types of sentence Verbs past tense Auxiliary verbs Adjectives Apostrophes</p>	<p><b>The Boy and the tiger and other stories for 9-11-year olds Historical</b> Comprehension centred these around traditional tales Report writing- the suitability of a newly discovered planet for human habitation- science link Write a persuasive argument in favour of space exploration Nouns Direct speech Pronouns Subordinate clauses</p>	<p><b>The Lion the Witch and the Wardrobe - C S Lewis</b> Character description of the White Witch Writing long fantasy story Semi colons in lists and linking 2 clauses Prepositions Clauses Indirect speech Verbs</p>	<p><b>The War that saved my life - Kimberly Brubaker Bradley</b> Factual account of the Battle of Britain- children write a structured account of why the battle was so important Write a short play/scene set in a WW2 home during the Blitz Write a newspaper article in the Blitz SPAG - colons., direct speech, sentence structure, adverb and modal verbs as well as relative clauses.</p>	<p><b>Moon Dial - Helen Creswell</b> Description of different landscapes in South America Personification/figurative poetry Subordinate clauses and making complex sentences Varied sentence openers Write a time travel story set in the past</p>	<p><b>Rainforests &amp; Pearl Diver by Julia Johnson</b> Persuasive writing/campaigning letters centred around the need for the preservation of the rainforests and global warming issues Identifying compound and complex sentences. Read Pearl Diver and use to write a description of a deep dive set in Arabian Gulf Rainforest non-fiction text to aid factual writing.</p>
<b>Year 6</b>	<p><b>Boy – Roald dahl</b> Autobiographies and Biographies linked to ‘Boy’. Journalistic writing. Word classes and types of nouns. Investigating word order in sentences; using advanced punctuation correctly- speech marks and parenthesis. Miptor and Tongo lizard scientific writing.</p>	<p><b>Street Child – Berlie Doherty</b> Verb tenses, powerful verbs, types of adverbs &amp; punctuation including commas. Different spelling strategies, definitions, alphabetical order and suffixes and hyphens. Study of Street Child with written work about child labour writing. Journalistic writing about mining.</p>	<p>Discussion/ Argument texts. Persuasive writing with letters of complaint. Suffixes, powerful verbs and types of conjunctions, punctuation and grammatical sense &amp; accuracy of writing. Poetry linked to rivers- metaphorical language. Non-fiction River text for non-chronological reports. Reading Horrible Geography Raging Rivers</p>	<p><b>Kensuke’s Kingdom – Michael Morpurgo</b> Recounts/Diaries. Adjectives, expressive &amp; figurative language, punctuation, powerful vocabulary, suffixes &amp; prefixes. The subjunctive tense suspense stories and journalistic writing newspaper reports about the disappearance of Michael.</p>	<p>Letters of complaint. Adverts. Short quest and adventure stories. Favourite meal assessment writing Revision units  Assessment- GAPS Writing Reading</p>	<p>Play scripts and their features. Transition Unit Poetry 1001 Arabian Nights  Drama- Speaking and Listening for school Leavers’ Production</p>