St Gregory's Catholic Primary School

English Curriculum Map

RECEPTION	Autumn 1 The Colour monster by Anna Llenas	Autumn 2 Funny Bones by Janet and Allan Ahlberg	Spring 1 Red Riding Hood (traditional)	Spring 2 Rosie's walk by Pat Hutchins	Summer 1 Commotion in the Ocean Giles Andreae	Summer 2 Look inside a castle Conrad Mason, Barry Ablett
Literary Form	Picture book	Picture book	Traditional tale	Picture book	Rhymes	Non fiction
Link to Main EYFS Framework	PSED: Self-regulation	Understanding the world: The human body, senses, comparing communities and families	PSED: Manage their own needs	Understanding the world: Draw and interpret simple maps, life cycle of chickens.	Expressive arts and design: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Understanding the world: Learning about the oceans and the plants and animals living there, importance of looking after the environment.	Understanding the world: Past and present. Why were castles built and who used to live in them. Learn vocab related to castles.
PSED	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Know and talk about the different factors that support their overall health and wellbeing, Eg: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Manage their own needs: Children will know and talk about the different factors that support their overall health and wellbeing (following rules, not talking to strangers etc.)	Treating other people, animals and the environment with care and consideration.	Working with others. Taking care of the environment.	Castles are places to keep people safe. What is your safe place? Discuss the role of knights and being 'brave'. What does being brave look like? Can we think of times when it's important to be brave? What helps us to feel brave? Collaborate with others to build castles with large construction. Importance of teamwork.
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	Oxford level 1 books. Focus on environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. The above is to be taught alongside… Oxford Level 1+, Floppy's phonics sounds books 1-3. Sounds covered: s, a, t, p, i, n, m, d, g, o, c, k	Oxford level 1 books. Focus on environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. The above is to be taught alongside… Oxford Level 1+, Floppy's phonics sounds books 4-6. Sounds covered: ck, e, u, r, h, b, f, ff, l, ll, le, ss	Oxford level 1+ 'Floppy's phonics' decodable readers for 1-1 and home reading. New sounds to be introduced: j, v, w, x, y, z, zz, qu, ch through Floppy's phonics Level 2 books 7, 8, 9.	Oxford level 1+ 'Floppy's phonics' decodable readers for 1-1 and home reading. New L2 sounds to be introduced: sh, th, ng, dge, ve, wh, cks, tch, nk through Floppy's phonics Level 2 books 10, 11, 12.	Oxford level 2 'Floppy's phonics' decodable readers for 1-1 and home reading. New L3 sounds to be introduced: ai, ee/y, igh/y, oa, oo, ar, or, ur through Floppy's phonics Level 3 books 13, 14, 15.	Oxford Level 2 'Floppy's phonics' decodable readers for 1-1 and home reading. New L3 sounds to be introduced: ow, oi, ear, air, er, ue, ure, ture through Floppy's Phonics Level 3 books 16, 17, 18.

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EYFS **Development matters Communication and Language Children in Reception will be learning to:**	• Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					
Communication and Language Language Competency & Vocabulary: through listening, understanding and speaking	• To learn and use a wide range of vocabulary related to feelings and emotions. • To use well-formed sentences when discussing feelings and emotions. • To answer questions related to feelings and emotions. • Listening to a story and retelling it when familiar.	• To learn and use a wide range of vocabulary related to the human body, health and wellbeing. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	• To learn and use the language of traditional tales (eg. Once upon a time) • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	• To learn and use new positional and directional vocabulary. • To learn and use new scientific vocab related to the life cycle of chickens. • Describe events in some detail (hatching eggs, obstacle courses made for Rosie,) using words such as before, next, after that in order to sequence events. Engage in non-fiction books on the topic of the life cycle of a chicken	• Listen to, learn and recite rhymes. • Explore rhyming words. • Learn and use a wide range of vocab connected to the ocean. • Engage in conversation with teachers and peers about the ocean and importance of taking care of the environment.	• To learn and use a wide range of vocabulary connected to castles and royalty. • To use talk to work out problems and organise selves when building castles like the ones in the book. • Engage in non-fiction books to develop a deep familiarity with new knowledge and vocab.
Physical Development	• Expressing emotion through dance and movement. How does running/ jumping/ climbing make you feel? • Make own colour monster masks/ peg dolls/ paintings. • Provide opportunity for children to be quiet and still when they want.	Fine motor skills: • Drawing skeleton pics, chalk skeletons, making split pin skeletons etc. Gross motor skills: • Move like the skeletons in the story: creep, walk, jump. • Move like the animals in the story. • Use large construction to build the skeletons' house.	Fine motor skills: • Make daisy chains, cut out wolf masks, use playdough to make characters from the story, Use construction to build Grandma's house etc Gross motor skills: • Run fast away from the wolf (teach the game 'What's the time Mr Wolf?') • Use large construction to build Grandma's house. • Skip through the woods like Goldilocks.	Fine motor skills: • Handling chicks carefully and gently. • Drawing maps on a large scale (outdoors with chalk) and on a smaller scale. Gross motor skills: • Use large construction, planks, crates and soft blocks to make a walk for Rosie to go on. Strut like Rosie and slink like the fox.	Fine motor skills: • Drawing/ painting/ cutting out ocean animals and plants. • Playing with ocean toys in water. • Magnetic fishing Gross motor skills: • Using large construction and planks to make ships. • Trim trail to play 'Pirates'. • Move like a fish/ eel/ octopus etc.	Fine motor skills: • Drawing/ painting/ cutting out castles and royal people. • Using small construction and reclaimed materials to build castles. • Playing with small world figures. Gross motor skills: • Use large construction to build castles and thrones. • Gallop like knights on hobby horses and climb on trim trail.

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			• Creep stealthily like a wolf.		• Jumping from a low/ medium/ high beam/ box. Landing safely.	
Extended Writing Outcome	To verbally retell extracts of 'The colour monster'.	Talk 4 Writing: Verbally retell the story using a story map as a prompt.	Talk 4 writing: Verbally retell the story using a story map as a prompt. Most children will draw their own story maps and use them to retell the story. Some children will draw/ cut and stick pictures to sequence the story and will attempt to write words labelling the picture or a sentence explaining what is shown in the picture.	Label maps. Write a list of directions for Rosie to follow. Labels/ captions about the life cycle of a chicken.	Make posters about looking after the environment and the oceans.	Label parts of castle Write a castle story.

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YEAR 1	Autumn 1 Dear Zoo	Autumn 2 Sharing a Shell The Scarecrows Wedding	Spring 1 The Three Little Pigs The True Story of the Three Little Pigs Superhero Week	Spring 2 The Gingerbread Man Three Billy Goats Gruff Jack and the Beanstalk	Summer 1 I am Neil Armstrong The Smeds and The Smoos Zog	Summer 2 Where the Wild Things Are Beegu, Beekle
Literary Form	Picture Book	Julia Donaldson and Poetry	Traditional Tales	Traditional Tales	Julia Donaldson and Poetry Autobiography	Autobiography
Link to Main NC Area of Learning	Science: Animals and Habitats	Art: Science: Animals and Habitats	Geography: House Types Maths: Counting	Science: Plants DT: Making gingerbread men	Science: Space	Science: Plants
PSED & Human Themes	Animal conservation	Friendships	Contrasting tales Familiar movies	Good v bad Standing up to bullies	Other life Being different	The 'wild' things in all of us. Hope, kindness, loneliness Personal Achievement
Phonics and Reading: Experience, Knowledge & VIPERS Skills	Floppy's Phonics Recap and Level 4 Reading illustration that adds meaning Voice sounds in play Revision of Basic Code and high frequency words Developing fluency by drawing on repeated refrain	Floppy's Phonics Level 4 Reading illustration that adds meaning Introduce the Complex Code – linking spelling and reading Alliteration VIPERS discussion	Floppy's Phonics Level 5 Reading illustration that adds meaning VIPERS discussion	Floppy's Phonics Level 5 Reading illustration that adds meaning VIPERS discussion	Floppy's Phonics Revision and consolidation Reading illustration that adds meaning Alliteration Rhythm, rhyme and body percussion VIPERS discussion	Floppy's Phonics Revision and consolidation Reading illustration that adds meaning Rhythm, rhyme and body percussion VIPERS discussion
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is outlined in full on the Floppy's Phonics Curriculum Map	• Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. • Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.					
Language Competency and Vocabulary: through reading, talk and writing	Present tense including progressive form Adjectives and adverbial phrases Dialogue Statement and exclamation sentences – patterns, prosody Practising segmenting and investigating spelling patterns Verbs, nouns, proper nouns, and adjectives	Poetic language Expressive and figurative language Language for effect – prosody and choice creating meaning Language and word play Expanded noun phrases Investigating spelling patterns	Traditional tale voice Oral storytelling language Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form Expanded noun phrases Compound words – meaning in spelling Investigating spelling patterns	Traditional tale voice Oral storytelling language Subordinate and co-ordinate clauses (including fronted adverbials) Past tense including progressive form Expanded noun phrases Compound words – meaning in spelling Investigating spelling patterns	Explanation voice Present tense including progressive form Verb choices Proper nouns Subordinate and co-ordinate clauses (including fronted adverbials) Question and statement sentences – patterns Language for effect: humour and ambiguity	Investigating spelling patterns Subordinate and co-ordinate clauses (including fronted adverbials) Adjectives and adverbial phrases Auxiliary verbs Past tense including progressive form Expanded noun phrases Language for effect: humour and ambiguity Investigating spelling patterns
Extended Writing Outcome	Talk 4 Writing Retell a story	Letter	Re-write of traditional tale	Re-write of traditional tale	Diary Entry Letter Fact file	Description/Comparison

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YEAR 2	Autumn 1 The Magic Finger by Roald Dahl Model text – The Magic Porridge pot	Autumn 2 Poetry - What is Pink? Happy poems Letter writing	Spring 1 Toby and the Great Fire of London by Margaret Nash Model text – Sammy the street dog	Spring 2 Variety of Non fiction texts about The Great Fire of London	Summer 1 SATS revision – Spelling, punctuation and Grammar Model text - The Hodgeheg by Dick King Smith	Summer 2 Poetry – Performance poetry The Proudest Blue Ibtihaj Muhammad
Literary Form	Narrative **Hunting and Magic**	Narrative **Problem solving**	Narrative **Historical event – Adventure/action story**	Narrative **Historical events**	Narrative **Journey tale/quest**	Non-fiction **Diversity and compassion for self**
Link to Main NC Area of Learning	PSHE – Care for others	PSHE – Friendships and behaviour	History	History/Geography	Science PSHE – Family/safety/determination	RE/PSHE – Compassion for self and others
PSED & Human Themes	Care for others and animals	Solving problems Friendships	Overcoming tragedy and despair	Problem solving Famous people and their impact	Challenges Determination	Emotions Self confidence Compassion
Reading: Experience, Knowledge & VIPERS Skills	Recognise the main purpose of the text Identify viewpoint Express personal viewpoints Recall information Ask and answer questions by locating information in texts Work out meaning of new vocabulary Literary language Make predictions Make inferences Language choices	Recognise the main purpose of the text Identify viewpoint Express personal viewpoints Recall information Ask and answer questions by locating information in texts Work out meaning of new vocabulary Literary language Make predictions Make inferences Language choices Listening to and commenting on a wide range of poetry Literary language in poetry	Recognise the main purpose of the text Identify viewpoint Express personal viewpoints Recall information Ask and answer questions by locating information in texts Work out meaning of new vocabulary Literary language Make predictions Make inferences Language choices	Recognise the main purpose of the text Identify viewpoint Express personal viewpoints Recall information Ask and answer questions by locating information in texts Work out meaning of new vocabulary Literary language Make predictions Make inferences Language choices	Recognise the main purpose of the text Identify viewpoint Express personal viewpoints Recall information Ask and answer questions by locating information in texts Work out meaning of new vocabulary Literary language Make predictions Make inferences Language choices	Similarities between fiction and non-fiction Use evidence including references to text Understand non-fiction texts are structured in different ways Identify familiar patterns of language Work out meaning of new vocabulary Listening to and commenting on a wide range of poetry Literary language in poetry Build up a repertoire of poems learnt by heart
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is mapped on the separate Spelling Curriculum Map	• Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Terminology: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.					
Language Competency and Vocabulary: through reading,	Statements, questions and commands Verbs, adverbs and adjectives Sentence openers	Expanded noun phrases Subordinate and co-ordinating conjunctions Present tense	Expanded noun phrases Subordinate and co-ordinating conjunctions Investigating spelling patterns	Adjectives Nouns/noun phases Wider range of conjunctions	Contractions Nouns Verbs Wider range of conjunctions	Imperative verbs and commands Scientific language Wider range of conjunctions

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talk and writing	Conjunctions (and, but and or) Scientific language Investigating spelling patterns	Apostrophe for omission and possession Descriptive, emotional and persuasive language Explanatory voice Abstract language- use of senses Investigating spelling patterns	Present and past tense Historical language Emotive language (action verbs that have emotion) Sentence types/sentence openers (fronted adverbials – At that moment, Suddenly, Unfortunately) Adverbs Character's reactions (She smiled. he frowned)		Introduce inverted commas (GD) Improving use of punctuation (as above ! ? . , ') Wider use of adjectives Past and present tense Sentence starters – discussion Investigating spelling patterns	Improving use of punctuation (as above) Alliteration Similes Rhyming words/patterns Language and word play Investigating spelling patterns Emotive language Poetic language Expressive and figurative language Rhyme, rhythm and body percussion
Extended Writing Outcome	Story writing Information leaflet	Poetry Letter Writing	Four pert adventure story	Non-chronological report about the Great Fire of London	SATs tests Re tell of The Hodgeheg	Four-part story Poetry – Perform to an audience with clarity and in unison

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YEAR 3	Autumn 1 Flat Stanley by Jeff Brown Poetry – On the Move Again – Michael Rosen	Autumn 2 The Mousehole Cat – A. Barber How to Wash a Woolly Mammoth by M. Robinson	Spring 1 The Iron Man By Ted Hughes Poetry – Mark Grist	Spring 2 The Boy Who Grew Dragons – A Shepherd T4W Text : Red Riding Hood By Pie Corbett	Summer 1 The Egyptian Cinderella Poetry - What is the Sun? Roger McGough	Summer 2 The Firework Maker's Daughter By Philip Pullman T4W text: The Time Slip Scarab For the Birds (film unit)
Literary Form	Novel Persuasive Poetry	Legend Non-Fiction	Stories from Our Literary Heritage Personification Poetry	Traditional Tale	Stories from Other Cultures Simile/metaphor poetry	Stories from Other Cultures
Link to Main NC Area of Learning	Geography: Our Place in the World	History: Stone Age	Science: Materials and their properties	History: Significant Women	History: Egypt	Geography: Volcanoes
PSED & Human Themes	Helping Others, being different	Helping others humour, staying healthy – keeping ourselves clean	Empathy, helping others, seeing things from other perspectives	Trust, caution, stranger danger	Strong female characters	Perseverance, overcoming stereotypes Anti-bullying
Reading: Experience, Knowledge & VIPERS Skills	Retrieval of key facts Predicting Developing inference Developing experience by making connections with other places Vocabulary magpie (words and phrases) Beating pulse and rhythm Performance Poetry Listening to poets Drawing on personal experiences and values	Reading illustration Predicting and summarising Developing inference Making personal connections Developing experience by making intertextual connections Explanation Vocabulary magpie (words and phrases)	Visualising Scanning Predicting and summarising, Developing inference Broadening reading material to include distinctive style Vocabulary magpie (words and phrases) Beating pulse and rhythm Performance Poetry Listening to poets	Visualising a story Character comparison Looking at language-rule of three Predicting and summarising Performance reading Developing inference Making personal connections Vocabulary magpie (words and phrases)	Visualising, Reading illustration, Scanning, Character comparison, Looking at language, Predicting and summarising, Vocabulary magpie (words and phrases) Visualisation, Inference in figurative language, Affective response	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional stories Making intertextual connections Vocabulary magpie (words and phrases)
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is mapped on the separate Spelling Curriculum Map	• Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
Language Competency and Vocabulary: through reading, talk and writing	Storytelling language: Past tense Vivid verb, adverbial and noun phrases Exclamations Subordinate clauses – fronted adverbials Parenthesis for clarity Paragraphs for cohesion Emotional expression Book Talk	Present tense/second person, Precise and memorable description: expanded verb, adverbial and noun phrases Paragraphs to organise ideas Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives Word families in context	Storytelling language: Past tense, including progressive Vivid verb, adverbial and noun phrases Exclamations Subordinate clauses – fronted adverbials Paragraphs for cohesion Hypotheses and questions Emotional expression Book Talk	Oral storytelling language Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases, alliteration Imperative sentences Dialogue – inverted commas Paragraphs for cohesion Conjunctions and fronted adverbials	Past and present tense Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Modal verbs Imagined and improvised dialogue Expression and empathetic language Book Talk	Traditional tale voice Consistent past tense Descriptive language and precise vocabulary choice Dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinating and relative clauses, Apostrophes Book Talk Persuasive arguments

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Extended Writing Outcome	Story opening Information Leaflet/ Letter Observational Poem	Adventure story Instructions	First person retelling	Warning Story Personification poetry	Traditional Tale Simile/Metaphor Poem	Portal story Persuasive letter

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YEAR 4	Autumn 1 Aesop's Fables by Michael Rosen Performance Poetry	Autumn 2 The Lion, The Witch and The Wardrobe Narrative Poetry - T'was the night before Christmas	Spring 1 The Great Kapok Tree by Lynne Cherry Shape Poetry	Spring 2 The Girl Who Stole an Elephant – Julia Edwards Haiku	Summer 1 The Butterfly Lion by Michael Morpurgo Kenning Poetry	Summer 2 Henry's Freedom Box by Ellen Levine Rosa Parks by Lisbeth Kaiser
Literary Form	Fables	Novel Stories from Our Literary Heritage	Extended Picture Book	Stories from Other Cultures	Novel	Narrative of Liberation
Link to Main NC Area of Learning	PSHE: morals/learning lessons	PSHE: Trust and Friendship	Science: Living Things and Their Habitats	Geography: Other countries/cultures	History: World War I	History: Black History
PSED & Human Themes	Helping others, being different	Trust, caution	Environmental activism, looking after our world	Problem solving, achieving dreams	Overcoming obstacles, perseverance and bravery	Belonging and Heritage
Reading: Experience, Knowledge & VIPERS Skills	Reading illustration Lifting meaning through performance reading Predicting Developing inference Predicting and summarising Character comparison Looking at language Asking questions and clarifying	Reading illustration Lifting meaning through performance reading Developing inference Character comparison Rhythm and rhyme Performance reading Listening to poets Looking at language Drawing on personal experiences and values Affective response Making personal connections	Reading illustration Lifting meaning through performance reading Developing experience by making intertextual connections Looking at language	Visualising Reading illustration Character comparison Looking at language Predicting and summarising Making personal connections Making meaning from illustration and text Asking questions and clarifying	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 Evaluating and summarising Visualising Looking at language	Asking questions and clarifying Developing inference and deduction Character comparison Intertextual comparison Making meaning from illustration and text Evaluating and summarising Visualising
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is mapped on the separate Spelling Curriculum Map	• Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial.					
Language Competency and Vocabulary: through reading, talk and writing	Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating	Narrative voice Consistent past tense, including progressive Descriptive language and precise vocabulary choice Debate, discussion and dilemma – subjunctive, modal verbs	Present tense, including progressive Precise and memorable description: expanded verb, adverbial and noun phrases Determiners Paragraphs to organise ideas Hypotheses and questions Debate, argument and	Narrative voice Consistent past and present tense; progressive, present perfect Descriptive language and precise vocabulary choice Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis,	Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas	Narrative voice Past and present tense, including progressive Dialogue Paragraphs for cohesion Conjunctions and fronted adverbials Metaphor and imagery Debate, argument and persuasive

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	possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals	Fronted adverbials and conjunctions in co-ordinating and relative clauses Morphology – plurals Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Poetic language Language and word play: Homophones Visual patterns in rhyming words – onset and rime Syllabification for spelling Narrative poetry Figurative language Using language for intent and effect on the reader Language for the printed page and that to be heard Book Talk	persuasive language: modal verbs, conjunctions and subjunctives Word families in context	pronouns and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Book Talk	Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument and persuasive language – subjunctives, modal verbs, active and passive Book Talk	language – subjunctives, modal verbs, active and passive
Extended Writing Outcome	Warning story – Fable Newspaper report	Portal Story Narrative Poetry	Descriptive Writing Persuasive Letter	Adventure Story Letter Writing	Play Script Diary Entry	Journey Story Dreams of Freedom Speech

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YEAR 5	Autumn 1 Kensuke's Kingdom - Morpurgo T4W – warning story – The Canal Poetry – T4W A list of small and happy things	Autumn 2 Beowulf - Morpurgo T$W – Defeating a monster Tale / Legend Recount – Visit to Jarrow Hall Poetry – Waiting Hopefully (RE)	Spring 1 Varjak Paw T4w – Zelda Claw (Longer Version) Discussion – What is more sustainable? (Geography)	Spring 2 The Boy at the Back of the Class Diary Entry RE – Diary Betrayal of Jesus / Road to Emmaus	Summer 1 The Secret Garden – Frances T4W – The Red Eye	Summer 2 The Secret Garden – cont Poetry – 'Cats – T.S. Eliot Performance Poetry
Literary Form	Narrative Story - Significant Author Poetry	Legend / Defeating a Monster Recount Poetry	Modern Children's Classic Discussion Job Applicable (RE)	Stories from Other Cultures Diary Entries	Classic Older Literature	Poetry
Link to Main NC Area of Learning	PSHE/RSE, Geography	History / PHSE	PHSE / Social Skills Geography	RE PSHE/RSE	Science History	PHSE Science
PSED & Human Themes	Expressing feelings	Leadership, feelings, strength, Braveness and loyalty	Resilience, leadership, strong characters	Diversity, equality, fairness, leadership	Different surroundings / family life Being different, uniqueness, strong female character	Being unique, survival, justice, friendship
Reading: Experience, Knowledge & VIPERS Skills	Retrieval of key facts Predicting Developing inference Developing experience by making connections with other places Vocabulary magpie (words and phrases) Drawing on personal experiences and values Beating pulse and rhythm Performance Poetry Listening to poets	Retrieval of facts Reading illustration Predicting and summarising Developing inference Making personal connections Developing experience by making intertextual connections Explanation Vocabulary magpie (words and phrases) Critical reading – identifying fake and real facts	Reading illustration Predicting and summarising Developing inference Making personal connections Developing experience by making intertextual connections Explanation Vocabulary magpie (words and phrases) Critical reading	Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional stories Making intertextual connections Vocabulary magpie (words and phrases) Identifying bias	Visualising a story Character comparison Looking at language-rule of three Predicting and summarising Developing inference Making personal connections Vocabulary magpie (words and phrases)	Visualising, Reading illustration, Scanning, Character comparison, Looking at language, Predicting and summarising, Vocabulary magpie (words and phrases) Making personal connections
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is mapped on the separate Spelling Curriculum Map	• Converting nouns of adjectives intro verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.					

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Language Competency and Vocabulary: through reading, talk and writing	Book Talk Alliteration Expanded noun phrase Note taking Appropriate vocabulary use Precis a text Parenthesis Retelling	Legend openings – background to legends Kennings Recount features Organisation of ideas 5 Ws Narrative	Tense Precise and memorable description: expanded verb, adverbial and noun phrases Paragraphs to organise ideas Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and Storytelling language: Past tense, including progressive Vivid verb, adverbial and noun phrases Exclamations Subordinate clauses – fronted adverbials Paragraphs for cohesion Emotional expression Headings and subheadings Dialogue-inverted commas	Traditional tale voice Consistent past tense Descriptive language and precise vocabulary choice Dialogue – informal and formal speech Fronted adverbials and conjunctions in co-ordinating Diary writing Persuasive techniques relative clauses, Apostrophes	Oral storytelling language Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases, alliteration Imperative sentences Dialogue – inverted commas Paragraphs for cohesion Conjunctions and fronted adverbials	Past and present tense Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Modal verbs Character description Diary entry writing Poetry similes and metaphors Imagined and improvised dialogue Expression and empathetic language Book Talk Prequel writing
Extended Writing Outcome	Narrative retelling Writing linked to Kensuke's Kingdom Poetry linked to RE	Instructions – How to defeat a monster Narrative – Talk for Writing History links with Anglo Saxons	Description Wanted Posters Poetry	Diary Entry Non Fiction / Anne Seymour Interview – Remember the Passover	Descriptive writing Poetry Instructions	Alternative ending Narrative story writing Poetry

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YEAR 6	Autumn 1 Holes Contemporary poetry	Autumn 2 Harry Potter & TPS Blogging	Spring 1 Malamander The Highwayman (Poem)	Spring 2 Journey to Jo'Burg	Summer 1 SATS preparation and exam	Summer 2 Room 13 Tom's Midnight Garden
Literary Form	Contemporary Novels Poetry	Contemporary non-fiction	Contemporary novel Narrative Poem (literary heritage)	Stories from other cultures	Wide variety of coverage	Poetry
Link to Main NC Area of Learning	Geography: Biomes	Literacy/Computing: Blogging – informal and formal texts	Science: Evolution and inheritance (Malamander) History: Crime and punishment	Literacy: Newspaper articles	Wide variety of coverage	PSHE/History – Past, present and future
PSED & Human Themes	Taking responsibility for our actions (Holes)	Blogging about Thurston Trip	Examining historical context for ordinary people.	Examining historical context for ordinary people.	Wide variety of coverage	Moving on, making memories and looking to the future
Reading: Experience, Knowledge & VIPERS Skills	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Character comparison Intertextual comparison	Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections	Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance	Wide variety of coverage	Asking questions and clarifying Scanning and close reading Predicting and summarising Developing inference and deduction Rhythm and rhyme Performance reading Listening to poets Visualisation Drawing on personal experiences and values Affective response Alliteration and assonance
National Curriculum Grammar, Punctuation (and Spelling) NB: Spelling progression is mapped on the separate Spelling Curriculum Map	• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					

St Gregory's Catholic Primary School

English Curriculum Map

Language Competency and Vocabulary: through reading, talk and writing	Storytelling language Conjunctions and fronted adverbials Descriptive language and precise vocabulary choice Paragraphs for cohesion Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive Imagined and improvised dialogue –	informal and formal speech 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 Pragmatic use of repeated pronouns for effect on reader	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, conjunctions, subjunctive Semi-colons, colons and dash for clause boundary	Metaphor and imagery Poetic language Descriptive language Precise vocabulary choice Emotional expression Exploring language and meaning play Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Metaphor and imagery	Wide variety of coverage All exam practise is discussed, with detailed feedback and chance for further discussion.	Metaphor and imagery Poetic language Descriptive language Precise vocabulary choice Emotional expression Exploring language and meaning play Expression and empathetic language Imagery and descriptive phrases Punctuation for effect Metaphor and imagery
Extended Writing Outcome	Recount	Formal and informal blogs	A finding tale (mystery)	A newspaper recount	n/a	A warning tale