

ST PAUL'S CATHOLIC PRIMARY SCHOOL - CURRICULUM MAP FOR ENGLISH

PHONICS AND READING			
	AUTUMN	SPRING	SUMMER
RECEPTION	<p>BASELINE ASSESSMENT -6 WEEKS ENSURE PHASE 1 IS SECURE</p> <p>PHASE 2 - children focus on learning the 19 most common single letter sounds.(6 weeks)</p> <p><i>Using DfE approved Twinkl SOW Including resources from Jolly Phonics/ Bug Club/ Phonics play and others</i></p>	<p>Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 plus some tricky words Spring term (around 12 weeks)</p> <p>From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary,</p> <p>Introduce Bug Club Phase 2 (not fully decodable, uses some hf words)</p>	<p>In Phase 4 phonics, children will, among other things: Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc) Practise reading and spelling high frequency words</p> <p>Practise reading and writing sentences</p> <p>Learn more tricky words, including 'have,' 'like,' 'some,' 'little'</p> <p>Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes four to six weeks, and most children will complete it around the end of Reception.</p>
READING SKILLS – TAUGHT IN SMALL GROUPS	Guided reading groups – starting with picture books to discuss – moving onto Phonic Bug books (fully decodable)	Phase 3 Phonic Bug Phase3 Bug club	Phase 4 Phonic Bug Phase 4 Bug club
YEAR 1 Reading is closely linked	Using the sequence of work in Twinkl scheme	Phase 3 sounds (based on assessment) Phase 4 revision tricky words (based on assessment)	Phase 5 sounds (based on assessment) tricky words (based on assessment)

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to phonic teaching	Phase 2 revision (based on assessment) Common exception words Apply spelling rules to new words Phase 3 sounds (based on assessment) Tricky words (based on assessment)	Phase 5 sounds (based on assessment) tricky words (based on assessment)	Phase 6 tricky words (based on assessment)
READING SKILLS – TAUGHT IN SMALL GROUPS	Y1 - BUG CLUB YELLOW A, B AND C <i>Comprehension skills</i>	Y1 BUG CLUB BLUE A, B AND C <i>Comprehension skills</i>	Y1 BUG CLUB GREEN , B AND C <i>Comprehension skills</i>
YEAR 2 These skills are built on throughout the year	Children will progress through the phases. The sounds or spelling rules being taught will vary depending on the needs of the group.	Children will progress through the phases. The sounds or spelling rules being taught will vary depending on the needs of the group.	Children will progress through phases. The sounds or spelling rules being taught will vary depending on the needs of the group.
READING SKILLS – TAUGHT IN SMALL GROUPS	Y2 – BUG CLUB ORANGE A,B TURQUOISE A <i>Comprehension skills</i>	Y2 BUG CLUB TURQUOISE B PURPLE A AND B <i>Comprehension skills</i>	Y2 BUG CLUB GOLD A AND B WHITE A AND B LIME A AND B <i>Comprehension skills</i>
YEAR 3/4 CATCH UP SMALL GROUP SESSIONS FROM YEAR 3 FOR CHILDREN STRUGGLING WITH PHONICS	Y3 – BUG CLUB BROWN Y4 BUG CLUB GREY <i>Comprehension skills</i> PLUS SETS OF 'REAL' BOOKS FOR GUIDED GROUP READING Children will maintain positive attitudes to reading by: Read/discuss wide range of books through 'Book of the Week' Oracy Guided Reading groups sharing wide range of fiction/nonfiction /	Y3 – BUG CLUB BROWN Y4 BUG CLUB GREY <i>Comprehension skills</i> PLUS SETS OF 'REAL' BOOKS FOR GUIDED GROUP READING Children will maintain positive attitudes to reading by: Read/discuss wide range of books through 'Book of the Week' Oracy Guided Reading groups sharing wide range of fiction/nonfiction /	Y3 – BUG CLUB BROWN Y4 BUG CLUB GREY <i>Comprehension skills</i> PLUS SETS OF 'REAL' BOOKS FOR GUIDED GROUP READING Children will maintain positive attitudes to reading by: Read/discuss wide range of books through 'Book of the Week' Oracy Guided Reading groups sharing wide range of fiction/nonfiction /

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	<p>poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel- Oracy CST Library books</p>	<p>poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel Oracy CST Library books</p>	<p>poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel- Oracy CST Library books</p>
YEAR 5/6	<p>Children will maintain positive attitudes to reading by: Read/discuss wide range of books through 'Book of the Week' Oracy Termly class poem recitals to school Oracy Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel- The Fib and other stories by George Layton Oracy CST Library books</p>	<p>Children will maintain positive attitudes to reading by: Read/discuss wide range of books through 'Book of the Week' Oracy Termly class poem recitals to school Oracy Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel- Chinese Traditional Tales Oracy CST Library books</p>	<p>Children will maintain positive attitudes to reading by: Read and discuss wide range of books through 'Book of the Week' Termly class poem recitals to school Oracy Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic. Oracy CST weekly comprehension lesson and homework Class novel- Call me Alistair by Cory Leonardo Oracy CST Library books Production – speaking, listening and drama</p>

ENSURING THROUGHOUT THE SCHOOL THAT READING FOR PLEASURE IS A PRIORITY

Phonics Grammar, Punctuation and Spelling (May be taught in different order based on Af

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WRITING			
	AUTUMN	SPRING	SUMMER
RECEPTION	<p>Little Red Hen Retelling and model writing a story Instruction writing</p> <p>Three little pigs Retelling and writing a story Letter writing</p>	<p>Jolly Postman Retelling and writing part of a story Postcard</p> <p>Jack and the Beanstalk Retelling and writing a story Instructions on growing a plant</p>	<p>The Very hungry caterpillar Instructions Party invitations</p> <p>Dinosaurs Non fiction Fantasy story</p>
	AUTUMN	SPRING	SUMMER
KS1 CYCLE A	<p>Introductions Descriptions – Settings – Characters from Shark in the Park Factfiles – Sharks Character Descriptions from a traditional tale -Billy Goats Gruff Alternative version of a traditional tale Poetry – Oi Frog!</p> <p>Superheroes Wow Day Recount Comics including Onomatopoeia Poetry – The Magic Box and Shape poetry Instructions – The Gingerbread man Christmas stories</p>	<p>Writing for a purpose (letter to a real life superhero) Character descriptions & Story settings based on The Gruffalo Poetry Ning Nang Nong Instructions – (linked to the topic of Bridges and DT) Children’s mental health week – The magic umbrella</p> <p>Story writing – The Magic Finger - characters and descriptions Own version of the story Habitats and animals. Non Chronological report Spring Poetry</p>	<p>Retelling a story Own version of a story – Blown Away Recount based on UK day Recount based on a Playground equipment day</p> <p>Retelling a story – Why the elephant has a trunk Own version of the story Poetry – Nursery rhymes Book reviews – children’s own choice of books</p>
KS1 CYCLE B	<p>Fact Files – Foxes Instructions – Goldilocks and the three bears and Georges Marvellous medicine Poetry – When daddy fell into the pond Character descriptions – Goldilocks</p>	<p>Fantasy comic books – based on Traction Man Comic books Diaries – based on Samuel Pepys Poetry -London’s Burning</p>	<p>Information Text – Animals Biographies – Florence Nightingale Non Chronological report Recounts from a WOW day</p>

ST PAUL'S CATHOLIC PRIMARY SCHOOL - CURRICULUM MAP FOR ENGLISH

	<p>Character descriptions – Mr Twit</p> <p>Story endings – Tiddler</p> <p>Alternative story endings</p> <p>Ordering stories – events and story language</p> <p>Snail and the Whale</p> <p>Poetry – I am snow</p> <p>Writing thank you letters</p> <p>Christmas stories</p>	<p>Instructions – linked to D&T topic</p> <p>Descriptions of settings -The day the crayons came home & Whatever Next</p> <p>Own version of story</p> <p>Postcards</p> <p>Poetry for Spring - Daffadowndilly</p>	<p>Tales from other cultures – Anansi and the turtle</p> <p>Recount from Visit to the Farm</p> <p>Tales from other cultures – Baba Yaga</p> <p>Traditional story – Hansel and Gretel</p> <p>Poetry – Nursery rhymes</p> <p>Book reviews - own choice</p>
LKS2 CYCLE A	<p><u>The Romans</u></p> <p>Recount/Description/Diary/Persuasive text/ Newspaper reports/Playscripts/Instruction text/ text</p>	<p><u>Our World</u></p> <p>Balanced argument/Persuasive text/ Adventure story/Poetry/Explanation text/ Instruction text/Biography</p>	<p><u>Anglo-Saxons and Vikings</u></p> <p>Information texts/Balanced arguments/ Character description/Mini saga and traditional/newspaper reports/persuasive texts/playscripts/poetry</p>
CYCLE B	<p><u>Ancient Egypt</u></p> <p>Information texts/Poetry/Playscripts/ Diaries/ Instructional text/Stories set in the past/ Newspaper reports</p>	<p><u>Rainforests</u></p> <p>Non-chronological reports/Recounts/ Poetry/Adventures story/Balanced Argument</p>	<p><u>World War Two</u></p> <p>Diaries/Newspaper reports/Instructions/ Storie</p>
UKS2	<p>CYCLE A – NORTH AND SOUTH</p> <p>CYCLE B - CALIFORNIA</p> <p>Genres covered through topic- scene description-rivers, short story/narrative inspired by class novel 'The Fib', biography (famous person from Manchester or Portsmouth), description of Lowry painting, character description- famous person from Portsmouth, balanced argument- Map vs SAT Nav, diary entry description of trip to Spinnaker Tower, informal letter- persuade friend to visit Portsmouth or Manchester, poetry- Cautionary Tales by Hilaire Belloc- write, recite and perform.</p>	<p>CYCLE A – CHINA</p> <p>CYCLE B – CRIME AND PUNISHMENT</p> <p>Genres covered through topic- Fact file about China, Comic strip of traditional tale, short story in form of traditional tale, journalistic writing- completion of part of the Great Wall, formal letter of complaint to Chinese restaurant, play script for restaurant scene, description of scenes at Chinese new year celebrations, information text on Chinese emperor from Shang Dynasty, Chinese Tang poetry- read and write, Chinese proverbs, instructions- how</p>	<p>CYCLE A – CHOCOLATE</p> <p>CYCLE B – GREECE AND THE OLYMPICS</p> <p>Genres covered through topic- description of favourite chocolate bar, information text- From bean to bar, comic strip with character 'Beany' From tree to bar', character description- new character who found golden ticket in Charlie and the CF, diary entry- Cortez on his first day in the new land, biased argument- Why we should support Fairtrade products including chocolate, balanced argument- Should chocolate be allowed in school lunch boxes? Pupils should:</p>

ST PAUL'S CATHOLIC PRIMARY SCHOOL - CURRICULUM MAP FOR ENGLISH

	<p>Pupils should:</p> <ul style="list-style-type: none"> Plan writing identifying audience and purpose Draft first, using appropriate grammar/vocabulary for task Use wide range cohesive devices to structure text across paragraphs Use correct spelling and range of punctuation. Edit and proof read own work and that of peers. Oracy 	<p>to make noodles, cook rice use chop sticks...etc</p> <p>Pupils should:</p> <ul style="list-style-type: none"> Plan writing identifying audience and purpose Draft first, using appropriate grammar/vocabulary for task Use wide range cohesive devices to structure text across paragraphs Use correct spelling and range of punctuation. Edit and proof read own work and that of peers. Oracy 	<ul style="list-style-type: none"> Plan writing identifying audience and purpose Draft first, using appropriate grammar/vocabulary for task Use wide range cohesive devices to structure text across paragraphs Use correct spelling and range of punctuation. Edie and proof read own work and that of peers. Oracy
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GRAMMAR			
	AUTUMN	SPRING	SUMMER
<p><u>KS1</u> Phonics Grammar, Punctuation and Spelling (May be taught in different order based on AfL)</p>	<p>Year 1: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation - to demarcate sentences Capital letters for names and for the personal pronoun I Working on: letters, capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks</p> <p>Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where</p>	<p>Year 1: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks</p> <p>Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where</p>	<p>Year 1: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stops, question marks, exclamation marks</p> <p>Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where</p>

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	<p>letters are missing in spelling and to mark singular possession in nouns</p> <p>Working on - nouns, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>letters are missing in spelling and to mark singular possession in nouns</p> <p>Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>letters are missing in spelling and to mark singular possession in nouns</p> <p>Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<u>LKS2</u>	<p>Year 3: Capital letters for names and I. Using capital letters and full stops consistently. Nouns, articles, adjectives, verbs, adverbs. Using question and exclamation marks</p> <p>Year 4: Capital letters with full stops. Verbs and adverbs. Nouns and adjectives. Conjunctions, Prepositions, exclamation marks. Subordinate clauses, inverted commas, Commas in lists and introductions. Commas in clauses.</p>	<p>Year 3: Commas to separate items in a list – commas to separate long items in a list. Apostrophes to shorten words and to show possession. Use the words 'it's' and 'its' properly. To use apostrophes and inverted commas properly. To use inverted commas and capital letters to punctuate speech. To use direct speech and reported speech.</p> <p>Year 4: Articles and determiners. Pronouns Present/past tense – staying in the same tense. Apostrophe for missing letters+ single + plural possessions. Adverbial phrases Revision.</p>	<p>Year 3: to group sentences together to make paragraphs.</p> <p>Prefixes – un -dis – mis – re – uperanti -sub – super</p> <p>Suffixes – ing – ed – ment – ness – ful – less – ation – ous – ly</p> <p>Year 4: Revise: apostrophes – punctuating speech- inverted commas - verbs – past/present tense – verbs – subordinating conjunctions – writing questions for answers Recap weak areas Progress tests</p>
<u>UKS2</u>	<p>Revision of verbs, nouns, adjectives, adverbs, modal verbs, prepositions, complex sentences, active/passive verbs.</p> <p>Parenthesis, apostrophes, inverted commas, direct and indirect speech, use of colon/semi-colon</p> <p>Spelling</p> <ul style="list-style-type: none"> • Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell • Recall spelling rules/ patterns/ words with silent letters 	<p>Grammar</p> <p>Adjectives- comparative and superlative, clauses and phrases, verb tenses, pronouns and relative pronouns, interjections/question tags, conjunctions, determiners, idioms, homophones.</p> <p>General punctuation revision, Command/statement/question, apostrophes, dashes/hyphens, adverbials, paragraphs.</p> <p>Spelling</p>	<p>Grammar</p> <p>Word class and punctuation revision, active/passive verbs, tenses including present perfect and progressive, noun phrases, inverted commas, direct and indirect speech, conditionals, etymology, old vs new vocabulary.</p> <p>Spelling</p> <ul style="list-style-type: none"> • Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell

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	<ul style="list-style-type: none">• Use a dictionary/ thesaurus	<ul style="list-style-type: none">• Know how to spell words on the 3/4, 5/6 spelling lists- weekly cold spell and hot spell• Recall spelling rules/ patterns/ words with silent letters• Use a dictionary/ thesaurus	<ul style="list-style-type: none">• Recall spelling rules/ patterns/ words with silent letters• Use a dictionary/ thesaurus
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Phonics Grammar, Punctuation and Spelling (May be taught in different order based on AfL)

Skills in Grammar, Punctuation and sentence construction are constantly revised, building on prior attainment