

St. Martin's English Curriculum Maps

Year Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock Twinkle Twinkle Little Star Incy Wincy Spider 1 2 3 4 5 Once I Caught a Fish Alive Each Peach Pear Plum	The Colour Monster – Anna Llenas Wow Said the Owl – Tim Hopgood Tree – Patricia Hegarty Mix It Up – Herve Tullet	That's Not My...Series – Fiona Watt The Tiger Who Came to Tea – Judith Kerr Oi! Dog! – Kes Gray Dear Zoo – Rod Campbell	Jasper's Beanstalk – Nick Butterworth Jack and the Beanstalk Titch – Pat Hutchins The Enormous Turnip Monkey Puzzle – Julia Donaldson	Mr Grumpy's Outing – John Burningham The Train Ride – June Crebbin Whatever Next! – Jill Murphy Naughty Bus – Jan Oke	We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear – Eric Carle My Friend Bear – Jez Alborough A Beginner's Guide to Bear Spotting – Michelle Robinson Teddy Bears Picnic Where's My Teddy? - Jez Alborough
Literary Form:	Nursery Rhymes	Picture Book	Picture Book	Picture Book	Picture Book	Picture Book
Links to wider curriculum:	Nursery Rhymes	Colours	Creatures	Growing	Journeys	Bears
Transcription: 30 – 50 months 40 – 60 months	<u>Phonics and spelling rules:</u> To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. <u>Letter formation, placement and positioning:</u> To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.					

St. Martin's English Curriculum Maps

	To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
Composition: 30 – 50 months 40 – 60 months	To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role-play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To link statements to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

St. Martin's English Curriculum Maps

	To use language to imagine and recreate roles and experiences in play situations.					
Vocabulary, Punctuation & Grammar: 30 – 50 months 40 – 60 months	To begin to understand ‘why’ and ‘how’ questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’). To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.					
Purpose for Writing:	Mark making	Mark making	Mark making Name building Creating a collaborative book	Mark making Name building and writing Guided and observational drawing	Mark making Name building and writing Shared writing	Mark making Name building and writing Shared writing
‘Scribble Club’ is used throughout Nursery to immerse children in the magic of ‘scribbling’ in their play. Adults model bringing ‘scribbling’ into everyday co-play situations demonstrating its use in play and storytelling. Children are provided opportunities to mark make/scribble throughout provision and as they develop their skills they begin the ascribe meaning to their scribbles using them to support play, storytelling and making magic.						

St. Martin's English Curriculum Maps

Year Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	You Choose – Nick Sharrett The Colour Monster goes to School – Anna Llenas 10 Rules of a Birthday Wish – Beth Ferry Argh! There's a Skeleton Inside You – Idan Ben-Barak Can I Build Another Me? - Shinsuke Yoshitake When I Grow Up? – Tim Minchin	Supertato – Sue Hendra Traction Man m- Mini Grey Superworm – Julia Donaldson Juniper Jupiter – Lizzie Stewart	Goldilocks and the Three Bears Three Billy Goats Gruff The Gingerbread Man	What the Ladybird Heard – Julia Donaldson Little Red Hen Farmer Duck – Martin Waddell Rosie's Walk – Pat Hutchins A Squash and a Squeeze – Julia Donaldson	The Very Hungry Caterpillar – Eric Carle The Bad Tempered Ladybird – Eric Carle The Very Busy Spider – Eric Carle Mad about Minibeasts - Giles Andreae The Big Book of Bugs – Yuval Zommer	Captain Flinn and the Pirate Dinosaurs – Giles Andreae Pirates in the Supermarket – Timothy Knapman Pirates Love Underpants – Claire Freedman Pirate Pete/Mrs Pirate – Nick Sharrett Commotion in the Ocean
Literary Form:	Picture Book	Picture Book	Picture Book Fairy Tales	Picture Book	Picture Book Non-Fiction Text	Picture Book
Links to wider curriculum:	Marvellous Me	Superheroes	Fairly Tales	Farm	Minibeasts	Pirates
Transcription: 30 – 50 months 40 – 60 months Early Learning Goals	<u>Phonics and spelling rules:</u> To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. <u>Letter formation, placement and positioning:</u> To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.					

St. Martin's English Curriculum Maps

	To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others.
Composition: 30 – 50 months 40 – 60 months Early Learning Goals	To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role-play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To link statements to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To write own name and other things such as labels, captions.

St. Martin's English Curriculum Maps

	To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. To express themselves effectively, showing awareness of listeners' needs.					
Vocabulary, Punctuation & Grammar: 30 – 50 months 40 – 60 months Early Learning Goals	To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
Purpose for Writing:	Early mark making in play Using letter type shapes Name writing	Name labels Speech bubbles	Labels and captions Character description	Captions Story map Simple non-fiction texts	Captions Simple sentences Fact files Story map	Phrases Sentences Poetry

'Drawing Club' is used in Reception. Drawing club is a time for children to choose to come and be creative with their imagination. After listening to a traditional tale, a well-known story or an animation from the past, the children are taken on an adventure with words, actions and descriptive drawings. The children use their imagination to create a theme, object or character from the story and they use their stories as a conversation starter to talk about what their picture means to them.

St. Martin's English Curriculum Maps

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ladybird Moves Home – Richard Fowler Belonging – Jeannie Baker Martha Maps It Out – Leigh Hodgkinson Let's Go For a Walk – Ranger Hamza The Great Pet Sale – Mick Inkpen	Lucy's Picture – Nicola Moon The Growing Story – Ruth Krauss Once There Were Giants – Martin Waddell Dear Santa – Rod Campbell The Jolly Christmas Postman – Allan Ahlberg	Katie Morag Delivers the Mail – Mairi Hedderwick Monkey Puzzle – Julia Donaldson Bringing the Rain to Kapiti Plain – Verna Aardema The Queen's Hat – Steve Antony	The Three Little Pigs Little Red Riding Hood Goldilocks and the Three Bears Three Billy Goats Gruff Rumplestiltskin	The Little Polar Bear by Hans de Beer Lost and Found by Oliver Jeffers The Emperor's Egg – Martin Jenkins	Planting a Rainbow – Lois Ehlert Alfie Outdoors – Shirley Hughes The Tiny Seed – Eric Carle Oliver's Vegetables – Alison Bartlett Poppy Goes Wild – Nick Powell Sam Plants a Sunflower – Axel Scheffler I Am the Seed That Grew the Tree – Fiona Waters
Literary Form:	Picture Book	Picture Book	Picture Book Poetry	Traditional Tale, Picture Book	Picture Book	Picture Book, Scientific Book
Links to wider curriculum:	Science: Pets and Gardens Geography: Our Local Area	History: My Family History Science – My Body	Geography: People and their Communities	Science: Everyday Materials	Geography: Animals and their Habitats	Science: Identifying Plants
Transcription:	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent.					

St. Martin's English Curriculum Maps

	To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under);
--	--

St. Martin's English Curriculum Maps

	- 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family);
--	--

St. Martin's English Curriculum Maps

	• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin). To spell all Y1 common exception words correctly. To spell days of the week correctly. To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Composition:	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe. To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.
Vocabulary, Punctuation & Grammar:	To use simple sentence structures. To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

St. Martin's English Curriculum Maps

Purpose for Writing:	Labels and Captions Simple Sentences Recount Narrative	Labels Simple Sentences Narrative Letter	Narrative List Poem Diary	Character Profile Letter Fact File	Narrative Letter Report Character Profile	Narrative Recount Information Text Instructions
-----------------------------	---	---	---------------------------------	--	--	--

St. Martin's English Curriculum Maps

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Odd Egg – Emily Gravett The Baby Beast – Chris Judge The Egg – M. P. Robertson	Pudding Lane animation by Pudding Lane productions Vlad and the Great Fire of London by Kate Cunningham The Magic Box – Kit Wright Excitable Edgar – John Lewis Advert	The Disgusting Sandwich – Gareth Edwards How Did That Get In My Lunchbox? – Christine Butterworth Thank You, Omu – Oge Mora Recipes	The Lion, the Witch and the Wardrobe by C.S. Lewis My Secret War Diary by Flossie Albright You Wouldn't Want to be an Evacuee by Simon Smith History Makers: Winston Churchill – Sarah Ridley	Tiddler – Julia Donaldson Polar Bear, Polar Bear – Bill Martin	Feathers: Not Just for Flying – Melissa Stewart Stella and the Seagull – Georgina Stevens The Lighthouse Keeper's Lunch – Ronda and David Armitage
Literary Form:	Picture Book	Non-Fiction Text, Animated Video Clip, Historical Narrative, Poetry, Advert	Picture Book, Scientific Picture Book, Information Text	Narrative, Diary, Information Text	Picture Book, Poetry	Non-Fiction Text, Picture Book
Links to wider curriculum:	Science – Growth & Survival	History – Bonfire Night and the Great Fire of London	Geography – Journeys: Food	History – Our Local Heroes (Winston Churchill)	Science – Living in Habitats	History – Holidays
Transcription:	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: - the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); - the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);					

St. Martin's English Curriculum Maps

- the /aɪ/ sound spelt –y (e.g. cry, fly, July);
- adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);
- adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;
- adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);
- adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);
- the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);
- the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of –s (e.g. donkeys, monkeys);
- the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)
- the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);
- the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards)
- the /ɜ/ sound spelt ‘s’ (e.g. television, usual).

To spell most Y1 and Y2 common exception words correctly.

To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.

To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.

To learn the possessive singular apostrophe (e.g. the girl’s book).

To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.

To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

To form lower case letters of the correct size, relative to one another.

To use spacing between words that reflects the size of the letters.

St. Martin's English Curriculum Maps

	To begin to use the diagonal and horizontal strokes needed to join letters.					
Composition:	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.					
Vocabulary, Punctuation & Grammar:	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions. To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.					
Purpose for Writing:	Instructions (How to take care of an egg) Setting Description ((The Egg)) Information Text (Egg Spotter's Guide)	Character Description (Excitable Edgar) Diary (GFoL) Imagery Poetry (Magic Box)	Explanation (Where Food Comes From) Instructions (Disgusting Sandwich) Letter (Thank You, Omu)	Narrative (LWW – through the wardrobe) Biography (Churchill) Recount (Air Raid Shelter Trip)	Narrative (Tiddler) List Poetry (Polar Bear, Polar Bear)	Setting Description Narrative Non-Chronological Report
Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How to Wash a Woolly Mammoth by Michelle Robinson	Out and About – Shirley Hughes	Stone Girl, Bone Girl by Laurence Anholt	The Once Upon a Time Map Book – B. G. Hennessy	Local leaflets/guide books	Information texts about Fleetwood

St. Martin's English Curriculum Maps

	Stone Age Boy by Satoshi Kitamura	Dancing in the Rain by John Lyons The Windmill Farmer – Literacy Shed	The Street Beneath My Feet by Charlotte Guillain	Aladdin (Live-action) - Disney	Botanicum (Welcome to the Museum) – Kathy Willis	Information texts about plastic pollution Gracie, The Lighthouse Cat – Ruth Brown
Literary Form:	Picture Book	Poetry, Animated Tale	Picture Book, Non- Fiction Text	Narrative	Non-fiction Leaflets/Guide Book	Information Text, Biography, Historical Narrative
Links to wider curriculum:	History: The Stone Age	Geography: Climate and Weather	History: The Bronze Age to Iron Age	Geography: Our World Science – Desert Life	Science: Plants History: Local History	Geography: Coasts Science: Light & Shadow
Transcription:	To spell words with the / ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). To spell many of the Y3 and Y4 statutory spelling words correctly. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another,					

St. Martin's English Curriculum Maps

	are best left un joined.					
Composition:	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.					
Vocabulary, Punctuation & Grammar:	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).					
Extended writing outcomes:	Instructions Diary	Concrete Poetry News Report	Letter Non-chronological Report	Setting Description Adventure Narrative	Biography (Lees Family) Explanation Text	Persuasive Poster Recount Letter

St. Martin's English Curriculum Maps

Year Four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams Marcy and the Riddle of the Sphinx – Joe Todd Stanton	You Wouldn't Want to be a Roman Soldier by David E. Stewart The Story of Boudicca by Tony Bradman	River Story by Meredith Hooper A River by Marc Martin The River by Valerie Bloom	The Highway Man – Alfred Noyes Emmeline Pankhurst: Little People, Big Dreams by Lisbeth Kaiser	Escape from Pompeii by Christina Balit DKfindout! Volcanoes by Maria Gill	Raven: A Trickster Tale from the Pacific Northwest by Gerald McDermott Between Earth and Sky: Legends of Native American Sacred Places by Joseph Bruchac
Literary Form:	Narrative, Picture Book	Non-Fiction, Historical Narrative	Illustrated River Study, Picture Study, Non-Fiction, Poetry	Poetry, Biography	Narrative, Information Text	Trickster Tale, Native American Legend
Links to wider curriculum:	History: The Ancient Egyptians	History: Roman Britain	Geography: Rivers and the Water Cycle	History: Crime and Punishment	Geography: Earthquakes and Volcanoes	Geography: The Americas
Transcription:	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). To spell all of the Y3 and Y4 statutory spelling words correctly. To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.					

St. Martin's English Curriculum Maps

	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.					
Composition:	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.					
Vocabulary, Punctuation & Grammar:	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.					
Extended writing outcomes:	Narrative Information Text	Diary Character Description	Report Writing Rhyming Couplet Poetry	Biography Poetry (Ballad)	Newspaper Report Explanation Text	Trickster Narrative Information Text

St. Martin's English Curriculum Maps

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beowulf by Michael Morpurgo Smashing Saxons (Horrible Histories) by Terry Deary & Martin Brown	The Arrival – Shaun Tan	Odd and the Frost Giants – Neil Gaiman	Information texts about The Alps Dreadful Menace – Literacy Shed	I Survived The Sinking of the Titanic – Lauren Tarshis If You Were a Kid Aboard the Titanic – Josh Gregory	Little People, Big Dreams: Stephen Hawkins Kensuke's Kingdom – Michael Morpurgo
Literary Form:	Norse Tales & Myths, Non-Fiction	Picture Book	Narrative	Information Text, Advert	Narrative, Information Text	Biography, Narrative
Links to wider curriculum:	History: The Anglo Saxons	Geography: Changes in Our Local Environment	History: The Vikings	Geography: Europe – A Study of the Alpine Region	History: Journeys	Science: Famous British Scientists
Transcription:	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). To spell many of the Y5 and Y6 statutory spelling words correctly. To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.					
Composition:	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.					

St. Martin's English Curriculum Maps

	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.					
Vocabulary, Punctuation & Grammar:	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.					
Extended writing outcomes:	Saga Information Text	Series of letters from differing perspectives	Narrative with dialogue Recount	Persuasive Holiday Brochure Narrative Poetry	Non-Chronological Report Persuasive Advert	Biography Setting Description

St. Martin's English Curriculum Maps

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Great Kapok Tree - Lynn Cherry Explorer – Katherine Rundell	Mayan Folktales – James Sexton Non-fiction texts about The Mayans A Christmas Carol – Charles Dickens	Little People, Big Dreams: Greta Thunberg Non-Fiction Texts about Climate Change	Macbeth – Graffex Macbeth – TreeTops Classics	David Attenborough's Galapagos Island: A Story of the Galapagos – Jason Chin	Rose Blanche – Roberto Innocenti When We Were Warriors – Emma Carroll
Literary Form:	Narrative, Picture Book	Folktale, Non-Fiction Texts	Biography, Non-Fiction Texts	Graphic Novel, Narrative	Documentary, Picture Book	Picture Book, Narrative
Links to wider curriculum:	Geography – The Amazon	History – The Maya Civilisation	Geography – Global Warming and Climate Change		Science: Evolution and Inheritance	History: The Impact of War
Transcription:	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). To spell all of the Y5 and Y6 statutory spelling words correctly. To use knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task.					

St. Martin's English Curriculum Maps

	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).					
Composition:	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).					
Vocabulary, Punctuation & Grammar:	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.					
Extended writing outcomes:	Informal Letter Setting Description	1 st Person Narrative Christmas Card	Biography Persuasive Speech	Character Description 3 rd Person Narrative Opening	Diary Information Report	Letter Writing Newspaper Report Poetry (Haiku)