English Curriculum map 2025-2026 Swanton Morley Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus texts	**Perfectly Norman**	**The Everywhere Bear- Julia Donaldson**	**Pattan's Pumpkin**	**Lost and Found**	**The Bog Baby**	**The Gingerbread Man Jack and the Beanstalk Billy Goats Gruff**
Talk Through Stories	**A Little Bit Brave The Koala Who Could**	**Owl Babies Stick Man**	**The Great Race Augustus and his Smile**	**Elmer The Ugly Five**	**The Extraordinary Gardener Bloom**	**Dogger Rosie's Hat**
Purpose	Writing to Inform Writing to Entertain	Writing to Inform	Writing to Inform Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Inform Writing to Entertain
Audience	Scribed stories for class story time.	Invitations for 'People who help us' visitors.	Warning Poster to Animals in the story.	Invitation to the Penguin to join an adventure. (Response back to the class).	Bog Baby instructions and fact files for Nursery children.	Storybook for the library.
Writing outcomes	Emergent Writing and Mark Making. Name Writing Labels Scribed Stories	Lists Labels Captions Poster Invitations Cards/Letters to Santa/Christmas List.	Captions Warning Poster Labels	Postcards Invitation Labelled Pictures	Instructions Bog Baby Fact File	Story Re-telling Recipe Story Maps
Main grammar	Hearing the initial sounds in words.	Simple composition of lists, labels,	Simple composition of captions and	Hold a sentence to write. Applying phonics to write words	Hold a sentence to write. Applying phonics to write words	Using phonics knowledge confidently and independently.

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	Segmenting words into their sounds to write. Representing sounds using known graphemes.	Applying phonics knowledge to segment CVC, CVCC, CVVC words to write. Representing sounds using graphemes.	simple 2/3 word sentences. Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words e.g. I, the.	using Set 1 and 2 sounds. Capital letters for personal pronoun I. Finger spaces, Full stops Constructing simple sentences. Common exception words.	using Set 1 and 2 sounds. Capital letters. Finger spaces, Full stops Constructing simple sentences. Common exception words.	Write a short sequence of simple sentences. Capital Letters Finger Spaces Full Stops. Common Exception Words.
Spelling	Phonetically plausible spellings of CVC words using Set 1 sounds.	Phonetically plausible spellings of CVC, CCVC, CVCC words using Set 1 sounds and digraphs sh, th, ch, qu, nk, ng, ck.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of some common exception words e.g. I, the.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of some common exception words.	Phonetically plausible spellings of words using known set 1 and set 2 sounds. Accurate spelling of an increasing range of common exception words	Phonetically plausible spellings of words using known set 1 and set 2 sounds. An increasing awareness of alternative graphemes and all attempts are plausible. Accurate spelling of an increasing range of common exception words

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Prior learning	Talk about familiar books, and be able to tell a long story. Use a comfortable grip with good control when holding pens and pencils. Write some letters accurately Write some or all of their name. Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother	Ascribe meaning to marks. Emergent writing. Hearing the initial sounds in words. Segmenting words into their sounds to write. Representing sounds using known graphemes.	Simple composition of lists, labels, Applying phonics knowledge to segment CVC, CVCC, CVVC words to write. Representing sounds using graphemes.	Simple composition of captions and simple 2/3 word sentences. Applying phonics knowledge to write CVC, CVCC, CVVC words. Finger spaces Full stops Common exception words e.g. I, the.	To compose a simple sentence and know what they need to write. Demonstrate some awareness of spaces, capital letters and full stops.	Children develop independent writing and can check what they've written to make sense. Begin to compose and write complex sentences

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Speaking and listening	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use and understand	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Perform songs, rhymes, poems and stories with others Hold conversation when engaged in back-and-forth exchanges with their

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	teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen	teacher and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Offer explanations for why things might happen