Swanton Morley VC Primary School

ENGLISH Curriculum Map 2026-2027

	AUTUMN		SPRING		SUMMER	
	Acorns (Reception)					
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**
Reading for Pleasure Texts	Perfectly Norman by Tom Percival Colour Monster by Anna Llenas Giraffe's Can't Dance by Gilee Andreae My Beautiful Voice by Joseph Coelho You Choose by Pippa Goodhart Our Bodies NF	Cops and Robbers by Alan and Janet Ahlberg Hairy McLary- Rumpus at the Vet by Lynley Dodd Mog and the VET by Judith Kerr Detective and Hospital Dog by Julia Donaldson People who help us NF	Dadji's Paintbrush by Rashmi Siredeshapandi You're Safe with Me by Chitra Soundar Augustus and his smile by Catherine Rayner Asia and Africa Geography NF The Great Race	My First Big Book of Animals by Nicola Davies The Lion Inside by Rachel Bright The Ugly Five by Julia Donaldson Animals NF	Bloom by Anna Booth Greta and the Giants by Zoe Tcuker The Last Tree in the City by Peter Carnavas Tidy by Emily Gravett Yucky Worms by Vivian French I am Josephine byJan Thornhill Minibeasts NF	Rosie's Hat by Julia Donaldson Major Glad and Major Dizzy by Jan Oke Alfie Books by Shirley Hughes Dogger Series by Shirley Hughes On the Way Home by Jill Murray
Reading	Identify difference between pictures and text. Join in with Action rhymes. Join in with repetitive phrases.	Recognise that print is read left to right and top to bottom. Recognise own name. Can say well known nursery rhymes. Begin to understand that print can have different purposes. Identify repetition and	Comment on events and make predictions about text. Make links between stories and own lives. Identify key characters and characteristics. . Identify key differences between fiction and non-fiction texts.	Make links between stories and own lives and others. Identify key characters and characteristics. To express an opinion. Explore empathy. Question and understand new vocabulary	Retell stories in own words and communicate simple facts using new vocabulary. Identify key differences between fiction and non-fiction texts.	Adapt and retell a story in their own words. ELG: Demonstrate an understanding of what has been read. Anticipate key events in stories. Use and understand recently introduced vocabulary from a range of texts.

Writing	Ascribe meaning to marks. Emergent writing.	Refine pencil grip. Begin to use letter type shapes in early writing to represent key words. Write some of the letters in own name.	Spell words by identifying sounds in them. Use print and letter knowledge in early writing. Children can write own name.	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	ELG: Write recognisable letters,most of which are correctly formed.Write simple phrases and sentences. Spell words representing sounds with letters.
Phonics	Understand that symbols represent a sound. Begin to hear and notice some sounds in words. Begin to blend oral sounds together to make simple words.	Hear, say and write some letter sounds. Identify individual sounds in words. Begin to segment and blend sounds to read simple words.	Be confident in recognising all set 1 sounds and some digraphs. Begin to read short phrases and answer questions.	Independently read simple sentences with some common words. Read words which include a range of digraphs.	Increasing knowledge of a wider range of letter sounds including digraphs,trigraphs and split digraphs. Writes irregular common words.	ELG:Say and read all Set 1 sounds and at least 10 digraphs. Read simple sentences and some common exception words
	Oak Class (Year One)					
Focus Texts	CLPE Traction Man	CLPE The Jolly Postman	CLPE One Day on our Blue Planet	CLPE Slug Life	CLPE The Egg Box Dragon	CLPE Man on the Moon
Talk through stories	Traction Man Dogger	The Jolly Postman One Snowy Night Stick Man	One Day on our Blue Planet The Koala Who Could	Slug Life The Squirrels Who Squabbled	The Egg Box Dragon Zog Supertato	Man on the Moon Aliens Love Underpants Billy and the Dragon

Writing Purpose	Writing to Entertain	Writing to Inform Writing to Entertain	Writing to Inform	Writing to Inform Writing to Entertain	Writing to Inform Writing to Entertain	Writing to Entertain
Writing Outcomes	Writing in Role Captions Narrative Writing Setting description Speech/thought bubbles	Writing in Role Exploring Rhyme Story Mapping Story Boxes	Sequencing sentences to form a short narrative Fact Files: non-fiction Use past and present tense Use simple conjunctions to link clauses	Writing statements and questions Information writing Summarising List poem	Instructions Writing questions Kennings Persuasive writing – Letter	Captions & labels Simple recount Narrative writing – story Character description
Writing Skills for each outcome	Simple sentences embellished using adjectives. Simple connectives or, so, because Say a sentence, write and read it back to check it makes sense. Finger spaces/full stops capital letters/question marks/exclamation	Simple sentences. Simple connectives and who until but Say a sentence, write and read it back to check it makes sense. Finger spaces Full stops Capital letters	Simple sentences embellished using adjectives. Simple connectives or, so, because, so that, then Say a sentence, write and read it back to check it makes sense. Finger spaces/full stops/ capital letters/question marks/exclamation	Simple connectives that/while/when/where Compound sentences using coordinating conjunctions and/but -'ly' openers Luckily, … Unfortunately,	Compound sentences using coordinating conjunctions and/or/but/so	Openers: while… where… when… -'ly' openers Fortunately,… Unfortunately, … Sadly, … Complex sentences using 'who' (relative clause)

Grammar	Simple sentences. Simple connectives **and who until but** Say a sentence, write and read it back to check it makes sense. Finger spaces	Simple sentences embellished using adjectives. Simple connectives **or so because** Say a sentence, write and read it back to check it makes sense.	Using a capital letter and full stop within a sentence. Using the joining word 'and' Using a comma in a list. Using question marks. Adding 's' or 'es'	Past tense verbs – adding 'ed' Expanded noun phrases Adding -full and -less	Adding -er and -est Using coordination and some subordination Knowing how to write a statement, command, question or exclamation	Using coordination and some subordination Knowing how to write a statement, command, question or exclamation Apostrophes for contraction
Spelling	RWI programme	RWI programme	RWI programme	RWI programme	RWI programme	RWI programme
	Maple Class (Year Two)					
Focus Texts	Rainforest Habitats by Dorling Kingsley	Desk Diddler- based on Bathroom Fiddler by Michael Rosen	George and the Dragon by Christ Wormell	The Day the Crayons Quit by Drew Dewalt	The Great Fire of London Diary by Emma Adams and James Weston Lewis	Cannonball Coralie and the lion by Grace Easton
Class Readers & Story Time Texts	Isadora Moon meets the Tooth Fairy by Harriet Muncaster	Dave Pigeon (Nuggets) by Swapna Haddon	What's for dinner Mr Gumm? By Andy Stanton	Panda at the door by Sarah Horne	Oliver and the Seawigs by Phillip Reeve and Sarah McIntyre	Dirty Beasts by Roald Dahl

Writing Purpose	Writing to Inform	Writing to Entertain	Writing to Entertain	Writing to Inform Writing to Persuade	Writing to Inform	Writing to Entertain
Writing Outcomes	Non-Chronological Report	Poetry	Narrative	Persuasive Letter	Diaries	Narrative
Writing Skills for each outcome.	Questions, modal verbs, conjunction 'or, because, when', subheadings, commas in a list, commands, alliteration, precise adjectives, complex sentences using conditional 'if', personification.	Rhyme, repetition, 'when' conjunctions, verbs, onomatopoeia, simile, metaphor, exclamation marks, fronted adverbials, contraction.	Repetition for effect, questions, adjectives, simile, expanded noun phrases, synonyms, subordination using 'than' and 'if', alliteration, co-ordinating conjunction 'so', onomatopoeia, dialogue, verbs.	Alliteration, strong adjectives, direct address, adverbs, conjunction 'when', 'because', 'also', 'so', precise verbs, time adverbials, pronouns.	Negative adjectives, suffix -ly, -est, precise adjectives, conjunction 'so', exclamation mark, personification, repetition, precise verbs, onomatopoeia, metaphor, fronted adverbials,	Contraction, commas in a list, conjunction, adverbials, adjectives, dialogue, adverb, onomatopoeia, synonyms, sentence structure, question,
Grammar	Read Write Inc. phonics. Common exception words. Contractions. Adding endings to words. Silent K and soft c words. 'al' words eg: talk and walk. 'O' sound spelt as 'a' eg: want and was.	Read Write Inc. phonics. Common exception words. Homophones. Adding endings to words. Words ending in 'ge' and 'dge'. Using the past and present tense. Subordination and coordination.	Read Write Inc. phonics. Common exception words. 'U' sound spelt as 'o' eg: Monday. Adding 'es' to words ending in 'y'. Using commas in lists. Subordination and coordination.	Read Write Inc. phonics. Common exception words. Different ways of spelling the 'le' sound at the end of words. Adding endings to words. Apostrophes to mark missing letters.	Read Write Inc. phonics. Common exception words. Possessive apostrophe. 'wo' and 'wa' words. 'tion' words. Use of the progressive form of verbs in the past tense.	Read Write Inc. phonics. Common exception words. Suffixes -ment, -ess, ful, -less and -ly. Expanded noun phrases. Reinforcement of learning from previous terms.

	Capital letters, full stops, exclamation marks and quest ion marks. How the grammatical patterns in a				Reinforcement of learning from previous terms.	
Spelling	Set 2/3 sounds RWI Common Exception Words. Silent letters 'k', 'w', 'g'. Prefixes and	Suffixes -ly, -y Set 2/3 sounds RWI Words that end in ge/dge. Words that end in le/el/al.	Set 2/3 sounds RWI Possessive apostrophe with singular and plural words. Suffixes and exceptions.	Words with contracted forms. Suffixes:-ment, -ness, ful, -less, -ly.	Homophones and near homophones. Prefixes and suffixes.	Adding suffixes:-ing, ed, er, -est, and -y to different words. The /ɔ:/ sound spelt a before l and ll. The /ʌ/ sound spelt o.
	Birch Class (Year Three/Four)					
Focus texts	Stone Age Boy Skara Brae	The Secret of Black Rock The Creature	Inside the Pyramid A great big hug.	The Flood	Theseus and the Minotaur	Climate Action
Class Readers	Charlie and the Chocolate Factory by Roald Dahl The Lion, the Witch and the Wardrobe.	Kit Wright The Magic Box The Twits Roald Dahl	Oscar's Lion by Adam Baron	Stig of the Dump by Clive King	The Wild Robot by Peter Brown	Charlotte's Web by E. B. White

Writing Purpose	Writing to Entertain Writing to Persuade	Writing to persuade Writing to Inform	Writing to Inform Writing to entertain.	Writing to Entertain Writing to discuss	Writing to Entertain Writing to Inform	Writing to Inform
Writing outcomes	Narrative Holiday Brochure	Narrative Newspaper Report	Narrative Poetry	Narrative Non-chronological report.	Narrative Diary	Magazine Article

Writing Skills for each outcome.	Adjectives, precise verbs, repetition, adverbials, direct speech, descriptive noun phrases, simile, onomatopoeias, time adverbials, exclamations, paragraphs, ideas organised around a theme, consistent tense, conjunctions to express time and cause. Direct Address, Rhyme, rhetorical questions, complex sentences, simile, adjectives, imperative verbs, description, alliteration, noun phrase, personification,	Adverbials of time, repetition for effect, conjunction 'until/because', simile, adjectives, inverted commas, adverb 'how', personification, collective nouns, determiners a/an, complex sentences, prefix un-, dialogue, onomatopoeia, precise verb choices, conjunctions of time, place and cause. Organisational features- headlines, captions, rhetorical questions, relative clauses, direct speech, expanded noun phrases, adverbials of time, colon, informal and formal.	Questions, simile, adverbials, noun phrases, precise verbs, adjectives. Suffix 'ed', superlatives, metaphors, adjectives, conjunctions, fronted adverbials, sentence structure, dialogue, alliteration, paragraphs.	Compound sentences, adjectives in a list, personification, conjunctive adverbials, direct speech, conjunction 'yet', suffix -ful, time clause, commas in a list, alliteration. Precise verbs, adverbial phrases, complex sentences, dialogue, personification, repetition, rhetorical questions, noun phrases, exclamations.	Adjectives, conjunctions, adverbial openings, preposition, synonym, 'who' clause, conditional sentences, dialogue, adverbs, onomatopoeia, alliteration, precise verbs, personification. Adverbs/verbs, 'as' similes, fronted adverbials, complex sentences, subordinating conjunctions,	Time adverbials, alliteration, rhetorical questions, conjunction 'so', 'which', adverbs 'ly', expanded noun phrases, prepositions, quantifier determiner, modal verbs, exclamations, possessive apostrophes, inverted commas. Personification, metaphor, repetition, quoted speech, subheadings, colon, subordination, precise verbs, direct speech.

Grammar	Nouns and Pronouns for clarity. Consonants and vowels. Suffixes Past tense Subordinate clauses.	Adjectives, a/an, prefixes super-, anti-, auto-, present tense, apostrophes.	Verbs, compound nouns, prefixes dis-, mis-, un-, subordinating conjunctions, inverted commas.	Adverbs of time, place and cause, prefixes in-, suffixes -ation, coordinating conjunctions, organisational devices.	Prepositions, prefixes re-, sub-, inter-, suffixes beginning with vowels, time conjunctions, paragraphs.	Homophones, suffixes -ous, word families, place and cause conjunctions, editing and evaluating.
Spelling	'ay', 'ey', 'ai', 'ear'. Homophones Review of suffix 'un' Statutory word lists Root words Past tense- adding ed or change of word Silent letter 'k'	Suffix-ly with no change to root word, with root word ending in 'y', root words ending in 'le', root words ending in 'ic' or 'al', exceptions to rules.	Short /i/ sound spelt with y, adding suffixes er/ed/ing, prefix mis-, dis-, words with /k/ sound spelt with 'ch'.	Homophones and near homophones, prefix bi-, re-, words ending in /g/ sound spelt 'gue' and /k/ sound spelt 'que', words with /sh/ sound spelt 'ch'.	Words ending in -ary, words with short /u/ sound spelt with 'o' or 'ou', word families.	Words ending in suffix -al, words ending with /zhuh/ sound spelt 'sure', words ending with /chuh/ sound spelt 'ture', silent letters.
	Willow Class (Year Four/Five)					
Focus Texts	Arthur and the Golden Rope – Joe Todd Stanton	The Vikings How we lived in Ancient times by Ben Hubbard	Hatshepsut – Kate Pankhurst	The River by Valerie Bloom	The Creature based on film by Surfers Against Sewage	The Explorer – Katherine Rundell
Class Readers	The Last Wild by Piers Torday	The Last Wild by Piers Torday	Brand New Boy by David Almond	Brand New Boy by David Almond	The Shark Caller by Zillah Bethell	The Shark Caller by Zillah Bethell

Writing Purpose	Writing to Entertain	Writing to Inform	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
Writing Outcomes	Narrative writing – myths / fantasy To write fluently and legibly. Independent narrative based on the structure of the text.	Diary entry - To write a diary entry as a crew member based on the history of Vikings in England	Biography To write a biography for a Hatshepsut. Sentence variation and build up to specific ideas Chronological organisation Clear introduction and conclusion Active and passive voice	Poetry-writing and analysing poetry Plan and draft a poem based on the theme of chocolate. Detailed descriptions Varied sentence structures	Newspaper report Clear purpose and audience considered Detailed descriptions	Narrative To write an adventure story for a different character who finds themselves in a new place.
Writing Skills for Each Outcome	Time adverbs, dialogue, repetition of verbs, possessive apostrophes, onomatopoeia, fronted adverbials, superlatives, simile, complex sentences, precise verb sentences, rhetorical questions, brackets, conjunction sentences, paragraphs.	Complex sentences, simile, colon, metaphor, personification, repetition, dialogue, adverbial phrases, advancing the action, onomatopoeia, alliteration, time adverbials. Organising sentences into paragraphs..	Alliteration, time adverbials, precise verbs and adjectives, subordinating conjunctions, simile, precise verbs, dialogue (commands), Rhyme, superlative, noun phrases, colon, rhetorical question, questions .	Metaphor, Rhyme, Personification, adjectives.	Adverbs, verbs, atmosphere, fronted adverbials, onomatopoeia, complex sentences, subordinating conjunctions, alliteration, simile, organisational features.	Verbs (ing), parenthesis, relative clauses, simile, noun phrases, subordinate conjunctions, fronted adverbials, personification and action, modal verbs, oxymoron, adjectives.

Grammar	To write grammatically correct sentences SPAG Ninja	To write grammatically correct sentences SPAG Ninja	To write grammatically correct sentences SPAG Ninja	To write grammatically correct sentences SPAG Ninja	To write grammatically correct sentences PAG Ninja	To write grammatically correct sentences SPAG Ninja
Spelling	Words that are often misspelt Check a spelling in a dictionary Spelling Ninja	Words that are often misspelt Check a spelling in a dictionary Spelling Ninja	Words that are often misspelt Check a spelling in a dictionary Spelling Ninja	Words that are often misspelt Check a spelling in a dictionary Spelling Ninja	Words that are often misspelt Continuing work from spring term Spelling Ninja	Check spellings in dictionary and continue the work from the spring term Spelling Ninja
	Alder Class (Year Five/Six)					
Focus Texts						
Class Readers & Story Time Texts	Kensuke's Kingdom by Michael Morpurgo Little People, Big Dreams 'Dolly Parton.'	Kensuke's Kingdom by Michael Morpurgo Roller Girl by Victoria Jamieson	Dreadwood by Jennifer Killick.	Dreadwood by Jennifer Killick. Clockwork by Philip Pullman	D Day Dog by Tom Palmer. When the Sky Falls by Phil Earle	Kensuke's Kingdom by Michael Morpurgo Little People, Big Dreams 'Dolly Parton.'
Writing Purpose	Writing to Entertain Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Discuss Writing to Entertain Writing to Inform	Writing to Entertain Writing to Inform

Writing Outcomes	**<u>Short Narrative – informal dialogue.</u>** **Based on 'Catch it' (An ESMA short film.** **Exploring sentence types and the purpose of dialogue.** **<u>Biography</u>** **Using variety of 'Little People' books beginning with Dolly**	**<u>Narrative</u>** **Kensuke's Kingdom by Michael Morpurgo.** **Use of dialogue for character and action.** **Cohesion between paragraphs.** **Scene setting.** **Character description.**	**<u>Non-chronological report.</u>** **Variety of texts including: The Six Wives of Henry VIII by Honor Cargill-Martin and Six Queens by Lydia Monk.** **Report written on life in Tudor England, including Henry VIII.**	**<u>Narrative</u>** **Dreadwood by Jennifer Killick** **Suspense writing.** **Creating tension by playing with sentence structure.** **Use of dialogue to move action on.** **Cohesion between and within paragraphs.** **Figurative language.**	**<u>Narrative and Non-fiction.</u>** **Using variety of texts such as 'When the Sky Falls' by Phil Earle; D Day Dog by Tom Palmer; 10 things in a Soldier's Pocket by Ian Macmillan.** **Letter writing – formal/explanatory re taking precautions**	**<u>Short Narrative – informal dialogue.</u>** **Based on 'Catch it' (An ESMA short film.** **Exploring sentence types and the purpose of dialogue.** **<u>Biography</u>** **Using variety of 'Little People' books beginning with Dolly Parton.** **Organising texts. Cohesion**
Grammar	Sentence Structure – including run-on sentences. Using Fronted Adverbials (ISPACED) to create complex sentences. Basic punctuation recap. Question, statement, command, exclamation Standard English (them/ those, good/ well, did/ done, was/ were) Identify the subject and the object in sentences. Identifying word classes. Synonyms and Antonyms. Speech punctuation.	Change sentence from active to passive. Add a semi-colon in to this sentence. Add a colon in to this sentence. Add a dash into this sentence. Speech punctuation. Use dialogue to advance action. Formal language. Fronted Adverbials (ISPACED) to create complex sentences.	Is this sentence active or passive? Add colons and semi-colons in to list Formal or informal? Add in hyphens. Changing tenses. Identify whether underlined word is used as a verb or a noun. Cohesion between sentences. Cohesion between paragraphs.	Identify whether underlined word is used as an adjective or adverb. Write sentence using words as a noun and as a verb. Word class of underlined words. Identify verb form. Main or subordinate clause underlined. Contractions and expanded form.	Review of all skills. Circle the different word classes. Insert missing punctuation into sentence. Word families. Phrases or clauses? Formal or informal? Standard English.	Sentence Structure – including run-on sentences. Using Fronted Adverbials (ISPACED) to create complex sentences. Basic punctuation recap. Question, statement, command, exclamation Standard English (them/ those, good/ well, did/ done, was/ were) Identify the subject and the object in sentences. Identifying word classes. Synonyms and Antonyms. Speech punctuation.

Spelling	Ambitious words. Synonyms; Adjectives; Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/-ancy Adjectives ending in -ent into nouns ending in -ence/-ency Hyphens: To join a prefix ending in a	Words ending in –able. Words ending in –ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini-	Adding suffixes beginning with vowel letters to words ending in –fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Words with endings which sound like /shuhl/ after a vowel letter. Words with endings which sound like /shuhl/ after a consonant letter. Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Word families based on common words, showing how words are related in form and meaning. Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms & Antonyms Statutory Spelling words.