

Polesden Lacey Infant School – English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where ever possible staff will link stories and learning to the school values; caring, courageous, curious, fair, respectful, resilient and British Values; democracy, rule of law, individual liberty, mutual respect and tolerance.					
EYFS	<p><u>All About Me</u> <i>Traditional Tales</i></p> <p><i>Autumn Stories including:</i> <i>Pumpkin Soup</i> <i>A Pipkin of Pepper</i> <i>Delicious</i> <i>Helen Cooper</i> <i>Oliver's Vegetables</i> <i>Vivian French</i></p> <p>Mark making Initial sounds CV/CVC words</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic</p>	<p><u>Bright Sparks</u> <i>Sparks in the sky</i> <i>Owl Babies</i> <i>Martin Waddel</i> <i>Can't you sleep little bear</i> <i>Martin Waddel</i> <i>Ella's night lights Lucy Fleming</i> <i>Little Glow Katie Sahota</i> <i>Nativity</i></p> <p>Mark making Initial sounds CVC words Sentences Labelling</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic</p>	<p><u>People Who Help Us</u> <i>Supertato</i> <i>Julia Donaldson</i> <i>Emergency Emergency</i> <i>Margaret Mayo and Alex Ayliffe</i> <i>Non fiction texts</i></p> <p>Simple words Phrases/captions/posters Sentences – full stops/capital letters/finger spaces</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of</p>	<p><u>Amazing Animals</u> <i>Dear Zoo (wild)</i> <i>Rod Campbell</i> <i>What the ladybird heard (farm)</i> <i>Julia Donaldson</i> <i>Percy's park (wild uk)</i> <i>Nick Butterworth</i> <i>The great pet sale (pets)</i> <i>Mick Inkpen</i></p> <p>Simple words Phrases/captions/lists Sentences – full stops/capital letters/finger spaces</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic</p>	<p><u>The Secret Garden</u> <i>Jack and the Beanstalk</i> <i>Little red hen</i> <i>The very hungry caterpillar</i> <i>The tiny seed</i> <i>Eric Carle</i> <i>The enormous turnip</i> <i>Aleksei Tolstoy and Niamh Sharkey</i></p> <p>Sentences – full stops/capital letters/finger spaces Instructions/Recounts Story writing Intro conjunctions</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic</p>	<p><u>Aliens have landed</u> - Our Local Area</p> <p><i>But Martin</i> <i>June Counsel</i> <i>Project X alien adventures</i></p> <p>Conjunctions Adjectives Story writing</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a</p>

	programme.	programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
EYFS	Little Wandle Autumn 1	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2
Y1	Me You and our Feelings too! / Paddington's Adventures/ The Queen's Handbag	Memory Box	Eggs/ Dinosaurs	Castles and Dragons	Amazing Amazon Rainforest	Peru
Y1	Our Class is a Family F Shannon Olsen Super Duper You! Sophy Henn	Once there were giants F Wilfrid Gordon McDonald Partridge	An Egg is Quiet NF Diana Hutts Aston Dinosaur in Danger F	The Egg F MP Robertson Tell me a Dragon F Jackie Morris How to be a knight NF	Amazon Basin NF Simon Chapman	What do you do with a tail like this? F/ NF Steve Jenkins Wild F Emily Hughes

<p><i>The Very Helpful Hedgehog</i> F Rosie Wellesley</p> <p><i>Funny Bones</i> F Allan Ahlberg</p> <p><i>Body / senses</i> NF <i>Paddington's Adventures</i> F Michael Bond</p> <p><i>The Queens Handbag</i> F Steve Antony</p> <p>Describe yourself and characters. Retell, act and sequence texts. Instruction writing Labels, captions</p> <p>Say out loud what they are going to write about. Compose a sentence orally before writing it. Spell using sounds they know. Begin to punctuate sentences, leaving spaces between words, use capital letters, full stops. Discuss what they have written with the teacher or other pupils.</p>	<p><i>Old Bear / Little Bear</i> lost F Jane Hissey (Author study)</p> <p><i>Lost in the Toy Museum</i> F David Lucas</p> <p><i>Old toys / Materials</i> NF <i>Christmas story</i> <i>Christmas poems</i> P</p> <p>Captions: speech and thought bubbles. Lost poster. Old toy questions, descriptions and captions. Sequence, plan, write a story. Thank you letter. Christmas poem.</p> <p>Build upon sharing writing with others. Begin to use conjunctions. Spell CEW (MA). Introduce question marks – ask questions at the museum. Sequence sentences to form short narratives.</p>	<p><i>Rotten and Rascal</i> F Paul Geraghty (Author study)</p> <p><i>First Big Book of Dinosaurs / Best book of dinosaurs</i> NF</p> <p>Descriptive egg / dragon poem Non chronological report / information fact file Plan, write and edit a story.</p> <p>Listen, join in and retell a story. Sequencing sentences to form short narratives Plan own story, edit and share with others. Re read what they have written to check it makes sense / edit. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use adjectives</p>	<p><i>Castles</i> NF <i>Jane and the dragon</i> TV series</p> <p><i>Easter / Spring texts</i> NF</p> <p><i>The Paper Bag Princess</i> <i>Look out, It's a dragon</i> <i>Dragon Post</i> Emma Yarlet</p> <p>Plan, write and edit a story. Descriptive dragon poem Instruction writing Develop vocabulary including adjectives and conjunctions. Edit more independently. Re-read what they have written to check that it makes sense. Spell using alternative sounds phase 4/5.</p>	<p><i>River Stories</i> NF Ashling Lindsay and Irene Montang</p> <p><i>Lazy Afternoon / Sensory stroll</i> P <i>Peru Texts</i> incl big book NF</p> <p><i>Yara's Tawari Tree</i> F Yossi Lapid</p> <p><i>A seed is sleepy</i> NF <i>Rainforest</i> NF Helen</p> <p>River adventure diary Plant diary Wisley Trip recount Amazon senses poems</p> <p>Use sentences to form short narratives, Apply all taught alternative sounds.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><i>The Rainforest Grew all around</i> F <i>Great Kapok tree</i> F / NF Lynne Cherry</p> <p>Non chronological report / information fact file Plan, write and edit a story. Rhyming jungle poem</p> <p>Use sentences to form short narratives, edit independently, look for misspelt words. Use exclamation marks, alternative punctuation.</p>
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	Begin to edit spellings with support (MA). ENSURE lots of ops for writing for MA to support GD!		Use conjunctions to join sentences.			
Y!	Little Wandle Autumn 1	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2
Y2	SUPERHEROES <i>Superworm</i> <i>Highway Rat</i> <i>Supertato (Reception Link)</i> <i>Traction Man</i> <i>Historical figure- Louis Braille- NF</i> <i>RE- Silver Lanterns& Golden Domes</i> <i>Cupcake writing, comparing characters, CR letter, Design and describe superhero, traction man story, recount of events. guide dog info</i> <i>Nouns, verb- past present tense, location of verbs in commands, statements</i> <i>CL- formation and how used, reminder FS, I, ?</i> <i>conjunctions- and because</i>	FIRE & ICE <i>The Snow Dragon</i> <i>Diaries</i> <i>Vlad and the GFoL</i> <i>NF- Great Fire of London</i> <i>Poetry- Firework, fire of London</i> <i>Firework safety instructions, poems</i> <i>Remembrance day</i> <i>Great Fire of London- diaries, key people, poetry</i> <i>The Snow Dragon- story writing</i> <i>NF- Artic explorers</i> <i>Christmas poetry</i> <i>Adjective, adverbs, noun phrase</i> <i>conjunctions- coordination</i>	ISLAND <i>Katie Morag</i> <i>Nim's Island</i> <i>RE- Sliver</i> <i>Lantern/Golden Domes</i> <i>KM- story writing, comprehension, character description, postcard home (tenses), riddles</i> <i>Stories by same author</i> <i>Nim's Island- descriptive writing</i> <i>Mosque recount</i> <i>Conjunctions- subordination, coordination</i> <i>Apostrophes- possession, Questions</i> <i>?, exclamation !</i> <i>Past present tense</i>	SPRING <i>Fairtrade Day</i> <i>Nim's Island</i> <i>Poetry</i> <i>Spring poems- Where my wellies take me</i> <i>Nim's writing- poetry, persuasive writing</i> <i>Adjective, adverbs, alliteration, in poetry</i> <i>Memorising and performing poetry, tenses</i> <i>Types of sentences</i> <i>Apostrophes- contraction</i> <i>Editing</i> <i>commas in lists</i>	THE WILD WOOD <i>NF British wildlife</i> <i>Information leaflets- butterfly</i> <i>Tuesday- GD</i> <i>Red Riding alternative stories</i> <i>Fairy stories and traditional tales.</i> <i>Owl Afraid of Dark or Hodgeheg</i> <i>Instruction writing</i> <i>Non chron texts</i> <i>Super sentence</i> <i>starter- incl adverbs</i> <i>Character description</i> <i>All Y2 punctuation including apostrophe</i> <i>contractions- spellings</i> <i>Types of sentences</i> <i>Editing</i>	SPACE <i>The Tear Thief</i> <i>NF-Moon landings- newspaper reports, planet research</i> <i>Bob: Man on the Moon</i> <i>Playscripts & Poetry</i> <i>Story writing- based on Tear Thief</i> <i>Research skills</i> <i>Newspaper reports</i> <i>Alien descriptions</i> <i>Books by same author</i> <i>Editing</i> <i>Suffixes- adjectives, adverbs, nouns</i> <i>Homophones, near homophones</i> <i>Editing</i>

	<p>Recognising simple recurring literary language in stories. Discussing their favourite words and phrases</p> <p>Writing narratives about personal experiences and those of others. Writing about real events.</p> <p>Planning what they are going to write about encapsulating what they want to say, sentence by sentence Learning how to use full stops, capital letters, exclamation marks, question marks. Learn about sentences with different forms: statement, question, command. Use of subordination (because) and co-ordination (and). How the grammatical patterns in a sentence indicate its function.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories. Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Learn about expanded noun phrases to describe and specify. Use of coordination (and or but)</p> <p>Writing poetry. Writing down ideas and/or key words, including new vocabulary</p>	<p>Discussing the sequence of events in books and how items of information are related. Discussing and clarifying the meanings of words, Linking new meanings to known vocabulary</p> <p>Learn about sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form Use of subordination (using when, if, that, or because).</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Planning or saying out loud what they are going to write about Learning how to use both familiar and new punctuation correctly.</p>	<p>Express views about a wide range of contemporary and classic poetry. Recognising simple recurring literary language in stories and poetry. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Use expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently including the progressive form Use some features of written Standard English</p> <p>Writing about real events writing poetry Re-reading to check that their writing makes sense. Read aloud work. Use both familiar and new punctuation</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways.</p> <p>Use the present and past tenses correctly and consistently including the progressive form. Use some features of written Standard English</p> <p>Writing narratives about personal experiences and those of others Writing for different purposes Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs are used correctly and consistently. Proof-reading to check for errors in spelling,</p>	<p>Being introduced to non-fiction books that are structured in</p> <p>Expanded noun phrases to describe and specify. some features of</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words and understand how nouns, adjectives and adverbs can be made from these suffixes.</p> <p>Write from memory simple sentences dictated by the teacher. Writing for different purposes writing narratives about personal experiences and those of others. Proof-reading to check for errors in spelling, grammar and punctuation.</p>
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			Use of suffixes in adjectives	correctly- commas for lists and apostrophes for contracted forms and the possessive	grammar and punctuation	
Y2	<p>Recap phonics from end of Year 1 Little Wandle Assessments</p> <p>j sound- j, g, ge, dge s sound- as a c silent letters- kn, gn, wr</p> <p>Tricky words- Year 1 recap selected Y2CEW1- after, because, old, cold, gold, hold, told, any, many, would, could should, class, grass, pass</p> <p>CLASS ASSEMBLY- speaking & Listening</p>	<p>L sound as -le, el, al, il I sound as a y + adding ing, es (y to i before adding es)</p> <p>Y2CEW2- wild, child, children floor, door, poor, people, money, Mr, Mrs, father, Christmas, again</p> <p>CHRISTMAS PLAY Speaking & Listening</p>	<p>Y to i before adding ed, er, est Dropping e before adding ing, ed, er, est, y Doubling consonant before adding ing, d, er, est, y</p> <p>Y2 CEW3- last, past, fast, find, mind, kind, behind, half, whole, most, hour, even, every, everybody.</p>	<p>Ee sound spelt ey then making plural Or sound as a if before l, ar after w Er sound as or after w U sound as o</p> <p>CEW Y24- great, break, steak, water, climb, only, both, eye, pretty, beautiful, sure,</p> <p>PERFORMANCE POETRY/Spring assembly- Speaking and Listening</p>	<p>Question words o sound as a after w or qu Sh sound as a s words ending in tion Suffixes- ful, ment, ness, less, ly Contractions</p> <p>CEW Y25- sugar, parents, plant, bath, path, who, clothes, move, prove, improve, busy</p>	<p>Homophones Compound words Months of year</p> <p>CEW recap</p> <p>LEAVERS PLAY Speaking & Listening</p>