



St Ursula's Catholic Primary School

English Writing & Reading Curriculum Map 2022-23

| | |
|----------------|--|
| Phonics | <p>As our pupils first start their reading journey at St Ursula's their initial focus is to develop their skills of decoding to aid their word reading. In EYFS children are taught read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately and they are also taught to read some common irregular words.</p> <p>As they progress into KS1 pupils are encouraged to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Children will continue to learn new grapheme-phoneme correspondences (GPCs) whilst consolidating those learnt earlier. In KS1 children should develop an understanding that the letter(s) on the page represent the sounds in spoken words and should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.</p> <p>Although decoding is still encouraged in KS2 this skill develops further and children are encouraged to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Whilst also being encouraged to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> |
| Reading | <p>Throughout their time at St Ursula's a love of reading is fostered across the key stages, with vast classroom libraries as well as whole school libraries in each building and a text focussed curriculum the children in St Ursula's are regularly exposed to a wide range of rich and exciting texts.</p> <p>During EYFS pupils are supported to discuss the stories they have heard giving their opinion. Children are encouraged to sequence, retell and role play the stories they have heard to further cement understanding. They are given the opportunity to enjoy rhyming and rhythmic activities whilst showing awareness of rhyme and alliteration. Using songs and nursery rhymes the children are encouraged to recognise rhythm in spoken words. Pupils are enabled to look at books independently recognising how to handle books carefully and hold books the correct way up turning the pages, knowing that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>In KS1 pupils are encouraged to participate in discussions about what is read to them, whilst taking turns and listening to what others say. Pupils are encouraged to explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. To develop their understanding pupils are encouraged to discuss the significance of the title and events of the story, making inferences based on what is being said and done by the characters.</p> <p>In KS2 pupils are encouraged to evaluate what they have read by predicting what might happen from details stated and implied. They are also taught to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Pupils are encouraged to ask questions to improve their understanding. As they become more confident readers pupils will be able to recommend books that they have read to their peers, giving reasons for their choices. They should be able to participate in discussions about books, building on their own and others' ideas and challenging views courteously providing reasoned justifications for their views.</p> |

| | |
|----------------|---|
| Writing | <p>In EYFS writing begins with the development of children's gross and fine motor skills, through being provided with a wide range of learning opportunities and environments such as messy play, water, sand and playdough children begin to develop the motor skills that will enable them to accurately hold a pencil and begin to make meaningful marks on paper. As this progresses the children will be able to give meaning to the marks they make as they draw, write and paint which will progress to them being able to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Children will use their phonic knowledge to write words in ways which match their spoken sounds and will also write simple sentences which can be read by themselves and others.</p> <p>As they progress to KS1 children will be taught to spell words containing each of the 40+ phonemes, segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. They will be enabled to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. With regards to handwriting children will be able to form lower-case letters of the correct size relative to one another and start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>In KS2 children will be encouraged to spell some words with 'silent' letters and continue to distinguish between homophones and other words which are often confused. They will be taught to use further prefixes and suffixes and understand the guidance for adding them. Whilst also being encouraged to use the first 3 or 4 letters of a word to look it up in dictionaries to check it's spelling and meaning. With regards to composition children will be taught to plan their writing noting and developing initial ideas, drawing on reading and research where necessary. They will be able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own whilst selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> |
| Grammar | <p>As our pupils' progress from initial mark making to forming simple sentences, they will be encouraged to use basic punctuation such as capital letters and full stops. In KS1 they will be taught to identify and use sentences with different forms such as: statements, questions, exclamations, and commands. As their writing progresses further children will be encouraged to use the present and past tenses correctly and consistently including the progressive form. They will further their knowledge of punctuation and will learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>During KS2 children will be taught to use the present perfect form of verbs in contrast to the past tense and will use the correct form of 'a' or 'an'. They will develop an understanding of fronted adverbials and will be taught how to use relative clauses accurately in their writing. The children will be encouraged to use devices in their writing to build cohesion, including adverbials of time, place and number and will develop an understanding of formal and informal language and when to apply it. The children will be taught about synonyms and antonyms and will be encouraged to use a thesaurus to identify these. As they reach the end of KS2 children should be able to use and apply a wide range of punctuation accurately and to further enhance the meaning of their piece, including using hyphens to avoid ambiguity and using semicolons, colons or dashes to mark boundaries between independent clauses.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|--|---|
| Nursery <i>(Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)</i> | What do I know about myself? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | What do we celebrate? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | What animals do I know? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | What grows around me? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | Who helps us? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | How do we travel? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) |
| Reception <i>(Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)</i> | What do I know about myself? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | Why are there so many leaves on the ground? Is Christmas the same everywhere? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | Is it winter everywhere? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | Who are the famous characters in my books? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | Who can I ask for help? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) | What can I do with water? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic) |
| Year 1 | Ruby's Worry by Tom Percival Beegu by Alexis Deacon The Three Little Pigs – A Traditional Tale | Dogger by Shirley Hughes Autumn Poems and Riddles Traction man by Mini Grey | Stick Man by Julia Donaldson Whatever Next by Jill Murphy Blown Away by Rob Biddulph | Paddington by Michael Bond The Queens Hat by Steve Antony The Magic London Bus Poem | Mrs Armitage on Wheels by Quentin Blake Cinderella – A Traditional Tale | The Storm Whale by Benji Davies A cloudy lesson Non-Fiction books about hot and cold countries. |
| Year 2 | Bubbles – Film Link The Colour Monster by Anna Llenas The Twits by Roald Dahl | On Sudden Hill by Linda Sarah Flat Stanley by Jeff Brown 'Twas the night before Christmas | Amazing Grace by Mary Hoffman Charlie and the Chocolate Factory by Roald Dahl | Traditional Tales Jack and the Beanstalk – A Traditional Tale | You Choose Fairy tales by Nick Sharratt George and the dragon by Christopher Wormell How to care for a Pet Dragon. | Mama Panya's Pancakes by Mary Chamberlin Handa's Surprise – Eileen Browne |

| | | | | | | |
|---------------|---|--|--|---|--|---|
| | | | | | | African animal Fact files. |
| Year 3 | Aesop's Fables By Michael Morpurgo (Fables/ Traditional Tales) | The Tunnel By Anthony Browne (Fiction) Stone Age Boy By Satoshi Kitamura (Non-Fiction/ Fiction) | The Iron Man By Ted Hughes (Science Fiction) | Cloud Tea Monkeys By Mal Peet & Elspeth Graham (Fiction – Other Cultures) | Greek Myths By Marcia Williams (Myths and Legends) | Empire's End A Roman Story By Leila Rasheed (Historical Fiction) |
| Year 4 | Catkin By Antonia Barber (Fiction - Fairytale) | The Christmasaurus By Tom Fletcher (Modern Fiction) | The 1000 Year Old Boy by Ross Welford (Fiction) | I Was There in 1066 by Jim Eldridge (Fiction) | Young Pele: Soccer's First Star By Lesa Cline-Ransome, James E. Ransome (Biography) | Bill's New Frock By Anne Fine (Playscript) |
| Year 5 | Secrets of a Sun King By Emma Carroll (Fiction) | The Highwayman By Alfred Noyes (Narrative Poetry) | Dragon Rider By Cornelia Funke (Fiction – Other Cultures) | Macbeth By Shakespeare (Fiction -Literary Heritage) | There's A Boy In The Girl's Bathroom By Louis Sachar (Modern Fiction) | Journey to Jo'Burg By Beverly Nadoo (Modern Fiction) |
| Year 6 | Kensuke's Kingdom By Michael Morpurgo (Fiction) | Silver Sword By Ian Serraillier (Fiction – Other Cultures) | Refugee Boy By Benjamin Zephaniah (Modern Fiction) | Rain Player By David Wisniewski (Fiction – Other Cultures) | Art That Changed The World By Dk Publishing (Non-Fiction) | Romeo And Juliet By Shakespeare (Fiction - Literary Heritage) |