



AREA OF LEARNING: English

Curriculum Map

EYFS

Speaking	<ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Writing	<ul style="list-style-type: none">- Write recognisable letters, both lower case and capital letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others.
Being imaginative and Expressive	<ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others,
Creating with materials	<ul style="list-style-type: none">- Make use of props and materials when role playing characters in narratives and stories.
Fine Motor Skills	<ul style="list-style-type: none">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

KS1**YEAR 1**

Pupils should be taught how words can combine to make sentences. They should be taught to join words and clauses using *and*. Sentences should be composed orally before writing it. Words should be separated with clear spaces. Sentences should be sequenced to form short narratives about personal experiences and those of others (real and fictional), real events, and poetry. They should add suffixes (-s, -es, -er, -ing and -ed) and the prefix -un.

Term	Definition and effect		
Sentence	Words that combine together to tell us something.		
Singular and plural	Words that denote the quantity of something.		
Question	A sentence that asks for more information – an answer.		
Punctuation	How to use it	Punctuation	How to use it
Capital letters	For names and the personal pronoun I	Full stops	To show where a sentence ends
Question marks	To show where a question ends	Exclamation Mark	Informal, to express strong emotion

YEAR 2

Pupils should be taught how to use subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*). Sentences should be sequenced to form narratives about personal experiences and those of others (real and fictional), real events, and poetry. They should add a range of suffixes (-er, -est in adjectives; -ly to turn adjectives into adverbs; formation of adjectives using -ful and -less; formation of nouns using -ness and -er). They should use present and past tense in their writing and the progressive form of verbs in the present and past tense to mark actions in progress (*she is drumming, he was shouting*). They develop their stamina for writing.

Term	Definition and effect
Noun / noun phrase	A naming word; identifies objects, ideas or feelings. <i>elephant: the naughty elephant; the elephant in the zoo</i>
Compound word	Words that are formed when two or more separate words are joined together.
Statement	A sentence that tells the reader a fact or idea.
Exclamation	A phrase introduced with <i>how</i> or <i>what</i> and demarcated with an exclamation mark. <i>How exciting! What a day!</i>
Command	A sentence that tells someone to do something, often used in instructions.
Verb	A doing or being word. <i>I run, I am, the boy is</i>
Adverb	A word that modifies a verb (<i>running swiftly</i>) or a whole sentence (<i>Unfortunately</i> it began to rain)
Adjective	A word that goes before a noun or after the verb <i>be</i> to tell us more about it. <i>the brown dog, the dog is brown</i>
Tense (past/present)	The choice of verb which tells us whether something happened in the past or present.
Suffix	A letter or a group of letters that goes at the end of one word to change it to another. <i>Cats, called</i>
Expanded Noun Phrase	A noun that has expanded with one or more adjectives. They are used for description and specification (the blue butterfly, plain flour)
Proper Nouns	A name used for a person, place or event that begins with a capital letter.
Alliteration	The use of two or more words that begin with the same letter.
Onomatopoeia	A word that is formed from the sound that it makes (cuckoo, sizzle).

Punctuation	How to use it	Punctuation	How to use it
Comma	To separate items in a list	Exclamation mark	Goes after an exclamation
Apostrophe	For contractions and singular possession		

LKS2

Pupils should be taught conventions of different writing styles in different genres. They should plan writing by discussing structure, vocabulary and ideas. They should assess their own writing through proofreading for errors and proposing changes to grammar and vocabulary to improve the effectiveness of their writing.

YEAR 3

Pupils should be taught the use of the forms a or an when next word starts with a consonant or a vowel.
They should be introduced to paragraphs as a way to group material and to use subheadings and headings as a way to aid presentation.

Term	Definition and effect
Preposition Prepositional Phrase	A word that tells you where or when something is in relation to something else. A group of words that indicate position (in the sky, next to the park)
Conjunction	A word used to connect two clauses or words together. Used to link ideas and to add to cohesion.
Subject	A noun, noun-phrase or pronoun who is the do-er or be-er of a clause.
Clause	A group of words that contain a subject and a verb . They often form sentences.
Phrase	A group of words that do not make sense on their own, usually lacking a verb.
Subordinate clause	A clause that gives us more information about another word/clause. They often start with a conjunction. Use the acronym I SAW A WABUB .
Coordinating conjunction	A conjunction that joins to main clauses together. Use the acronym FANBOYS (<i>for, and, nor, but, or, yet, so</i>).
Subordinating conjunction	A conjunction that joins a main and subordinate clause together. Use the acronym I SAW A WABUB (<i>if, since, as, when, after, before, until because</i>) to cover the most common.
Direct speech	Any words that are spoken by a character. It can be used to show and develop character. Speech always starts with a capital letter. “ <i>Speech with a CL P</i> ” Reporting Clause.
Vowels	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. <i>a e i o u</i>
Consonants	A consonant is a sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. All letters are consonants apart from <i>a e i o u</i>
Present perfect	The perfect form of a verb generally calls attention to the consequences of a prior event; for example, he has gone to lunch implies that he is still away, in contrast with he went to lunch.

Word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning. <i>teach – teaching, taught, teacher</i>		
Prefix	A letter or a group of letters that goes at the start of one word to change it to another. <i>automobile, superman</i>		
Simile	A simile describes something by comparing it to another thing, using the words as or like .		
Standard English	The expected use of words in English. <i>I did instead of I done</i>		
Syllable	A beat or a clap of spoken language.		
Rhythm	A regular repeated pattern of movement or sound.		
Punctuation	How to use it	Punctuation	How to use it
Inverted commas	To punctuate direct speech.	Comma	To separate direct speech and the reporting clause

YEAR 4

Pupils should be taught verb inflections (we were instead of we was) and the grammatical difference between plural and possessive –s. Noun phrases should be expanded by the addition of modifying adjectives, nouns and prepositions. Paragraphs should be organized around a theme.

Term	Definition and effect		
Determiner	A word that goes before a noun and modifies it. <i>an elephant, the park, many birds, two dogs</i>		
Pronoun	A word that replaces nouns in a sentence to avoid repetition. It can replace nouns that are previously mentioned (<i>it, he, she</i>) or nouns that are active participants (<i>you, I</i>)		
Possessive pronoun	Pronouns that are possessive. <i>Jack's pencil case – his pencil case, That cat is Sue's – that cat is hers.</i>		
Fronted Adverbial / Adverbial	An adverb or adverbial phrase that gives us more information about time, manner or place. Fronted adverbials go at the start of a sentence. <i>Quickly, Luchelle ran. In the morning, John woke up. At school, the children studied.</i>		
Synonym	Two words are synonyms if they have the same or similar meanings.		
Antonym	Two words are antonyms if they have opposite meanings.		
Main Clauses	A clause that can make sense on its own.		
Personification	Personification gives human traits to something that it not human (an object, the weather).		
Expanded Noun Phrases	Noun phrases that have been expanded with preposition phrases.		
Rhetorical Questions	A question used to make a point, rather than to get an answer.		
Punctuation	How to use it	Punctuation	How to use it
Comma	To separate a fronted adverbial and a clause; to separate adjectives in expanded noun phrases; to separate a subordinate clause opener and a main clause	Bullet points	To separate and draw attention to key points
Apostrophes	To mark plural possession. <i>The girl's name, the girls' name</i>	Colon	To introduce a list

UKS2

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. They should identify the audience and purpose for writing, and utilize a range of cohesive devices and vocabulary, organizational devices and vocabulary to accommodate this. They should continue to proofread for errors, including tense, and propose changes to vocabulary, grammar and punctuation to enhance their desired effect and clarify meaning.

YEAR 5

Pupils should be taught how to use a thesaurus with confidence and how to transform nouns and adjectives into verbs. They should also be taught the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing

Term	Definition and effect
Modal verb	A verb that indicates possibility or necessity. <i>might, should, will, must</i>
Relative pronoun	A pronoun that starts a relative clause. <i>who, which, that, whose</i>
Relative clause	A clause that begins with a relative pronoun and that immediately follows the things in which it is talking about. <i>I am impressed by the woman who climbed Mount Everest. The boy, who was very creative, wrote a breathtaking story.</i>
Parenthesis	A word, phrase or clause that offers explanation or additional information.
Direct speech	The use of a reporting clause in the middle of speech. “ <i>Speech with a CL P</i> ” Reporting Clause, “ <i>Speech P</i> ” “ <i>Speech with a CL P</i> ” Reporting Clause. “ <i>Speech with a CL P</i> ”
Cohesive devices/cohesion	Devices, including adverbials, pronouns and conjunctions, that allow writing to flow.
Formal	Language that consists of Standard English, with no contractions, that addresses a larger, unknown audience or someone who is senior
Informal	Language that represents spoken dialect, uses contractions and/or slang words. It is used to address friends.
Figurative language	Figurative language gives a meaning or creates an image that goes beyond literal meaning.
Personification	Where something that is non-human is given a human characteristic.
Metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar.
Ambiguity	A word or phrase that can have more than one meaning.

Repetition	The repeated use of a word or phrase for effect.		
Multi-clausal sentence (sentence of three)	The use of three main clauses in a sentence, with the first and second clause being separated by either a comma or a semi-colon. I glanced behind my back, placed one foot on to the ladder and took my first step on the moon.		
Punctuation	How to use it	Punctuation	How to use it
Brackets	To indicate parenthesis	Commas	To indicate parenthesis; to separate clauses in a multi-clausal sentence.
Dashes	To indicate parenthesis; to separate main clauses that are linked	Semi-colon	To separate main clauses that are linked

YEAR 6

Pupils should be taught the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone.

Term	Definition and effect		
Active and passive voice	Affects the presentation of information. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i>		
Subjunctive form	A form of writing to express what is wished, imagined or possible. Allows writing to be more formal. <i>If I were... Were I to come ...</i>		
Question tags	A short clause that turns a statement into a question. Allows writing to be more informal. <i>You've cooked dinner, haven't you?</i>		
Object	A noun, noun phrase or pronoun that comes after a verb and shows what the verb is acting upon.		
Cohesive devices	A device that helps writing to flow. Examples include effective use of conjunctions, fronted adverbials, use of repetition for effect.		
Present progressive	Verbs that indicate an ongoing action. <i>She is teaching.</i>		
Emotive Language	Language that is specifically used to evoke an emotional response from the reader.		
Punctuation	How to use it	Punctuation	How to use it
Colon	To separate main clauses that are linked for greater emphasis or cause and effect	Hyphen	To join words and avoid ambiguity
Ellipsis	To indicate a missing word or words; to use for dramatic effect		