

English Curriculum Map

| Nursery | Phonics | Reading | Mark Making |
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| Autumn Term | <p>Settling in. Developing Listening and Attention skills. Building a repertoire of Nursery Rhymes. Foundations for phonics: (See Bushfield Phonics Programme) <i>General Sound Discrimination:</i> Environmental Sounds Nursery Rhyme Week</p> <p>I can recognise different sounds in the environment. I can identify different animal sounds. I can sing songs and say rhymes independently.</p> | <p>I have favourite books. I can seek out favourite books, to share alone, with an adult or another child. I can pay attention and respond to the pictures or the words in a book. I can hold books the correct way up and turns pages. I can repeat words and phrases from familiar stories. I can fill in a missing word or phrase in a known rhyme, story or game. I can develop play around favourite stories using props. I can join in with rhymes and stories. I am beginning to sequence events in simple stories. I can name the different parts of a book including cover, title, author, page numbers. I understand books are organised into a sequence of pages. I know print has meaning. I am developing new vocabulary from sharing stories, poems and rhymes</p> | <p>I enjoy drawing freely I can use a dominant hand. I can make lines and circles. I can mark make with a variety of resources including paint, felt tips, pencil, crayons, chalk.</p> |
| Spring Term | <p>Foundations for phonics: (See Bushfield Phonics Programme) <i>General Sound Discrimination:</i> Instrumental Sounds <i>General Sound Discrimination:</i> Body Percussion Rhythm and Rhyme</p> <p>I can copy sounds, rhythms, tunes and tempo. I can identify different instrumental sounds.</p> | <p>I am beginning to make predictions about rhymes and stories. I can recognise my own name. I understand what a word is. I can count or clap the syllables in a word. I know print has different purposes. I know we read English from left to right and top to bottom. I can recognise familiar words/logos. I am developing new vocabulary from sharing non-fiction books</p> | <p>I can handle tools safely and with greater accuracy. I am beginning to use a tripod grip. I can give meaning to the marks I make whilst mark making. I am beginning to mark make within my role play. I can tell an adult what I have written. I can add some marks to my drawings, and give them meaning. I can make marks on my picture to stand for my name.</p> |

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| <p style="text-align: center;">Summer Term</p> | <p>Foundations for phonics: (See Bushfield Phonics Programme) Rhythm and Rhyme Alliteration Oral blending and Segmenting</p> <p>I can identify words that rhyme. I can suggest words that rhyme. I can recognise words that have the same initial sound. I know the initial sound of my name. I can orally segment and blend sounds in simple words.</p> | <p>I notice some print, such as the first letter of my name or a familiar logo. I can ask questions about a book. I can make comments and shares own ideas about books and stories.</p> | <p>I am beginning to write some letters accurately. I am beginning to write my own name independently. I am beginning to write labels using some recognisable letters.</p> |
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English Curriculum Map

| Reception | Spelling/Word | Sentence/Grammar/Punctuation | Handwriting |
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| Autumn Term | <p>Phase 2 phonics Phase 2 phonemes and graphemes. (See Bushfield Phonics Programme) Introduce Phase 2 phonics mat. Introduce the term digraph Initial Sounds CVC words Sound buttons Phoneme frames FS2 tricky words (Linked to Phase 2) Name Writing</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Think of a sentence. Say a sentence twice. Count the words in the sentence. Adult modelling including finger spaces/full stops/capital letters/tricky words. Emergent write a sentence encouraging sound talking. Introduce finger spaces with lollipop stick to support. Phase 2 captions. Phase 2 sentences.</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately.</p> |
| Spring Term | <p>Phase 3 phonics. (See Bushfield Phonics Programme) Phase 3 phonemes and graphemes. Introduce the term trigraph. Introduce Phase 3 phonics mat. Sound buttons/phoneme frames Phase 3 CVC words. Longer words, including those with double letters Words with -s/z in the middle Words with -es/z at the ed Words with -s/s and /z/ at the end Tricky words linked to Phase 3</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Emergent write sentences, using sound talking, phonics mats and tricky word mats. Phase 3 captions. Phase 3 sentences. Spaces Introduce full stops and capital letters.</p> | <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.</p> |

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| <p style="text-align: center;">Summer Term</p> | <p>Recap Phase 3 phonemes, graphemes, digraphs and trigraphs. Introduce Phase 4 phonics Sound buttons/phoneme frames Phase 4 <i>CVCC CCVC CCVCC CCCVC CCCVCC</i> words with short vowel sounds. Two syllable words. Words ending in suffixes -ing, -ed/t, -ed/id, -est Tricky words linked to Phase 4 Phase 3 long vowel graphemes with adjacent consonants <i>CVCC, CCVC, CCCVC, CCV, CCVCC</i> Words ending in suffixes: -ing, -ed/t/, -ed/id/, -ed/d/, -er, -est Longer words and compound words</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Phase 4 captions. Phase 4 sentences. Write sentences with capital letter, finger spaces and full stops. Write recognisable 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.</p> | <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Write recognisable lower case and capital letters, most of which are correctly formed.</p> |
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English Curriculum Map

| Year 1 | Spelling/Word | Sentence/Grammar/Punctuation | Handwriting |
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| Autumn Term | <p>Review Phase 3 and 4 Recap on Phases 2-4 tricky words- read and spell Introduce Phase 5 tricky words- read and spell Phase 5 graphemes (see Bushfield Phonics Programme) Naming the alphabet Recognise capital letters Use a capital letter mat Use of Magpie Board Use a <i>Tricky Word</i> mat (EYFS) Unscramble sentences Terminology- decode, encode, phoneme and grapheme, digraph, trigraph</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Editing tasks Adjectives for size and colour Say sentence twice - write it -say it back- check it makes sense. Read work aloud Capital letters Finger spaces Full stops Dictation</p> | <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Secure correct basic letter formation of all letters in these families:</p> <p>Starting with a downward line (l, i, u, t, y and j)</p> <p>Down, up and over (n, m, h, k, b, p and r)</p> <p>Assess and review</p> |
| Spring Term | <p>Phase 5 (see Bushfield Phonics Programme) Days of the week. Adding prefix un- Compound words Use a spelling book Use a <i>Tricky Word</i> mat (KS1) Adding suffixes <i>ed/ing/er/</i> to verbs with no change to root word. Split digraphs Vowel Short and long vowel sounds</p> | <p><i>Vocabulary relating to topic/ Quality Texts</i> Use of conjunction and to extend sentences. Use imperative verbs/Bossy Words Capital letters for names of people, places, days of week and I Question marks - question openers. Consistent spaces Check work makes sense Edit own work- Capital letters and Full stops</p> | <p>Secure correct basic letter formation of all letters in these families:</p> <p>Anti-clockwise (c, a, d, e, s, g, f, q and o)</p> <p>Other letters (z, v, w and x)</p> <p>Form the digits 0-9 correctly</p> <p>Assess and review</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term</p> | <p>Summer 1- revision/Phonic Screening Check (no new GPCs or tricky words). Summer 2- Final Phase 5 graphemes (See Bushfield Phonics Programme) Summer 2- Phase 5 tricky words. From spelling appendix- t with ch ve spelling rule n with k Division into syllables -unstressed sounds. Plurals adding s or es changing from singular to plural Adding suffixes er/est to adjectives with no change to root word.</p> | <p>Vocabulary relating to topic/ Quality Texts</p> <p>Use time adverbials Sequence sentences. Singular and plurals Exclamation marks. Conjunctions (greater use) Noun Phrases Past and present tense.</p> | <p>Begin to join pairs of letters using a slope join.</p> <p>Begin to join pairs of letters using a bridge join.</p> <p>(Best Handwriting for ages 6 - 7)</p> |
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English Curriculum Map

| Year 2 | Spelling/Word | Sentence/Grammar/Punctuation | Handwriting |
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| Autumn Term | <p>Revision of phase 5 from Year 1 Vowel Suffixes (see Bushfield Phonics Programme) Build words by adding the suffixes ing, ed, er to verbs where no change is needed to the root word (Revision from Y1) Build words by adding the suffixes er and est to adjectives where no change is needed to the root word (Revision from Y1) Spelling rules for changing the root word (double, drop or do nothing) More suffixes (see Bushfield Phonics Programme) Build words by adding s and es to words (plural of nouns and the third person singular of verbs) Build words by adding es to nouns and verbs ending in y Build words by adding ed, in, er and est to a root word ending in y with a consonant before it Build words by adding the suffixes ment, ful, less and ly</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Revision from Year 1 including:- Capital letters, full stops, question marks, exclamation marks Recognise the past tense Use coordinating conjunctions (and, or, but) Use time connectives (first, then, next) Recognise different types of words:- Nouns, adjectives Use of expanded noun phrases Use of commas in a list</p> | <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>Joining pairs of letters with a slope join (a, e, c, i, u, h)</p> <p>Joining pairs of letters with a bridge join (f, o, r, v, w)</p> |
| Spring Term | <p>Letter Strings (see Bushfield Phonics Programme) Words ending in le (table, apple, bottle, little, middle, bubble), el (camel, tunnel, level, model, squirrel, travel, panel), al (metal, pedal, capital, local, hospital, animal, central, final, royal) Words ending il (pupil, evil, pencil, fossil, nostril) Words ending tion (station, fiction, action, information, education) The sound spelt or after w (word, worm, work, worth, worse) The sound spelt ar after w (war, warm, warn, award) The sound spelt a after w (wand, watch, wash, squash, squad)</p> <p>Homophones Distinguish between pairs of homophones and near-homophones</p> | <p><i>Vocabulary relating to topic/Quality Texts</i> Use different types of sentences:- Statements, commands, questions, exclamations Use subordinating conjunctions (when, if, that, because) Recognise different types of words:- Verbs, adverbs</p> <p>Apostrophes for contractions Apostrophes to show possession</p> | <p>Joining pairs of letters with a slope join to tall letters.</p> <p>Joining pairs of letters with a bridge join to tall letters.</p> <p>Joining letters with a combination of slope and bridge joins e.g. cocoa</p> <p>Joining the letter e from a bridge join and from a slope join.</p> <p>Practise combinations of joins in words. (Best Handwriting for ages 7 - 8)</p> <p>'Pen licence' awarded for those demonstrating mastery in handwriting.</p> |

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| Summer Term | Revision of suffixes Build longer words by adding the prefixes un and dis | <i>Vocabulary relating to topic/Quality Texts</i> Use different types of sentences:- Statements, commands, questions, exclamations Recognise different types of words:- Nouns, verbs, adjectives, adverbs Use apostrophes to represent omission and possession. | |
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- **Key terminology and vocabulary explained explicitly.**