

Literacy Curriculum Map

This curriculum map outlines the genres studied by each class across the year. The order of the genres may change throughout the year, depending on a teacher's change in topic. The progression map then outlines the progression in skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	LABELS, LISTS, CAPTIONS AND SIGNS STORIES WITH FAMILIAR SETTINGS	POETRY - POEMS ON A THEME (NATURE) STORIES WITH REPEATING PATTERNS	TRADITIONAL TALES AND FAIRY-TALES POETRY – PATTERN AND RHYME	INFORMATION TEXTS STORIES FROM A RANGE OF CULTURES	INSTRUCTIONS POETRY – THE SENSES LETTERS	STORIES ABOUT FANTASY WORLDS RECOUNTS
Year 2	STORIES WITH FAMILIAR SETTINGS POETRY: PATTERNS ON A PAGE/SONGS AND REPETITIVE POEMS	TRADITIONAL TALES INFORMATION TEXTS	RECOUNTS INSTRUCTIONS POETRY: SILLY STUFF/HUMOROUS POEMS	STORIES BY THE SAME AUTHOR POSTCARDS AND LETTERS	EXTENDED STORIES-SIGNIFICANT AUTHORS INSTRUCTION/EXPLANATION TEXTS	POETRY – REALLY LOOKING NON CHRONOLOGICAL REPORTS
Year 3	STORIES IN FAMILIAR SETTINGS PERSUASIVE WRITING	PLAY SCRIPTS NON-CHRONOLOICAL REPORTS	ADVENTURE STORIES RECOUNTS	INFORMATION TEXTS POEMS POETRY: CREATING IMAGES	MYTHS AND LEGENDS PERFORMANCE POEMS	STORIES FROM OTHER CULTURES INSTRUCTIONS AND EXPLANATIONS
Year 4	POETRY: SHAPE POEMS ADVENTURE STORIES PLAY SCRIPTS	POETRY – IMAGERY POETRY RECOUNTS STORIES WITH HISTORICAL SETTINGS	POETRY: HUMOROUS POEMS EXPLANATIONS IMAGINARY WORLDS	MYTHS AND LEGENDS POETRY: PERFORMANCE NON-CHRONOLOGICAL REPORTS	SUSPENSE STORIES INFORMATION TEXTS PERSUASION	STORIES BY THE SAME AUTHOR (KING ARTHUR) POETRY: TRADITIONAL POETRY
Year 5	NON-CHRONOLOGICAL REPORT STORIES BY SIGNIFICANT AUTHORS	NEWSPAPERS 1 ST PERSON RECOUNT (DIARY) POETRY: CLASSIC NARRATIVE INSTRUCTIONS	AUTOBIOGRAPHIES AND BIOGRAPHIES MYSTERY STORIES EXPLANATION TEXTS	MYTHS AND LEGENDS PLAY SCRIPTS CLASSIC POETRY	INSTRUCTIONS AND EXPLANATIONS SCI-FI/FANTASY STORIES	STORIES FROM OTHER CULTURES (ADVENTURE STORIES) POETRY PERSUASIVE LETTERS
Year 6	STORIES BY CLASSIC AUTHORS INSTRUCTIONS/EXPLANATIONS CLASSIC POETRY LETTERS – EMOTIVE & PERSUASIVE NEWSPAPERS	PLAYS FANTASY STORIES ADVENTURE STORIES & DIARIES NON CHRONOLOGICAL REPORTS CLASSIC NARRATIVE POETRY	FLASHBACK STORIES NON CHRONOLOGICAL REPORTS BIOGRAPHIES NEWSPAPERS RECOUNTS IMAGERY POETRY STORIES FROM OTHER CULTURES - <i>CREATION STORIES</i>	STORIES FROM OTHER CULTURES POETIC STYLE- HAIKUS...	ADVENTURE STORIES BIOGRAPHIES & AUTOBIOGRAPHIES: DEBATE/STORY POETRY PERSUASION & ARGUMENTS RECOUNTS NON CHRO REPORTS	STORIES BY CLASSIC AUTHORS PLAYS SCRIPTS PERSUASION SLAM POETRY (TRANSITION)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones pell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plural use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

	<p>correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<p>letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task
Contexts for Writing		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to • write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, • selecting the appropriate form and using other similar writing as • models for their own • in writing narratives, considering how authors have developed • characters and settings in what pupils have read, listened to or • seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, • selecting the appropriate form and using other similar writing as • models for their own • in writing narratives, considering how authors have developed • characters and settings in what pupils have read, listened to or • seen performed
Planning Writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary • and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and • research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and • research where necessary
Drafting Writing	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding • how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere • and integrating dialogue to convey character and advance the 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding • how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere • and integrating dialogue to convey character and advance the • action

					<ul style="list-style-type: none"> • action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to • structure text and to guide the reader 	<ul style="list-style-type: none"> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to • structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvement • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • and suggesting improvements • proposing changes to grammar and vocabulary to improve • consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation • to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of • speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation • to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of • speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, • using appropriate intonation and controlling the tone and • volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate • intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate • intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated • information concisely 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated • information concisely

			<ul style="list-style-type: none"> including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility
Grammar(edit ed to reflect content in Appendix 2)	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es)• verb suffixes where root word is unchanged (-ing, -ed, -er)• un- prefix to change meaning of adjectives/adverbs• to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command• the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness)• sentence demarcation• commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation(edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> learning 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) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	<ul style="list-style-type: none"> letter, capital letter, word, singular, plural , sentence punctuation, full stop, question 	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, 	<ul style="list-style-type: none"> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter 	<ul style="list-style-type: none"> determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

	mark, exclamation mark	present) , apostrophe, comma	vowel, vowel letter, inverted commas (or 'speech marks')			
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