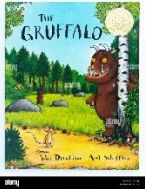
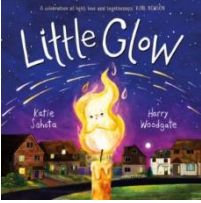
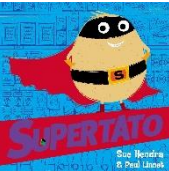
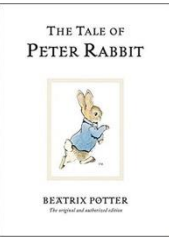
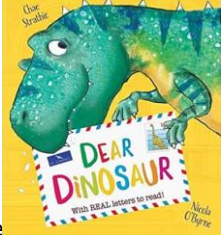
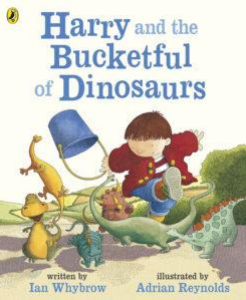
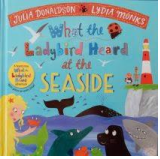
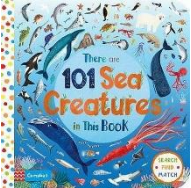
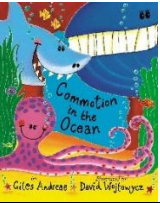
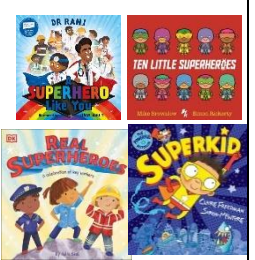
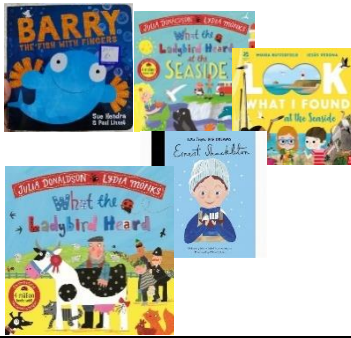


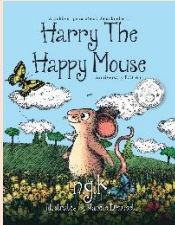
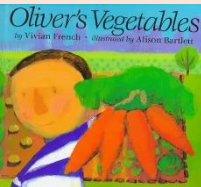
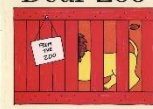
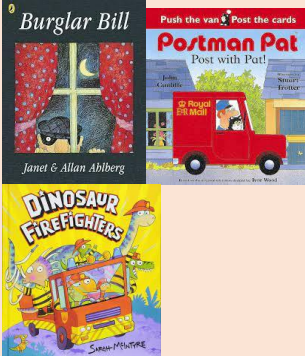
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KS1 Cycle A 2025-2026						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/1 Owls Cycle A 2025-2026	The wonderful world of Julia Donaldson Stories from the same author Narrative- Innovated story based on a plot pattern. mark making and name writing simple words or captions to label pictures from the story Non-fiction-Animal fact file Label animals. Oral presentation of a poem from Julia Donaldson	Let's Celebrate Non-Fiction: Information Texts/fact file about festival Fiction: Story as a Theme- innovate the story. Character description Poems: Poems on a Theme Winter poem Orally recite the poem Mini independent: Diary entry	Supertato Talk 1 Fiction:Story as a Theme-innovate the story Write cvc words/ captions for the pictures Using vegetables not from the story- create new characters using the real vegetables and write CVC words and captions. Poems: Poems on a Theme Write rhyming words Non-Fiction: Instructions on how to make jelly CVC words and captions for instructions.	Peter Rabbit Talk 1 Fiction: Classical stories Retell the story changing the character. Sequence parts of the story and write words/captions/ sentences. Non-Fiction: Information poster about author Debi Gliori and Beatrix Potter Writing emotion words/captions for character feelings e.g. happy, sad, upset etc. Poems: A poem about Peter Rabbit.	Dinosaurs Non-Fiction: Letters Writing letters with a scaffold to support Fiction: Write a story about a boy / girl who discovers 'bucketful of pets in the garden' Captions about a picture (the picture is pets around a garden). Shopping list (things to buy in a pet shop) Labels for pet shop animals.	Seaside Fiction: stories on a theme Create a plan of how to stop the men stealing the mermaids hair, Use the plan to write innovated version. Write captions of for characters- page 2. Write their own captions for characters and the sounds they make -new characters, not in the book. Non-fiction: Fact file Create a class book with fact files on each animal
	The Gruffalo  The Gruffalo's Child  Pick and mix poetry by Julia Donaldson-	Little Glow by Katie Sahota  Storm Whale by Oliver Jeffers 	Supertato by Sue Hendra  The Runaway Pea by KJartan Poskitt 	The Tale of Peter Rabbit by Beatrix Potter 	Dear Dinosaur by Chae Strathie  Harry and the Bucketful of Dinosaurs 	What the Ladybird Heard by Julia Donaldson  101 Sea Creatures by Rebecca Jones  Commotion in the Ocean by Giles Andreae

St Hubert's R.C. Primary School: English Mapping

						
Other Linking Texts	Other linking texts : 	Other linking texts 	Other linking texts 	Other linking texts 	Other linking texts 	Other linking texts 
Reception/1 Owls Cycle B 2026-2027	All About Me (Harry the Happy Mouse) Talk 1 Narrative- Innovated story based on a plot pattern. Retell the story with puppets and small world characters. mark making/ name writing/initial sounds/cvc words Non-fiction- An information poster focussed on an animal. Listening and retelling (verbal) Rhyming words Innovated poem based on a structure	Autumn into Winter Narrative- sequencing and retelling Sequencing the pictures in 'The Snowman' of how to make a Snowman. Make their own Snowman out of playdough (snow if it snows)-Take pictures CVC words/captions Non-fiction- instructions After planting an acorn-Write instructions of how to plant an acorn. Write instructions of how to make a snowman Non-fiction- labelling and lists CVC words/captions Non-fiction- letters Instructions	How to train a train Talk 1 Fiction Innovated story. Non-fiction- lists, passports, labels, captions of visitors. CVC words /labels/captions for pictures from the story.	Growing Narrative- writing simple sentences/ Storybooks. Sunshine Writing. Non-fiction- Instructions, labels. Writing Instructions: how to grow Mr Grasshead	Fairytales Narrative- Innovate the setting or character. (The Enormous Turnip). Re-write the story (The Three Billy Goats Gruff) Captions/sentences for pictures. Writing simple sentences/sequencing and retelling. Character Description/Wanted Posters (Little Red Riding Hood) Non-fiction- letter writing sorry for stealing (Jack and the Beanstalk) Letter writing.reply to the Giant (Jack and the Beanstalk)	People Who Help Us Narrative- Story sequencing with complex sentences Fiction Innovated story Sunshine Writing Non fiction- Posters about visitors. Captions/sentences. Rhyming words

St Hubert's R.C. Primary School: English Mapping

	Harry the Happy Mouse  Hickory Dickory Dock- Nursery Rhyme	The Oak Tree Jack Frost The Snowman Camouflage (Big Book) pages 14-17 for a nonfiction labelling writing outcome. Across Ice and Snow (big book) 	How to Train a Train Unit Talk Programme  5 mini units Creating Interest- Information text for looking after pets	Bugs Club- Grow a flower- writing outcome instructional writing. Fiction: Stories with Familiar settings  Non-Fiction: Persuasion Dear Zoo  Poems: Poems Performance Animals	3 little pigs Little Red Riding Hood/Little Red Goldilocks (Social, moral- what she right to go in?) Various versions.	Burglar Bill Postman Pat Firefighter Dinosaurs. 
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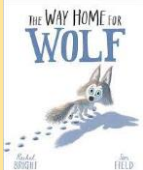
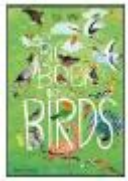
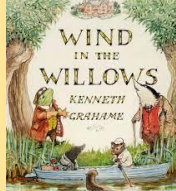
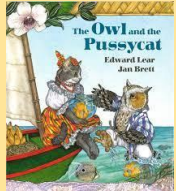
Progression of Skills in EYFS

Making Marks	I explore making marks, but I do not communicate meaning. Random scribbling	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing	I write letters with spaces between them to resemble the idea of words.	I copy words that I see in the environment around me. I often do not know what the words say.
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.	I can spell out and write down vc cvc words by matching letters and sounds,	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Common Exception Words Adjacent consonants Alternative graphemes Split digraphs
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it.	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.	Begins to be readable to others. Start to put finger spaces between my words and to use known words. I start to read my sentence.	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.		

St Hubert's R.C. Primary School: English Mapping

Phonics segmenting	Phase 1 - Segment VC words orally e.g. at, it, in, up, - Segment CVC words orally e.g. top, run, bed, rat, Phase 2 - Segment and write VC words using grapheme s, a, t, p, i, n - e.g. at, in, is, it - Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip - Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap - Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack - Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill		Phase 3 - Segment CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick - Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song - Segment CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good - Segment CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil - Segment CV, CVV and CVC words using all above and ear, air, ure,er e.g. hear, fear, chairs, sure, cure, shower, tower		Phase 4 - Segment CVCC words using all graphemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast - Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet - Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch - Segment words with more than one syllable e.g. turnip, sister, cooking	
Progression of skills in Year 1						
	- Rhyming words. - Separate words with spaces. - Full stops. - Capital letter for the personal pronoun 'I'. - Simple sentence which makes sense. Question marks.	- Question marks. - Concept of a sentence. - Full stops and capital letters. - Suffix ed. - Use the joining word and to link words in sentences.	- Separate words with spaces. - Capital letters and full stops to demarcate simple sentences. - Capital letters for names of people, places and days of the week. Compound sentences using the joining words 'and' and 'but'.	- Exclamation marks. - Use the joining word and to link clauses. - Use the joining word but to link words. Capital letters for names	- Write sentences including the joining word 'and'. - Separate words with spaces of a consistent size. - Use capital letters and full stops to demarcate simple sentences. - Use capital letters for names of people, places, days of the week and the personal pronoun I. - Compound sentences using the joining words 'and', 'but' and 'or'.	- Joining words and but or. - Common exception words. - Exclamation marks. - Editing common errors. - Sufiixes er and est.
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/ 2 Hawks Cycle A 2025-2026	The Way Home For Wolf Bridging Unit Fiction-Story as a theme – integrated unit Innovated story with a different character. Make predictions. Non fiction- Diary Entry	The Jolly Postman Fiction- Recount Non Fiction-Letter writing.	The Owl Who Was Afraid of the Dark Talk 2 Story as a Theme Non-chronological reports -nocturnal animals	The Highway Rat Fiction-innovated story. Poem- oral presentation of a poem. Poem on a theme with a free verse structure. Non-fiction Information page.	Alice In Wonderland Fiction- innovated story Diary Entry	Aladdin Talk 2 Integrated Unit Story as a Theme 6 weeks Persuasive poster Diary writing

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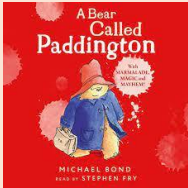
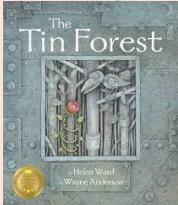
	2024-2025 The Way Home for Wolf -Bridging Unit 	The Jolly Postman	The Owl Who Was Afraid of the Dark 	The Highway Rat	Alice in wonderland	Aladdin- Disney 
Year 1/ 2 Hawks Cycle B 2026-2027	The Pirates Next Door Fiction Innovated story-change the place Great Harwood Non fiction Letter writing	The Great Fairytale Disaster Talk 2 Fiction Traditional Tales with a twist Innovated story-Character profile changing the character Diaries Non fiction Instructions from Healthy Humans LPDS Unit.	Lost and Found Fiction Write a story with different animals Non-fiction Non Chronological report on Emperor Penguin	Amazing Birds Talk 2 Fiction Story as a Theme Non-fiction Persuasion-leaflets Non-chronological reports Riddles	No-Bot the Robot Fiction Innovated version using a different body part. Non-fiction Instructions on how to make a robot Poem-orally saying a poem	The Wind in the Willows Fiction Animated Classics Writing predictions Role on the wall Diary writing Innovated story Non-fiction Explanation Texts Poem-orally rehearsing the poem
	The Pirates Next Door	The Great Fairytale Disaster 	Lost and Found	Amazing Birds 	No-Bot the Robot	Classic Stories The Wind in the Willows The Owl and the Pussycat  
Progression of skills in Year 1	• Rhyming words. • Separate words with spaces. • Full stops. • Capital letter for the personal pronoun 'I'.	• Question marks. • Concept of a sentence. • Full stops and capital letters. • Suffix ed. • Use the joining word and to link words in sentences.	• Separate words with spaces. • Capital letters and full stops to demarcate simple sentences. • Capital letters for	• Exclamation marks. • Use the joining word and to link clauses. • Use the joining word but to link words. • Capital letters for names	• Write sentences including the joining word 'and'. • Separate words with spaces of a consistent size. • Use capital letters and full stops to demarcate simple sentences.	• Joining words and but or. • Common exception words. • Exclamation marks. • Editing common errors. • Suffixes er and est.

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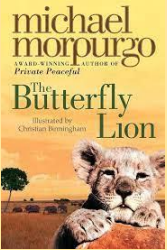
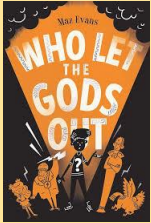
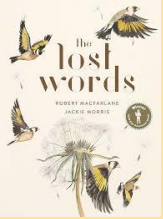
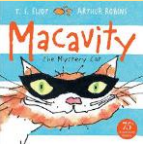
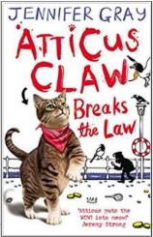
	- Simple sentence which makes sense. - Question marks.		- names of people, places and days of the week. - Compound sentences using the joining words 'and' and 'but'.		- Use capital letters for names of people, places, days of the week and the personal pronoun I. - Compound sentences using the joining words 'and', 'but' and 'or'.	
Progression of skills in Year 2	- Write and punctuate simple and compound sentences using the joining words and and but. - Use sentences with different forms: questions and exclamations. - Secure the use of full stops, capital letters, exclamation marks and question marks. - Use subordination for time using <i>when</i> - Use subordination for reason using <i>because</i> - Use the subordinating conjunction <i>that</i>.	- Use verbs to complete sentences. - Use the progressive form of verbs in the present tense, to mark actions in progress. - Use past tense accurately for narratives, recounts and historical reports. - Use nouns to complete sentences. - Effectively use adjectives. - Use adverbs to complete sentences.	- Write and punctuate simple and compound sentences using the joining words so and or. - Write statement and command sentences. - Improve writing using full stops, capital letters, exclamation marks and question marks. - Use commas when writing a list. - Write sentences using the words before and after in the middle. - Write sentences with the words before and after at the beginning. - Use the present tense correctly.	- Write sentences using the word if in the middle - Write sentences using the word if at the beginning - Write sentences using the word that in the middle - Use verbs. - Use nouns and noun phrases appropriately. - Use adverbs.	Use the joining words and, but, so and or. - Write statement, question, command and exclamation sentences. - Use capital letters, full stops, question marks and exclamation marks. - Use commas when writing lists - Use apostrophes to show where letters are missing in words - Use apostrophes to show when something belongs to someone. - Write sentences using the words when, before and after in the middle. - Write sentences with the words when, before and after at the beginning.	- Write sentences using the words because and if in the middle. - Write sentences with the words because and if at the beginning. - Write sentences using the word that in the middle - Use verbs in the present tense and past tense

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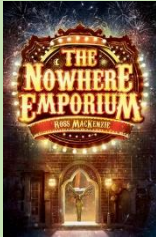
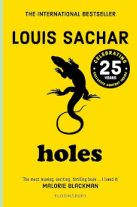
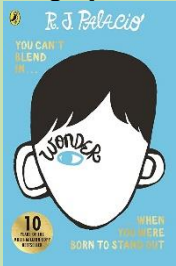
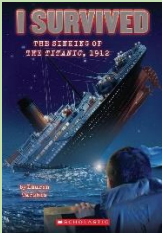
Key Stage 2

KS2 Cycle A 2025-2026						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3 2025-2026	Adventure Story Leaflets/Info booklets Innovated narrative based on a model Information leaflet/guide -	Folk Tales Instructions Recount:Letters 5-6 weeks Innovated outcome of a folk tale based on a model Letters and Instructions-2 weeks Recount: Letter in role Instructions	Folk Tales Non-chronological reports A character description Letter Innovated narrative.	Information Texts In-fold Leaflets/booklets Tri-fold information leaflets about Roman Britain	Story as a theme Narrative historical stories	Narrative Poetry 5-6 weeks Narrative stories inspired by poetry Persuasive letters
	Modelled and independent short writing opportunities					
	Character descriptions Diary entries Predictions Alternative endings to chapters Letters/postcards Descriptions of objects Paragraphs including dialogue	Diary entries Role on the wall/ character profiles Menus	Folk Tales Non-chronological reports	Job application Blackout poem Top Trumps card Talk Like an Expert documentary/script	Artefact Session True? Say why Impressions of leaders/ characters Boudicca's Speech Character profiles Top Trumps cards Celtic Warrior poem/ song/ speech Magazine interview Prepositions song	CSI report Menus Dream/daydream
	A Bear Called Paddington Bridging Unit London 	Greenling by Levi Pinfold The Night Gardener by The Fan Brothers The Green Children of Wolf Pit – website and film examples The Green Children by Kevin Crossley-Holland A story written by Nicola Martin (English Consultant) based on the folk tale  	The Tin Forest Recycling 	Romans-Non-fiction Talk Three resources	Romans -Narrative Talk Three resources	The Spider and the Fly Classic Text 
	- Subordination for time - Commas to demarcate clauses	- Commas to demarcate clauses - Complex sentences using a range of conjunctions, e.g., <i>when, if,</i>	- complex sentences using a range of conjunctions e.g. <i>if, although, so.</i> comma to separate clauses in complex sentences where the subordinate clause	Complex sentences using a range of conjunctions, e.g., <i>when, if, because,</i>	Select, generate and effectively use adverbs e.g., <i>soon, suddenly, silently.</i>	- Inverted commas - Adverbs

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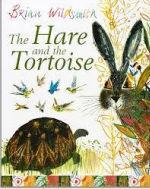
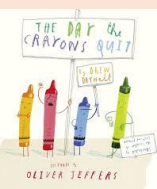
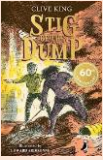
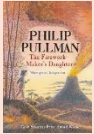
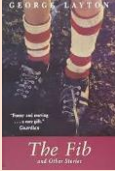
	- Complex sentences using a range of conjunctions - Noun phrases - Vocabulary banks - Inverted commas - Statements, questions, exclamations - Main and subordinate clauses - Compound words - Determiners a and an	<i>because, although, while, since, until, before, after, so, as</i> Inverted commas Determiners a and an	appears first prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> adverbs e.g. <i>first, soon, next, later, yesterday, now,</i> - perfect form of verbs using <i>have</i> and <i>has</i>	<i>although, while, since, until, before, after, so, as</i> Main and subordinate clauses Commas to demarcate clauses	- Create sentences with fronted adverbials for when and where (Y4). - Identify, select, generate and effectively use prepositions for where e.g., <i>above, beneath, within, outside, beyond.</i>	
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 4 2025-2026	Novel as a Theme Write another chapter from Bertie's point of view. Non-Chronological Reports about an African animal. Produce a character profile for Monsieur Merlot.	Issues and Dilemmas Write a another chapter in the life of the Borrowers with a dilemma Persuasion Design an advertisement poster or leaflet for a shrinking potion. Independent – Design their own potion and create a leaflet/poster to advertise it. Poems with a Structure- Magic poem	Fantasy Stories Explanations Independent writing innovation based on the plot structure.	Folk Tales Magazine: information Text	Poems with a structure Write a poem based on a poem from the text. Stories with a theme Write an alternative story-change the water animal.	Talk Four Classic Narrative Poetry and Journalism <i>Poetry reading response and performance</i> <i>Recount:News Broadcast</i> <i>Recount:Newspaper Articles</i>
	Modelled and short writing opportunities					
	Character descriptions. Non-chron reports about different animals.		Blending character and setting in an opening		Explanation text on rivers.	Newspaper Modelled/Independent Victim Report Modelled imitation write Independent imitation write. Recount News Broadcast (Modelled Write) Recount News Broadcast (Independent Write) Poetry Performance
	Bridging Unit The Loch Ness Monster 6-7 weeks 	M. Morpurgo-The Butterfly Lion 	Alice in Wonderland 	Who Let the Gods Out-Maz Evans 	 The Lost Words. Water, water everywhere by James Casey Poem	 <i>Atticus Claw Breaks the Law- to be read as the class novel alongside the unit. Great use of the apostrophe in this text.</i> 
	Create complex sentences with adverb starters, e.g. <i>Silently</i>	Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i>	Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour</i>	Use nouns for precision, e.g. <i>burglar</i> rather than	Create sentences with fronted adverbials for where, e.g. <i>In the</i>	Complex sentences with adverb starters,

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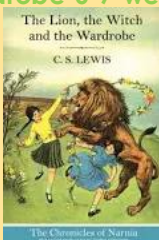
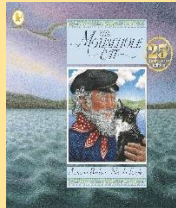
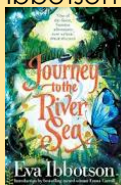
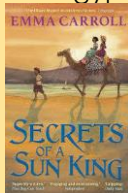
	<i>trudging through the snow</i> - Use commas to mark clauses in complex sentences. - Use commas after fronted adverbials. 5. Demarcate complex sentences using commas in order to clarify meaning. - Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' - Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> - Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i>	- Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> - Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later, nearby, secondly.</i> - Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> - Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill..</i> - Create complex sentences where the relative pronoun is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>	<i>guide announced, "Be back here at four o' clock."</i> - Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> - Identify, select and effectively use pronouns. - Create and punctuate complex sentences using <i>ed</i> opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> - Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> - Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> - Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i>	<i>man, bungalow rather than house.</i> - Explore, identify, collect and use noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> - Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> - Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must.</i> - Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. - Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.	<i>distance, a lone wolf howled.</i> - Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> - Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was. I was</i> instead of <i>I were, I did</i> instead of <i>I done. She saw it instead of she seen it.</i> - Use apostrophes for singular and plural possession, e.g. <i>the dog's bone and the dogs' bones.</i>	- Commas to mark clauses in complex sentences. - Commas after fronted adverbials. - Main and subordinate clauses - Conjunctions and commas - Fronted adverbials and commas - Adverb starters and commas - Commas in a list - Noun phrases - Expanded noun phrases - Apostrophes for singular and plural possession
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 5 2025-2026	Fantasy Stories Hybrid Texts Persuasion / Non-Chronological Report	Biography Myths	Stories with historical setting Newspaper Reports Classic Poetry integrated unit	Novel as a theme Explanation Texts Poems with a structure	Novel as a theme – narrative, discussion and debate, poetry.	Stories from other cultures Playscripts
	Bridging Unit Nowhere Emporium  Linked text – Leon and the place between	Bridging Unit Goodnight Mr Tom-  Linked texts – Carrie's War, Narnia, The Skylarks War, War Poems Literacy Shed- Piano 	Holes  Persuasion – Palm Oil The lost words - Poetry	Wonder (Push pack must be taught) 	Flashbacks-I survived the sinking of the Titanic 1912 – Lauren Tarshis. 	Talk Programme Jabberwocky
	- Use devices to build cohesion between paragraphs in narrative. - Identify in texts, semi-colons which are used to mark the boundary between independent clauses.		- Use devices to build cohesion between paragraphs in persuasive texts. - Identify and use semi-colons to mark the boundary between independent clauses.		Use devices to build cohesion between paragraphs in discursive and explanatory texts.	

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	- Identify the subject and object of a sentence. - Identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause. - Identify and use colons to introduce a list. - Punctuate bullet points consistently. - Use subjunctive forms in formal speech and writing, focusing on wish and <i>if</i>- clauses. - Select vocabulary and language effects which are appropriate for my audience and purpose - Select vocabulary and language effects for precision and impact. - Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. - Blend action and dialogue within sentences and paragraphs to convey character and advance the action. - Explain the use of different sentence structures. - Improve sentences and short texts prepared by the teacher and to discuss effects created. - Use synonyms and pronouns to build cohesion within and across paragraphs. 5.Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that, - Create complex sentences where the relative pronoun is omitted, e.g. Tina, standing at the bus stop, pondered the day ahead. - Create and punctuate complex sentences using ed opening clauses. - Create and punctuate complex sentences using ing opening clauses. - Create and punctuate sentences using simile starters. - Demarcate complex sentences using commas in order to clarify meaning.	- Identify and discuss the active and passive voice in narrative writing. - Identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. - Identify and use semi-colons within lists. - Identify, collect and use subjunctive forms within formal speech and writing, focusing on requests. - Identify, collect and use vocabulary typical of formal and informal speech and writing. - Blend action and description within sentences and paragraphs to convey character and advance the action. - Discuss the effects created by different sentence structures. experiment with different effects by changing sentence types and structures in my own writing. - Use devices to build cohesion within and across paragraphs in narrative writing. - Use commas to avoid ambiguity. - Identify and use commas to indicate parenthesis. - Identify and use brackets to indicate parenthesis, e.g. in formal writing. - Identify and use dashes to indicate parenthesis, e.g. in less formal writing. - Link ideas across paragraphs using adverbials for time.	- Edit and improve my own writing by using semi-colons to mark the boundary between independent clauses. - Identify active and passive voice and discuss its use in a variety of contexts. - Identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. - Explain and demonstrate how hyphens can be used to avoid ambiguity. - Edit and improve my own formal writing and speech by using subjunctive forms. - Select and discuss the appropriate register for formal and informal purposes. - Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. - Consciously control the use of different sentence structures for effect when writing and editing. - Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns and synonyms. - Find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing. - Use devices to build cohesion within a paragraph. - Use ellipsis to link ideas between paragraphs. - Use repetition of a word or phrase to link ideas between paragraphs. - Use expanded noun phrases to convey complicated information concisely. - Explore, collect and use modal verbs to indicate degrees of possibility. - Explore, collect and use adverbs to indicate degrees of possibility.
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KS2 Cycle B 2026-2027						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3 2026- 2027	Fables Persuasion: letters	Story as a theme Discussion and debate Poems with a Structure – Haiku	Mystery NF – Non chronological reports	Novel as a theme Recount: Diaries	Stories with fantasy settings Explanations - The Shirt Machine Classic poetry	Stories with issues and dilemmas Persuasion Poems on a Theme
	The Hare and the Tortoise The Day The Crayons Quit  	Stig of the Dump Uniform vs Non uniform Haiku 	The Thing in the Basement The Water Cycle 	The Iron Man The Lighthouse 	The Firework Maker's Daughter The Shirt Machine 	Balaclava Story – The Fib  Adverts Blackout poems
	- Subordination for time - Commas to demarcate clauses	Commas to demarcate clauses	complex sentences using a range of conjunctions e.g. <i>if, although, so.</i>	Complex sentences using a range of	Select, generate and effectively use	- Inverted commas - Adverbs

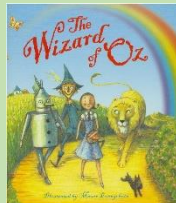
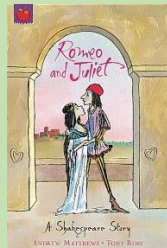
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	- Complex sentences using a range of conjunctions - Noun phrases - Vocabulary banks - Inverted commas - Statements, questions, exclamations - Main and subordinate clauses - Compound words - Determiners a and an	- Complex sentences using a range of conjunctions, e.g., <i>when, if, because, although, while, since, until, before, after</i>, so, as - Inverted commas - Determiners a and an	comma to separate clauses in complex sentences where the subordinate clause appears first prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. adverbs e.g. <i>first, soon, next, later, yesterday, now</i>, - perfect form of verbs using <i>have</i> and <i>has</i>	conjunctions, e.g., <i>when, if, because, although, while, since, until, before, after</i>, so, as - Main and subordinate clauses - Commas to demarcate clauses	adverbs e.g., <i>soon, suddenly, silently</i>. - Create sentences with fronted adverbials for when and where (Y4). - Identify, select, generate and effectively use prepositions for where e.g., <i>above, beneath, within, outside, beyond</i>.		
Class	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 4 2026- 2027	Classic Narrative	Or 3-4 Weeks Information text: article for a children's magazine	Narrative- Legends	Animal Stories	Classic Poetry	Stories from Other Cultures	Novel as a Theme
	Non-Chronological report	Information text: infographic for a children's magazine	Report writing	Explanations	Issues and dilemmas	Debate	Recount – Newspaper report
		3-4 weeks Story based on a plot pattern linked to the Loch Ness Monster theme	Poems with a Structure		Magazine: information Text		Poetry
	Bridging Unit The Lion, the Witch and the Wardrobe 6-7 weeks 		Legend of Gelert Poems with a structure (Kennings)	The Mousehole Cat 	The Balaclava Boy or A Matter of Loaf and Death	Journey to the River Sea by Eva Ibbotson 	Secrets of a Sun King by Emma Carroll The Egyptian Rap 
	Create complex sentences with adverb starters		Create sentences with fronted adverbials for	Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour</i>	Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>,	Create sentences with fronted adverbials for	Complex sentences with adverb starters,

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	• Use commas to mark clauses in complex sentences. • Use commas after fronted adverbials. • 5. Demarcate complex sentences using commas in order to clarify meaning. • Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> • Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i>	where, e.g. <i>In the distance, a lone wolf howled.</i> • Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> • Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later,</i> • <i>nearby,</i> • <i>secondly.</i> • Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> • Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that,</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill..</i> • Create complex sentences where the relative pronoun is	• <i>guide announced, "Be back here at four o' clock."</i> • Identify, select and use determiners including: - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> • Identify, select and effectively use pronouns. • Create and punctuate complex sentences using <i>ed</i> opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> • Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i> • Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> • Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i>	<i>bungalow</i> rather than <i>house.</i> • Explore, identify, collect and use noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> • Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> • Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must.</i> • Use suffixes – <i>ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.	where, e.g. <i>In the distance, a lone wolf howled.</i> • Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> • Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were instead of we was, I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i> • Use apostrophes for singular and plural possession, e.g. <i>the dog's bone and the dogs' bones.</i>	• Commas to mark clauses in complex sentences. • Commas after fronted adverbials. • Main and subordinate clauses • Conjunctions and commas • Fronted adverbials and commas • Adverb starters and commas • Commas in a list • Noun phrases • Expanded noun phrases • Apostrophes for singular and plural possession
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		omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>				
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 5 2026-2027	Novel as a theme Explanations Poems with imagery	Recount: Biographies Narratives- Descriptive writing- setting	Classic Fictions – Classic Narrative Poetry	Older Literature Narrative: Retelling with Language from the Text Select from: Narrative: Retelling with Language from the Text Persuasion: Adverts Poetry: Acrostic Poetry: Perspectives Poetry: Song Lyrics Recount: Letters Recount: Diaries Narrative: Cartoon/Storyboard Discussion and Debate Recount: Newspaper Articles	Narrative: Story Endings Persuasion: Adverts Non-Chronological Reports	Narrative- Stories with flashbacks 1st Person Narrative: Diaries
	Hugo Cabret Remembrance Poems 	Talk Programme- Biography Unit 4-6 weeks Alma- Literacy Shed 1-2 weeks 	Talk Programme - Wizard of Oz- 5-6 weeks 	Talk Programme- Romeo and Juliet 5-6 weeks 	Talk Six- The Lion and Albert  Literacy Shed-Rock, Paper, Scissors.	

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	• Use devices to build cohesion between paragraphs in narrative. • Identify in texts, semi-colons which are used to mark the boundary between independent clauses. • Identify the subject and object of a sentence. • Identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause. • Identify and use colons to introduce a list. • Punctuate bullet points consistently. • Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if</i>- clauses. • Select vocabulary and language effects which are appropriate for my audience and purpose • Select vocabulary and language effects for precision and impact. • Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. • Blend action and dialogue within sentences and paragraphs to convey character and advance the action. • Explain the use of different sentence structures. • Improve sentences and short texts prepared by the teacher and to discuss effects created. • Use synonyms and pronouns to build cohesion within and across paragraphs. • 5.Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that, • Create complex sentences where the relative pronoun is omitted, e.g. Tina, standing at the bus stop, pondered the day ahead. • Create and punctuate complex sentences using ed opening clauses. • Create and punctuate complex sentences using ing opening clauses. • Create and punctuate sentences using simile starters. Demarcate complex sentences using commas in order to clarify meaning.	• Use devices to build cohesion between paragraphs in persuasive texts. • Identify and use semi-colons to mark the boundary between independent clauses. • Identify and discuss the active and passive voice in narrative writing. • Identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. • Identify and use semi-colons within lists. • Identify, collect and use subjunctive forms within formal speech and writing, focusing on requests. • Identify, collect and use vocabulary typical of formal and informal speech and writing. • Blend action and description within sentences and paragraphs to convey character and advance the action. • Discuss the effects created by different sentence structures. experiment with different effects by changing sentence types and structures in my own writing. • Use devices to build cohesion within and across paragraphs in narrative writing. • Use commas to avoid ambiguity. • Identify and use commas to indicate parenthesis. • Identify and use brackets to indicate parenthesis, e.g. in formal writing. • Identify and use dashes to indicate parenthesis, e.g. in less formal writing. Link ideas across paragraphs using adverbials for time.	• Use devices to build cohesion between paragraphs in discursive and explanatory texts. • Edit and improve my own writing by using semi-colons to mark the boundary between independent clauses. • Identify active and passive voice and discuss its use in a variety of contexts. • Identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. • Explain and demonstrate how hyphens can be used to avoid ambiguity. • Edit and improve my own formal writing and speech by using subjunctive forms. • Select and discuss the appropriate register for formal and informal purposes. • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. • Consciously control the use of different sentence structures for effect when writing and editing. • Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns and synonyms. • Find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing. • Use devices to build cohesion within a paragraph. • Use ellipsis to link ideas between paragraphs. • Use repetition of a word or phrase to link ideas between paragraphs. • Use expanded noun phrases to convey complicated information concisely. • Explore, collect and use modal verbs to indicate degrees of possibility. • Explore, collect and use adverbs to indicate degrees of possibility.
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