

Curriculum Map 2026 – 2027 Subject: English

Lead Teacher: Mrs Arlene Mort

 St Kentigern's R.C Primary School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Grammar</u> <u>New learning:</u> • Statements • Nouns	<u>Grammar</u> <u>New learning:</u> • Questions • Joining words and joining clauses using and <u>Revised Year 1:</u> • Statements	<u>Grammar</u> <u>New learning:</u> • Adjectives <u>Revised Year 1:</u> • Statements • Questions • Nouns	<u>Grammar</u> <u>New learning:</u> • Commands <u>Revised Year 1:</u> • Statements • Questions • Joining words and joining clauses using and	<u>Grammar</u> <u>New learning:</u> • Verbs <u>Revised Year 1:</u> • Statements • Questions • Commands • Nouns • Adjectives	<u>Grammar</u> <u>New learning:</u> • Exclamations <u>Revised Year 1:</u> • Statement • Questions • Commands • Joining words and joining clauses using and • Verbs
	<u>Punctuation</u> <u>New learning:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops • Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>New learning:</u> • Question marks <u>Revised Year 1:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops	<u>Punctuation</u> <u>Revised Year 1:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops • Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>New learning:</u> • Exclamation marks <u>Revised Year 1:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops • Separation of words with spaces • Full stops • Question marks	<u>Punctuation</u> <u>Revised Year 1:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops • Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>Revised Year 1:</u> • Capital letters to demarcate sentences • Separation of words with spaces • Full stops • Question marks • Exclamation marks
Year 2	<u>Grammar</u> <u>New learning:</u> • Co-ordination using and/but/or <u>Revised Year 1:</u> • Statements • Nouns • Adjectives	<u>Grammar</u> <u>New learning:</u> • Subordination (using when, if, that, because) <u>Revised Year 1:</u> • Questions • Commands	<u>Grammar</u> <u>New learning:</u> • Expanded noun phrases for description and specification • Simple past and present	<u>Grammar</u> <u>New learning:</u> • Past and present progressive <u>Revised Year 1:</u> • Statements • Questions • Commands	<u>Grammar</u> <u>Revised Year 1:</u> • Nouns • Adjectives • Verbs <u>Revised Year 2:</u> • Co-ordination using and/but/or	<u>Grammar</u> <u>New learning:</u> • Adverbs <u>Revised Year 1:</u> • Statements • Questions • Commands • Exclamations

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	Verbs	Exclamations	Revised Year 1: - Nouns - Adjectives - Verbs Revised Year 2: - Co-ordination using and/but/or	- Exclamations Revised Year 2: - Subordination (using when, if, that, because)	- Expanded noun phrases for description and specification - Simple past and present	Revised Year 2: - Subordination (using when, if, that, because) - Past and present progressive
	Punctuation Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Capital letters for names and for the personal pronoun I	Punctuation New learning: - Commas to separate items in a list Revised Year 1: - Question marks - Exclamation marks	Punctuation New learning: - Apostrophes to mark where letters are missing in spelling Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Capital letters for names and for the personal pronoun I	Punctuation Revised Year 1: - Question marks - Exclamation marks Revised Year 2: - Commas to separate items in a list	Punctuation New learning: - Apostrophes to mark singular possession in nouns Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Capital letters for names and for the personal pronoun - Apostrophes to mark where letters are missing in spelling	Punctuation Revised Year 1: - Question marks - Exclamation marks Revised Year 2: - Commas to separate items in a list - Apostrophes to mark singular possession in nouns
Year 3	Grammar New learning: Expressing time, place and cause	Grammar New learning: Introduction to paragraphs as a way to	Grammar New learning: Use of the present perfect form of verbs	Grammar Revised Year 1: - Nouns - Adjectives - Verbs	Grammar New learning: Word families based on common words,	Grammar Revised Year 1: - Nouns - Adjectives - Verbs

	using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place and cause using adverbs Revised Year 1: - Statements - Questions - Commands - Exclamations Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because)	group related material - Headings and sub-headings to aid presentation Revised Year 1: - Nouns - Adjectives - Verbs Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive	instead of the simple past - Use of the forms a or an according to whether the next word begins with a consonant or a vowel Revised Year 1: - Statements - Questions - Commands - Exclamations Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation	Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive Revised Year 3: - Expressing time, place and cause using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place and cause using adverbs	showing how words are related in form and meaning Revised Year 1: - Statements - Questions - Commands - Exclamations Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Expressing time, place and cause using conjunctions - Expressing time, place and cause using prepositions - Expressing time, place	Revised Year 2: - Adverbs - Expanded noun phrases for description and specification - Simple past and present - Past and present progressive Revised Year 3: - Use of the present perfect form of verbs instead of the simple past - Use of the forms a or an according to whether the next word begins with a consonant or a vowel
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					and cause using adverbs	
	<u>Punctuation</u> <u>Revised Year 1:</u> - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	<u>Punctuation</u> <u>Revised Year 1:</u> - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>New learning:</u> - Inverted commas to punctuate direct speech <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	<u>Punctuation</u> <u>Revised Year 1:</u> - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	<u>Punctuation</u> <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list <u>Revised Year 3:</u> - Inverted commas to punctuate direct speech
Year 4	<u>Grammar</u> <u>New learning:</u> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>Building on Year 2 work</i>) <u>Revised Year 2:</u> - Simple past and present - Past and present progressive	<u>Grammar</u> <u>New learning:</u> - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion	<u>Grammar</u> <u>Revised Year 2:</u> - Simple past and present - Past and present progressive - Co-ordination using and/but/or - Subordination (using when, if, that, because) <u>Revised Year 3:</u> - Use of paragraphs to organise	<u>Grammar</u> <u>Revised Year 1:</u> - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations <u>Revised Year 2:</u> - Adverbs <u>Revised Year 3:</u> - Use of the forms a or an according to whether the next word	<u>Grammar</u> <u>Revised Year 2:</u> - Simple past and present - Past and present progressive - Co-ordination using and/but/or - Subordination (using when, if, that, because) <u>Revised Year 3:</u> - Use of paragraphs to organise	<u>Grammar</u> <u>Revised Year 1:</u> - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations <u>Revised Year 2:</u> - Adverbs <u>Revised Year 3:</u> - Use of the forms a or an according to whether the next word

	- Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Use of paragraphs to organise ideas around a theme - Headings and sub-headings to aid presentation - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past	- and avoid repetition - Determiners Revised Year 1: - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations Revised Year 2: - Adverbs Revised Year 3: - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning	- ideas around a theme - Headings and sub-headings to aid presentation - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past Revised Year 4: - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	- begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Determiners	- ideas around a theme - Headings and sub-headings to aid presentation - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past Revised Year 4: - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	- begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Determiners
	Punctuation New learning: Use of inverted commas and other punctuation	Punctuation New learning: Apostrophes to mark plural possession Revised Year 2:	Punctuation New learning: Use of commas after fronted adverbials	Punctuation Revised Year 2: - Commas to separate items in a list - Apostrophes to mark	Punctuation Revised Year 2: Apostrophes to mark where letters are missing in spelling	Punctuation Revised Year 1: Capital letters to demarcate sentences

	to indicate direct speech (Building on Year 3 work) Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	- Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	Revised Year 1: - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	where letters are missing in spelling - Apostrophes to mark singular possession in nouns Revised Year 4: - Use of inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession	- Apostrophes to mark singular possession in nouns - Commas to separate items in a list Revised Year 4: - Apostrophes to mark plural possession	- Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I Revised Year 4: - Use of commas after fronted adverbials - Use of inverted commas and other punctuation to indicate direct speech
Year 5	Grammar New learning: - Relative pronouns (who, which, where, when, whose, that) - Relative clauses - Adverbials of time, place and number (Building on Year 4 work) Revised Year 2:	Grammar New learning: - Indicating degrees of possibility using adverbs - Indicating degrees of possibility using modal verbs - Conjunctions of time Revised Year 1: - Nouns - Adjectives - Verbs	Grammar Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Use of paragraphs to organise ideas around a theme - Headings and sub-	Grammar Revised Year 1: - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations Revised Year 2: - Simple past and present - Past and present progressive - Adverbs	Grammar Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Use of paragraphs to organise ideas around a theme - Headings and sub-	Grammar Revised Year 1: - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations Revised Year 2: - Simple past and present - Past and present progressive - Adverbs

	- Co-ordination using and/but/or - Subordination (using when, if, that, because) Revised Year 3: - Use of paragraphs to organise ideas around a theme - Headings and sub-headings to aid presentation Revised Year 4: - Standard English forms for verb inflections instead of local spoken forms - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	- Statements - Questions - Commands - Exclamations Revised Year 2: - Simple past and present - Past and present progressive - Adverbs Revised Year 3: - Use of the present perfect form of verbs instead of the simple past - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Determiners - Fronted adverbials	headings to aid presentation Revised Year 4: - Standard English forms for verb inflections instead of local spoken forms - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Revised Year 5: - Relative pronouns (who, which, where, when, whose, that) - Relative clauses - Adverbials of time, place and number (<i>Building on Year 4 work</i>)	Revised Year 3: - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Use of the present perfect form of verbs instead of the simple past - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Determiners - Fronted adverbials Revised Year 5: - Indicating degrees of possibility using adverbs - Indicating degrees of possibility using modal verbs - Conjunctions of time	headings to aid presentation Revised Year 4: - Standard English forms for verb inflections instead of local spoken forms - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Revised Year 5: - Relative pronouns (who, which, where, when, whose, that) - Relative clauses - Adverbials of time, place and number (<i>Building on Year 4 work</i>)	Revised Year 3: - Use of the present perfect form of verbs instead of the simple past - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Determiners - Fronted adverbials Revised Year 5: - Indicating degrees of possibility using adverbs - Indicating degrees of possibility using modal verbs - Conjunctions of time
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	<u>Punctuation</u> <u>New learning:</u> - Brackets, dashes or commas to indicate parenthesis <u>Revised Year 1:</u> - Use of spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns <u>Revised Year 4:</u> - Apostrophes to mark plural possession	<u>Punctuation</u> <u>New learning:</u> - Use of commas to clarify meaning or avoid ambiguity <u>Revised Year 2:</u> - Commas to separate items in a list <u>Revised Year 4:</u> - Use of commas after fronted adverbials - Use of inverted commas and other punctuation to indicate direct speech	<u>Punctuation</u> <u>Revised Year 1:</u> - Use of spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns <u>Revised Year 4:</u> - Apostrophes to mark plural possession <u>Revised Year 5:</u> - Brackets, dashes or commas to indicate parenthesis	<u>Punctuation</u> <u>Revised Year 2:</u> - Commas to separate items in a list <u>Revised Year 4:</u> - Use of commas after fronted adverbials - Use of inverted commas and other punctuation to indicate direct speech <u>Revised Year 5:</u> - Use of commas to clarify meaning or avoid ambiguity	<u>Punctuation</u> <u>Revised Year 1:</u> - Use of spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences <u>Revised Year 2:</u> - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns <u>Revised Year 4:</u> - Apostrophes to mark plural possession <u>Revised Year 5:</u> - Brackets, dashes or commas to indicate parenthesis	<u>Punctuation</u> <u>Revised Year 2:</u> - Commas to separate items in a list <u>Revised Year 4:</u> - Use of commas after fronted adverbials - Use of inverted commas and other punctuation to indicate direct speech <u>Revised Year 5:</u> - Use of commas to clarify meaning or avoid ambiguity
Year 6	<u>Grammar</u> <u>New learning:</u>	<u>Grammar</u> <u>New learning:</u>	<u>Grammar</u> <u>Revised Year 1:</u> Nouns	<u>Grammar</u> <u>New learning:</u>	<u>Grammar</u> Addressing gaps	<u>Grammar</u> Addressing gaps

	- Formal and informal language Revised Year 1: - Nouns - Adjectives - Verbs - Statements - Questions - Commands - Exclamations Revised Year 2: - Adverbs Revised Year 3: - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Use of paragraphs to organise ideas around a theme - Headings and sub-headings to aid presentation Revised Year 4: - Determiners - Fronted adverbials Revised Year 5: - Indicating degrees of	- Synonyms and Antonyms - Subject and Object - Passive and active voice Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) - Simple past and present - Past and present progressive Revised Year 3: - Use of the present perfect form of verbs instead of the simple past - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Appropriate choice of pronoun or noun within and across	- Adjectives - Verbs - Statements - Questions - Commands - Exclamations Revised Year 2: - Adverbs Revised Year 3: - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Use of paragraphs to organise ideas around a theme - Headings and sub-headings to aid presentation Revised Year 4: - Determiners - Fronted adverbials - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Revised Year 5:	- Subjunctive form - Ellipsis Revised Year 2: - Co-ordination using and/but/or - Subordination (using when, if, that, because) - Simple past and present - Past and present progressive Revised Year 3: - Use of the present perfect form of verbs instead of the simple past - Word families based on common words, showing how words are related in form and meaning Revised Year 4: - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		
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	possibility using adverbs • Indicating degrees of possibility using modal verbs • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Conjunctions of time	sentences to aid cohesion and avoid repetition • Standard English forms for verb inflections instead of local spoken forms Revised Year 5: • Relative pronouns (who, which, where, when, whose, that) • Relative clauses • Adverbials of time, place and number (<i>Building on Year 4 work</i>)	• Indicating degrees of possibility using adverbs • Indicating degrees of possibility using modal verbs • Conjunctions of time Revised Year 6: • Formal and informal language	• Standard English forms for verb inflections instead of local spoken forms Revised Year 5: • Relative pronouns (who, which, where, when, whose, that) • Relative clauses • Adverbials of time, place and number (<i>Building on Year 4 work</i>) Revised Year 6: • Synonyms and Antonyms • Subject and Object • Passive and active voice		
	Punctuation New learning: • Punctuation of bullet points to list information • Use of the colon to introduce a list and use of semi-colons within lists	Punctuation New learning: • How hyphens can be used to avoid ambiguity • Use of the semi-colon, colon and dash to mark the boundary between	Punctuation Revised Year 1: • Use of spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences	Punctuation Revised Year 2: • Apostrophes to mark where letters are missing in spelling • Apostrophes to mark singular possession in nouns	Punctuation Addressing gaps	Punctuation Addressing gaps

	Revised Year 1: • Use of spaces, capital letters, full stops, question marks and exclamation marks to demarcate sentences Revised Year 2: • Commas to separate items in a list Revised Year 4: • Use of inverted commas and other punctuation to indicate direct speech • Use of commas after fronted adverbials Revised Year 5: • Use of commas to clarify meaning or avoid ambiguity	independent clauses Revised Year 2: • Apostrophes to mark where letters are missing in spelling • Apostrophes to mark singular possession in nouns Revised Year 4: • Apostrophes to mark plural possession Revised Year 5: • Brackets, dashes or commas to indicate parenthesis	Revised Year 2: • Commas to separate items in a list Revised Year 4: • Use of inverted commas and other punctuation to indicate direct speech • Use of commas after fronted adverbials Revised Year 5: • Use of commas to clarify meaning or avoid ambiguity Revised Year 6: • Punctuation of bullet points to list information • Use of the colon to introduce a list and use of semi-colons within lists	Revised Year 4: • Apostrophes to mark plural possession Revised Year 5: • Brackets, dashes or commas to indicate parenthesis Revised Year 6: • How hyphens can be used to avoid ambiguity • Use of the semi-colon, colon and dash to mark the boundary between independent clauses		
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