

Subject-Specific Curriculum Mapping & Sequencing: Core

	English			
Intent	English permeates through every aspect of learning and life. The English curriculum supports students in developing and refining their reading, writing and communication skills on their journey to becoming fully active, contributing members of their community and society. The development of speech sounds ensures that students have the skills to read and write, and they are supported in reading and composing work fluently and clearly. Students are exposed to a range of texts to develop meaning and foster a desire to read, and develop their vocabulary to enable clear and articulate expression of ideas and opinions. Students will increase confidence and comprehension with all written forms in a range of contexts. Learning in English supports students in socialising through the development of speaking and listening skills and allows them to express their feelings and opinions in a way that promotes discussion and encourages creative and reflective thought processes.			
Strand	Reading		Writing	Speaking & Listening
EYFS	▪ Listening to stories ▪ Reading for enjoyment ▪ Sensory stories ▪ Phonics- phase 1 letters and sounds- aspects 1-7	▪ Immersive learning ▪ Teaching the whole curriculum through a story ▪ Sight reading- familiar words, names and logos	▪ Fine motor development ▪ Saying sounds (vocalisation, echoing and intensive interaction) ▪ Recognising sounds ▪ Mark making (sensory exploration lines) ▪ Mark making with whole body	Currently in development
KS1	▪ Phonics- phase 2 and beyond (Jolly Phonics) ▪ Reading and decoding words- CVC, CVCC, CCVC ▪ Sight reading/ high frequency words ▪ Reading simple repetitive sentences i.e. key word reader scheme	▪ Reading short stories with repetitive structure. i.e. key word reader ▪ Listen to adults share stories ▪ Handle books- hold them correct way, turn pages, one page at a time etc. ▪ Reading for pleasure	▪ Writing recognisable letters, ▪ Correct letter formation ▪ Spelling words by identifying single sounds in them ▪ Representing sounds with a letter ▪ High frequency words ▪ Developing fine motor skills to overwrite/ underwrite ▪ Initial sounds in words	Currently in development
KS2	▪ Reading out loud ▪ Sequencing events in a simple story ▪ Making predictions ▪ Fluency and speed reading ▪ Comprehension	▪ Retrieval of information ▪ Simple recall ▪ Engage in a variety of texts- fiction, non-fiction, poetry etc ▪ Reading for pleasure	▪ Independent writing ▪ Create phonetically plausible versions of words to learn the correct version ▪ Writing simple sentences ▪ High frequency words ▪ Punctuation	Currently in development
KS3	▪ Quotation from text ▪ Script reading- role play- re-enactments ▪ Inference and deduction ▪ Study different text types ▪ Reading to acquire knowledge	▪ Read to widen vocabulary ▪ To be aware of word classes ▪ Explain understanding ▪ To understand type of texts ▪ Reading for pleasure	▪ Develop grammar & punctuation ▪ Articulating ideas and structuring them in speech and writing ▪ Sentence types ▪ Closed exercises ▪ Transcribing text ▪ Cursive writing ▪ Writing for audience and purpose ▪ Using appropriate homophones	Currently in development
KS4	▪ Accreditation- GCSE/ Entry level ▪ Skimming text ▪ Deduction ▪ Read to widen vocabulary	▪ Purpose and audience ▪ Identify word classes ▪ Compare and contrast different texts ▪ Reading for pleasure	▪ Include quotation in writing ▪ Analytical skills ▪ Correct Spellings ▪ Using a broad range of sentences ▪ Plan, write and edit a piece of work ▪ Speedy handwriting ▪ Touch type	Currently in development
KS5	▪ Functional skills ▪ Reading for pleasure	▪ Instructional texts ▪ Accreditation	▪ Functional writing & employment skills ▪ Writing for expression ▪ Technology skills	Currently in development
Curriculum Goal	I can use the skills, knowledge and understanding that have been developed through the English curriculum to live as independently as possible. It helps me communicate effectively with others through a range of mediums and allows me to engage with the wider world around me safely and effectively. I am able to read			