St Nicholas CE Primary Academy

English – Whole School English Mapping
Including Reading, Writing, Punctuation and Grammar Mapping
2025_26

Writing to entertain (KS1)

Text Types	Text Features	Other Style Ideas
• Stories (including re-tellings) • Descriptions • Poetry • In-character/role	• Time sequenced • Begin to differentiate between past and present tense to suit purpose	• Focus on oral work first • Use opportunities to reading own work aloud

Writing to entertain (LKS2)

Text Types	Text Features	Other Style Ideas
• Stories • Descriptions • Poetry • Characters/settings	• Detailed description • Use paragraphs to organize in time sequence	• Opportunities for comparing different forms of past tense (progressive and simple)

Writing to entertain (UKS2)

Text Types	Text Features	Other Style Ideas
• Narrative • Descriptions • Poetry • Characters/settings	• Detailed description • Use paragraphs to organise in time sequence	• Use a range of tenses to indicate changes in timing, sequence, etc.

Writing to inform (KS1)

Text Types	Text Features	Other Style Ideas
• Recount • Letter • Instructions	• Appropriate use of past and present tense	• Could use a writing frame to structure sections • May include images

Writing to inform (LKS2)

Text Types	Text Features	Other Style Ideas
• Explanation • Recount • Letter • Biography • Newspaper article	• Paragraphs used to group related ideas • Subheadings to label content	• May be built around a key image • Use techniques to highlight key words (bold, underline, etc.)

Writing to inform (UKS2)

Text Types	Text Features	Other Style Ideas
• Report • Recount • Biography • Newspaper article • Essay	• Paragraphs used to group related ideas • Heading/subheadings • Use of technical vocabulary	• May include a glossary • Sections may contain more than one paragraph

Writing to persuade (LKS2)

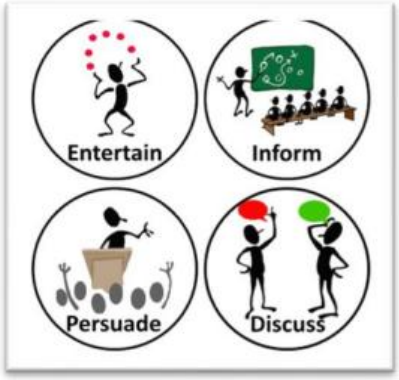
Text Types	Text Features	Other Style Ideas
• Advertising • Letter • Speech • Poster	• Use of 2nd person • Planned repetition • Facts & Statistics • Adjectives for positive description	• Link to oracy, esp. for speeches • Use of colour and images, esp. for advertising

Writing to persuade (UKS2)

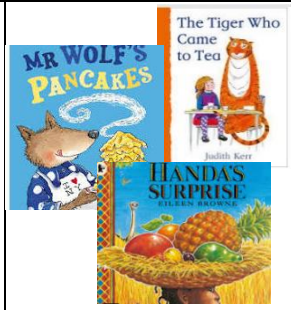
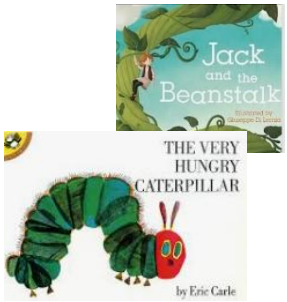
Text Types	Text Features	Other Style Ideas
• Advertising • Letter • Speech • Campaign	• Use of 2nd person • Personal pronouns • Planned repetition • Facts & Statistics • Hyperbole	• Link to oracy, esp. for speeches • Use of colour and images, esp. for advertising

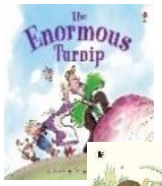
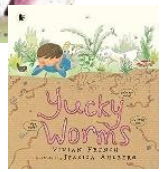
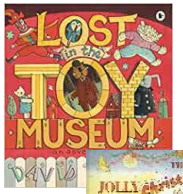
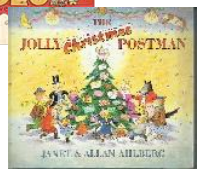
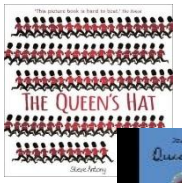
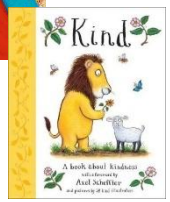
Writing to discuss (UKS2)

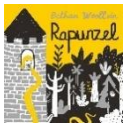
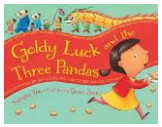
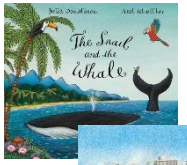
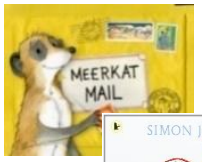
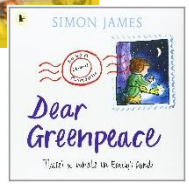
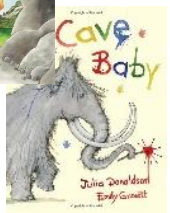
Text Types	Text Features	Other Style Ideas
• Balanced argument • Newspaper article • Review	• Appropriate use of cohesive devices • Use of subjunctive form where needed	• Use paragraphs to structure arguments • Maintain formal / impersonal tone

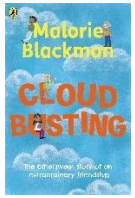
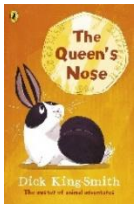
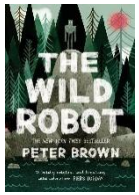
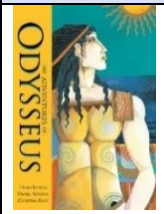


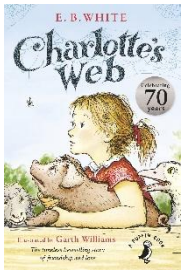
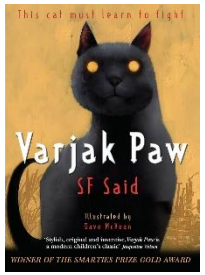
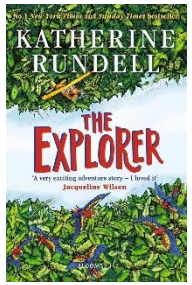
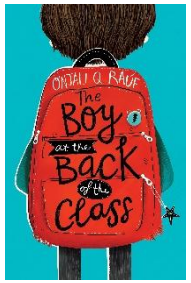
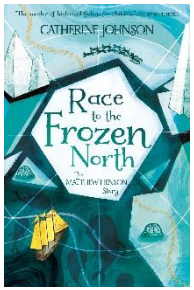
Four purposes of writing

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Core Texts						
	Writing Focus	Give meaning to marks Begin to form letters correctly Use some of their print and letter knowledge in their early writing Write some or all of their name		Form lower-case and capital letters correctly more consistently Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.		Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others using a capital letter and full stop Re-read what they have written to check that it makes sense.	
	Reading Focus	Reading individual sounds. Blend sounds into words. Reading individual sounds. Blend sounds into words. Read a few common exception words. Read some letter groups that represent one sound (special friends) Read a few common exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Handling texts, differences between picture and text Know print has meaning Recite rhymes, poems and familiar texts Follow print, make predictions and use picture clues Talk about events, retell stories		Read simple sentences and phrases made up of words containing letter groups and sounds Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Respond to texts, retell and answer questions relating to texts Recall the main parts of a story		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Re-enact stories, retell and think about characters' thoughts and feelings Talk to others about what they've read Give their opinions about a variety of stories	

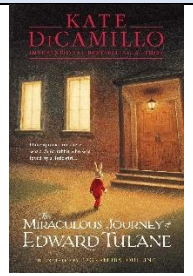
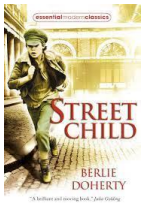
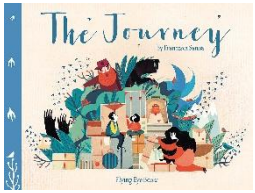
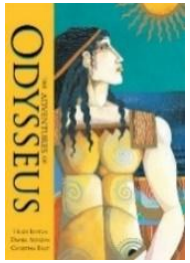
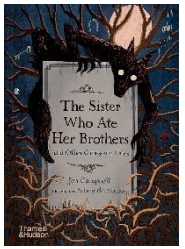
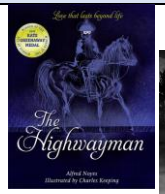
			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Core Texts		 	 				
	Writing Genre	Entertain	Story retelling, I character (speech), narrative, poetry	Story retelling, description,	Poetry, setting description, narrative	Poetry (rhyming words), narrative, description,	**Narrative ending, description**	
		Inform	Instructions, Recounts	Recount Diagrams - Captions and labels Letter	Report, non-chronological report	Recount,	**Newspaper recount**	
	Grammar and Punctuation Focus		*Simple sentences *Word classes *Capital letters, finger spaces, full stops *Exclamation marks *Past tense *first/third person *Time adverbials (first next) *Imperative verbs - instructions ***Capital letters** ***Full stops** ***Exclamation marks**	*Simple sentences *Capital letters, finger spaces, full stops *Adjectives (noun phrases) *Conjunctions (and, but) *First person *Noun phrases *Adverbials of time	*Vocabulary choices - adjectives, similes, alliteration, *Compound sentences using coordinating conjunctions (and, but, so) *Plurals (s, es) *First person (I)	*Capital letters for names / days / start of a sentence, finger spaces full stops. *Noun phrases *Exclamation marks for surprise or shock *Time adverbials *Personal Pronouns (I) *Compound sentences (and, but, so, or) *Past tense *Third person	*Vocabulary choices - adjectives, similes, alliteration, ***Past tense** ***Third Person** ***Question marks and exclamation marks** ***Adverbs ending in -ly** ***Compound sentences using co-ordinating conjunctions**	
	Reading Texts / Content Domain		Unit 1 - Starting School - inference Unit 2 - Senses - retrieval Unit 3 - Mary Had a little lamb - retrieval Unit 4 - Jack and Jill - word meaning Unit 5 - Snow Bear - inference Unit 6 - Can't you sleep, Little Bear - word meaning Progress Check - Bee Frog		Unit 7 - Little Red - inference Unit 8 - Wolves - Retrieval Unit 9 - Three Little Pigs - Sequencing Unit 10 - The Three Little Pigs (Revolving Rhymes) - Inference Unit 11 - Looking after Rabbits - Word meaning Unit 12 - The Pet - Prediction Progress Check - You can't take an elephant on the bus		Unit 13 - Chocolate Cake - Inference Unit 14 - Chocolate Cake Recipe - Sequencing Unit 15 - Plant Facts - Word meaning Unit 16 - Jack and the Bean stalk - Retrieval Unit 17 - The Two Grannies - Inference Unit 18 - Grandad Mandela - Word Meaning Progress Check - Seaside Towns	

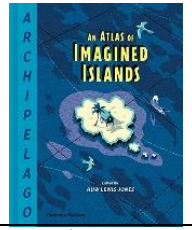
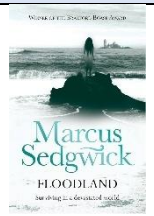
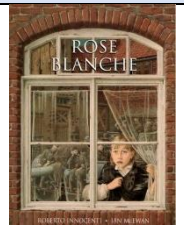
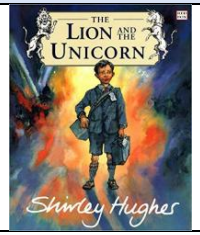
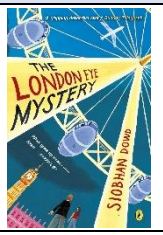
			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Core Texts		 			 		
	Writing	Entertain	Character description, narrative,	Narrative, description, letter	Poetry, character description,	Letters / Postcards, setting description, narrative	character and setting description, diary, narrative	Letter, Narrative, diary
		Inform	Recount,	non-chronological report, recount	Newspaper, non-chronological report	Non-chronological report (geography), recount,	Non-chronological report, letter of advice	Instructions
	Grammar and Punctuation Focus		Year 1 consolidation Using capital letters for names of places. *Word Classes *Use adjectives to describe. *Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] *Past tense verbs *Conjunctions for coordination (and/but) *Apostrophes for possession recognise syllables in a word *Identify word class (nouns / adjectives / verbs)	*Recognise word classes including nouns, verbs and adverbs * Use adverbial of time (first, next, then) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases *Past tense	*Recognise word classes including nouns, verbs and adverbs *Past tense verbs *Conjunctions for subordination (when, if, because) *Sentence openers (fronted adverbials) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g., she is drumming, he was shouting *Past tense.	*Recognise word classes including nouns, verbs and adverbs *Past tense verbs *Conjunctions for subordination (when, if, because) *Use subordination (and co-ordination) writing sentences with two main clauses or with subordinate clauses *Use adjectives to create noun phrases * Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g., she is drumming, he was shouting *Capital letters for names *Exclamation marks	*Use past tense verbs *Use coordinating conjunctions and subordination *Use adjectives to create noun phrases. *Use the continuous form of verbs in present and past. *Apostrophes for possession.	Consolidate grammar and punctuation from Year 1 and 2.
	Reading Texts and content domains		Unit 1 – Lion, Lions, Lions – Retrieval Unit 2 – There's a lion in my cornflakes – inference Unit 3 – The Great Fire of London – Retrieval Unit 4 – Gu Fawkes – Retrieval Unit 5 – Eight Candles Burning – Word Meaning Unit 6 – Christmas Eve Progress Check 1 – Ruby's Worry		Unit 7 – Perfectly Normal – Retrieval Unit 8 – Sir Charlie Stinky Socks – Sequencing Unit 9 – The Night Dragon – Inference Unit 10 – How to Build a Gingerbread House – Retrieval Unit 11 – Hansel and Gretel – Retrieval Unit 12 – Hansel and Gretel – Inference Progress Check 2 – The Life of Roald Dahl		Unit 13 – George's Marvellous Medicine – Retrieval Unit 14 – Horrid Henry and the Football Fiend – Prediction Unit 15 – The Hundred-Mile an Hour Dog. – Word meaning Unit 16 – The Darkest Dark – Word Meaning Unit 17 – Dogs in Space – Retrieval Unit 18 – A Bottle of Happiness – inference Progress Check 3 – Ossiri and the Bala Mengro	

			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Core Texts							
	Writing Genre	Entertain	Setting description, character description	Diary writing				
		Persuade			Persuasive advert			
		Inform		Informal letter	Non-chronological report			
	Grammar and Punctuation Focus		*Simple Sentences. · Adjectives to describe nouns * Expanded noun phrases * Powerful words * Adverbs to add detail * Prepositions to describe the position of nouns in relation to one another. * Commas to separate adjectives in expanded noun phrases	*Tenses · contractions * Past tense verbs * Fronted adverbials demarcated by a comma, including time adverbial * Commas for clarity, to demarcate clauses. *verb tenses * Pronouns * Conjunctions (co-ordinating/subordinating)	*Tenses and Pronouns * Coordinating conjunction to link ideas together. * Subordinating conjunction to expand upon independent clauses * Expanded noun phrases to add detail to nouns * Commas for list * Formal fronted adverbials to help summarise information in the conclusion *Personal pronouns to speak directly to the reader - 'you' * Expanded noun phrases for exaggeration * Commands using the imperative to instruct the readers. * Apostrophes for possessions	*Pronouns and Capital Letters * Extend range of sentences with more than one clause; using a wider range of conjunctions *Fronted adverbials, followed by a comma *Adverbs to describe a verb. *Pronouns *Conjunctions (co-ordinating/subordinating) * Use of inverted commas and punctuation for direct speech	* Co-ordinating Conjunctions	*Co-ordinating Conjunctions and Commas
	Additional Texts		*Roald Dahl (non-fiction) *Dreamers (non-fiction)	*What is bullying (on-fiction) *Food allergies (non-fiction)	*What are riddles? (non-fiction) *Caring for your rabbit (non-fiction)	*Fairy Tales *Cinderella: An Islamic Tale by Fawzia Gilani * Revolting Rhymes, Little Red Riding Hood and the Wolf by Roald Dahl		

Year 4			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts							
	Writing Genre	Entertain		Character description Setting description Narrative (build up and problem)				
		Persuade	Persuasive letter (informal) Persuasive letter (formal)					
		Inform			Diary Entry (recount) Diary entry (recount – Con's perspective)			
	Grammar and Punctuation Focus		• Simple Sentences • Cohesive devices • Present tense • Frist and second person • Contractions • Paragraphs • Formal Language • Adverbs to structure ideas • Coordinating conjunctions to link ideas together • Subordinating conjunctions to expand upon • Independent clauses • Commands • Expanded noun phrases • Commas to separate lists	• Tense and determiners • Expanded noun phrases • Fronted adverbials • Conjunctions • Prepositional phrases • Sensory description • Descriptive verbs • Repetition for effect / power of three • Figurative language • Third person • Direct speech • Varying sentence length • Fore-shadowing	*Prepositions and Apostrophes *Variety of sentence types: - short for dramatic effect *Rhetorical questions *exclamations *multi-clause sentences *Fronted adverbials *Prepositional phrases *Cohesive devices (subordinate clauses and conjunctions) * Synonyms * Using time of day and weather for dramatic effect * Carefully selected vocabulary to provide imagery and convey mood and atmosphere * Descriptive techniques e.g. - power of three - personification - imagery (metaphor/ simile/sensory detail). * Vivid imagery to bring the setting to life.	*Possessive Pronouns and co-ordinating conjunctions *Extend range of sentences with more than one clause; using a wider range of conjunctions *Fronted adverbials, followed by a comma *Expanded noun phrases to convey detail and information concisely *Express time, place and cause using prepositions *Develop use of figurative language to add interest *Choose precise nouns, verbs and adjectives for effect *Use of inverted commas and punctuation for direct speech *Create impact and control pacing *Punctuate questions and exclamations accurately *Use commas after fronted adverbials, in lists, and to mark subordinate clauses	*Co-ordinating conjunctions and subordinating conjunctions	*Subordinating conjunctions

					*Use apostrophes for singular possession *Organise writing into paragraphs around a theme		
	Additional Texts	• Biography of EB White • The Spider and the Fly (poetry) • The Lifecycle of a Spider	*Creating Varjak Paw (non-fiction) *Karate (non-fiction)	*Rainforests (non-fiction) *Animals of the Rainforest (non-fiction)			

Year 5		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Core Texts						
Writing Genre	Entertain	Diary Entry, character description,	Diary, character description	story beginning, Monologue, letter to Dad/Recount	Diary Entry, Setting Description, Playscript, Poetry, dialogue/conversation	Letter, setting description, Narrative	setting description, poetry, character description, narrative,
	Inform	Non-chronological report	newspaper report, non-chronological report,		Recount, Instruction Writing, non-chronological report, informal letter, newspaper report	Estate Agents Report,	Letter
	Discuss	Newspaper	Balanced argument,		Comparisons	Newspaper report,	character point-of-view,
	Persuade	Persuasive Letter	Review	Persuasive letter	Persuasive Letter		
	Grammar and Punctuation Focus	*Figurative language *Sentence openers *Emphasise with a character. *Identify powerful vocabulary *Persuasive techniques.	*Reported and direct speech *Subordination (in varied positions) and coordination *Relative clauses *Fronted adverbials to build cohesion between paragraphs.	*Verb tense agreement *Apostrophes for possession and contraction *Modal verbs *Commas to avoid ambiguity	*Relative clauses *Parenthesis (brackets, dashes, commas) *Modal Verbs *Sentence openers including fronted adverbials. *Commas after fronted adverbial *Word classes *Expanded noun phrases	*Short sentences for effect *Consolidate use of subordinating conjunction. *Complex sentences *Reported and direct speech. *Figurative language *Relative clauses to add detail to the noun.	*Using figurative language to describe a setting- personification. * Emphasise with a character *Consolidate dialogue punctuation. *Use dialogue to convey emotions. *Relative clauses *Levels of formality in writing *To use semi-colons and colons in writing.
	Reading Texts and content domains	Unit 1 - Dragonology - Retrieval Unit 2 - How to train your dragon - comparison Unit 3 - Life in Tudor Britain - summarising Unit 4 - Love Letters to Mary Tudor - Word meaning Unit 5 - The house with Chicken Legs - Inference Unit 6 - The Wizard of Oz - Prediction Unit 7 - The Polar Bears' Explorers Club - Inference Progress Check - A Boy Called Christmas			Unit 8 - The Wolf Wilder - Retrieval Unit 9 - The Wolves of Willoughby Close - Word meaning Unit 10 -Whale Boy - Word Choice Unit 11 -SeaWorld Decides to Stop Killer Whale Breeding Program - Relationship Unit 12 - Beetle Boy - Summarising Unit 13 - Beetle Boy - Word Meaning Unit 14 - The Boy at the Back of the class - Inference Progress Check - Who are refugees and migrants?		Unit 15 - The Jamie Drake equation - Retrieval Unit 16 - One upon a star - word meaning Unit 17 - Harry Houdini - Retrieval Unit 18 - The Nowhere Emporium - Inference Unit 19 - Plague! - Retrieval Unit 20 - The Island at the End of Everything - Inference Unit 21 - The London Eye Mystery - Inference Progress Check - The Last Chance Hotel

			Autumn		Spring		Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Core Texts							
	Writing Genre	Entertain	Narrative, description	Narrative, diary	narrative, setting description, diary entry, emotive poem	setting description, narrative,	Narrative	Diary entry, poem
		Inform	non-chronological report	newspaper	recount,	diary entry, non-chronological report, explanation text	Instructions	Non-chronological report
		Discuss		review	newspaper	balanced argument,	Newspaper, Balanced Argument	
		Persuade	advert	Balanced argument	speech	letter	Formal Letter	
	Grammar and Punctuation Focus		*Subordinating conjunctions in varied positions. *Relative clauses *Colons to link clauses *Expanded noun phrases to inform *Tenses *Passive voice *Imperative and modal verbs subjunctive form for formal structure *Brackets, dashes *semi-colons and colons	*Subordinating conjunctions in varied positions *Relative clauses *Colons to link clauses *Brackets and dashes *Colons and semi-colons *Modal verbs to convey degrees of probability. *Adverbials to provide cohesion.	*Subordinate clauses *Relative clauses to add detail or context. *Direct and indirect speech *Tenses to indicate change *Passive voice to remain formal or detached. *Expanded noun phrases to inform *Bracket and dashes *Colons and semi-colons *Inverted commas and other punctuation for dialogue. *Paragraphs *Secure comma use *Apostrophes for possession and contractions *Figurative language ink hyperbole.	*Subordinate clauses to add detail or context, including varied positions. *Wide range of sentence structures to add interest. *Past tense *First person *Expanded noun phrases *Relative clauses *Passive voice to remain formal or detached. *Colons to link related clauses *Colons and semi-colons for complex lists and to make clauses. *Punctuation for dialogue. *Imperative and modal verbs *Subjunctive form for formal structure.	*Recap on all grammar points *Recap on all punctuation points.	*Recap on all grammar points *Recap on all punctuation points.
	Reading Text and content domain		Unit 1 - Who let the God's out - inference Unit 2 - To Asgard! - Retrieval Unit 3 - Hidden Figures - Summarising Unit 4 - The British (serves 60million) - Relationship Uni 5 - War Horse - Inference Unit 6 - For the Fallen - Word Meaning Unit 7 - Sky Song - Predication Progress Check - The Snow Queen		Unit 8 - Tin - Inference Unit 9 - The Wonderful Wizard of Oz - Retrieval Unit 10 - Welcome to Nowhere - Inference Unit 11 - Malala Yousufza0069 - Retrieval Unit 12 - The crooked sixpence - inference Unit 13 - Cogheart - Word meaning Unit 14 - Alice's Adventures in Wonderland - Comparison Progress Check - The Hunting of the shark		Unit 15 - What's so special about Shakespeare - Summarising Unit 16 - Macbeth - Retrieval Unit 17 - Deforestation for Palm Oil - Word meaning Unit 18 - The Explorer - Word choice Unit 19 - Pig-heart Boy - Inference Unit 20 - Marius the Giraffe killed at Copenhagen Zoo - Retrieval Unit 21 - Evolution Revolution - Word meaning Progress Check - Charles Darwin	