



CURRICULUM OVERVIEW – English

| | AUTUMN TERM | | |
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| | Speaking & Listening | Reading | Writing |
| EYFS | <p>Speaking:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: | <p>Word reading:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound, such as money and mother. • Blend sounds into words, so that they can read short words made up of known letters – sound correspondences. <p>Comprehension:</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. | <ul style="list-style-type: none"> • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. |

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| | <ul style="list-style-type: none"> • "Let's go on a bus... you sit here... I'll be the driver." <p>Listening:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. | | |
| <p>Year 1</p> | <p>Speaking:</p> <ul style="list-style-type: none"> • Tell a story or describe an incident clearly. • Take turns in a group. <p>Listening:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers, in a range of situations. • Take turns in a group. | <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 phase 3 digraphs. • Read words consistent with their phonic knowledge (within at least phase 3) by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, at phase 3. • Recognise and read most common exception words at phase 3, when reading simple texts. • Can use all GPCs from phase 3 of letters and sounds to decode unknown words at phase 4 expectation (CVCC, CCVC). • Read all 'decodable' and 'tricky' high frequency words from phase 3 and 4 of letters and sounds. • Read words with -s suffix. • Read words with one syllable with known GPCs. | <p>Composition:</p> <ul style="list-style-type: none"> • I can write simple phrases and sentences that can be read by others. • I can say out loud what I want to write about. • I can write down words or phrases about my ideas. (readable attempts at writing that matches the topic). <p>Transcription/Spelling:</p> <ul style="list-style-type: none"> • I can spell words by identifying sounds in them and representing the sounds with a letter or letters. • I can spell some common exception words. • I can name the letters of the alphabet in order. • I can understand what a plural is. • I can say words correctly when adding endings -ing and -ed and spell these endings. |

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| | | <ul style="list-style-type: none"> • Recognise known 'tricky words' when reading simple texts. • Read out loud with some accuracy (word to word reading). <p>Comprehension</p> <ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems and during role-play. • Can name some stories they know and give some facts/information about them. • Answer simple questions about a story or retrieve a basic fact such as the name of a character. • Make simple inferences/predictions based on the pictures in a book. <i>The Bear is Sad.</i> • Say whether they like or dislike what they have read or have had read to them with a simple reason. • Can recognise a repeating pattern in story or poem and join in. • Identify the title of a text. | <ul style="list-style-type: none"> • I apply the spelling rules I have learnt so far in the words I write. <p>Handwriting:</p> <ul style="list-style-type: none"> • I can write recognisable letters, most of which are correctly formed. • I can hold a pencil effectively in preparation for fluent writing – using the tripod grip. • I can sit correctly at a table, holding a pencil comfortably and correctly. • I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place. • I can form some number 0-9 correctly. <p>Grammar/Punctuation</p> <ul style="list-style-type: none"> • I leave spaces between the words I write in a phrase. • I use a capital letter for the personal pronoun 'I' • I understand and use the words: letter, capital letter, word, singular, plural. |
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| | | <ul style="list-style-type: none"> • Ask for the meaning of any unknown word rather than reading on. • Can express opinions about the characters in stories. <i>I like...</i> | |
| <p>Year 2</p> | <p>Speaking:</p> <ul style="list-style-type: none"> • Add detail to their talk to keep the listener interested. • Keep on topic during discussion. <p>Listening:</p> <ul style="list-style-type: none"> • Follow up listening with relevant questions. | <p>Word reading:</p> <ul style="list-style-type: none"> • Can confidently use all GPCs (Grapheme-Phonic-Correspondence) to decode unknown words and decodes many one syllable words with ease. • Recognise when a word includes a grapheme which may have an alternative sound and give some possible alternatives (may not recall all alternatives). • Reads words they have encountered many times before without decoding. • Recognise the syllables in a longer word. • Read approximately 1/3 of the Year 2 common exception word list. • Read words with suffixes –ed -est -er – es -ing –s • Read aloud with some expression and fluency (hesitating only on unknown words). <p>Comprehension:</p> <ul style="list-style-type: none"> • Self corrects reading with little prompting – realising when it doesn't make sense. | <p>Composition:</p> <ul style="list-style-type: none"> • I can write narratives about things that have happened to me and simple stories. • I can write facts in a sentence. • I can write a poem that follows a given pattern. • I know that I am writing for an audience and purpose. • I can say what I am going to write about and the ideas that I want to include. • I can think it, say it, write it, read it when I write sentences. • I can say what I like and dislike about my writing. • I can check whether my writing makes sense and begin to make some changes. • I can read my writing aloud, taking into account the punctuation I've included. <p>Transcription/Spelling:</p> <ul style="list-style-type: none"> • I can segment words into phonemes to help me spell. • I can spell at least one grapheme for the phonemes I know. • I can correctly spell some of the common exception words for Year 2. • I can spell some simple homophones and know the difference in meaning. I.e. see/sea be/bee • I can spell some simple words with |

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| | | <ul style="list-style-type: none"> • Can recite a simple poem by heart with some expression. • Can retell common traditional and fairy tales (i.e. Little Red Riding Hood, Cinderella) with events in a simple sequence. • Continues to accurately answer retrieval questions, identifying the answer in the text (what was the second thing that happened?). • Can make simple inferences about what is said or done. • Can make a simple prediction about what will happen next based on what they have read so far when a relevant detail is pointed out to them. (<i>We read that the owl and rabbit were very close friends; what do think owl will do for rabbit's birthday?</i>) • Can explain simply the order of events in a story <i>first...then...</i> • Realises when items of factual information are linked <i>It said about that earlier on.</i> • Can recognise when they don't know the meaning of a word and ask for its definition. • Can pick out some words and phrases they like when reading. | <p>contractions: it's, I'll</p> <ul style="list-style-type: none"> • I can spell -ly word endings correctly. • I can correctly apply the approximately 1/3 of the Year 2 spelling rules. <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> • I can correctly and accurately punctuate a series of sentences with full stops and capital letters. • I can say whether a sentence is a question, statement or exclamation. • I can use 'and' to link ideas in sentences. • I can say what an adjective, verb or noun is. <p>Handwriting:</p> <ul style="list-style-type: none"> • I can form lower-case letters of the correct size relative to one another. |
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