



## CURRICULUM OVERVIEW – English

	AUTUMN TERM		
	Speaking & Listening	Reading	Writing
<b>EYFS</b>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation.</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play:</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound, such as money and mother.</li> <li>• Blend sounds into words, so that they can read short words made up of known letters – sound correspondences.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> </ul>

Wise Owl says 'Laugh, Listen, Learn'

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

Wise Owl says 'Laugh, Listen, Learn'

- Recognise known 'tricky words' when reading simple texts.
- Read out loud with some accuracy (word to word reading).

#### Comprehension

- 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. *The Bear is Sad.*
- 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.

- I apply the spelling rules I have learnt so far in the words I write.

#### Handwriting:

- 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.

#### Grammar/Punctuation

- 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.

		<ul style="list-style-type: none"> <li>• Ask for the meaning of any unknown word rather than reading on.</li> <li>• Can express opinions about the characters in stories. <i>I like...</i></li> </ul>	
<p><b>Year 2</b></p>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Add detail to their talk to keep the listener interested.</li> <li>• Keep on topic during discussion.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Follow up listening with relevant questions.</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• Can confidently use all GPCs (Grapheme-Phonic-Correspondence) to decode unknown words and decodes many one syllable words with ease.</li> <li>• Recognise when a word includes a grapheme which may have an alternative sound and give some possible alternatives (may not recall all alternatives).</li> <li>• Reads words they have encountered many times before without decoding.</li> <li>• Recognise the syllables in a longer word.</li> <li>• Read approximately 1/3 of the Year 2 common exception word list.</li> <li>• Read words with suffixes –ed -est -er – es -ing –s</li> <li>• Read aloud with some expression and fluency (hesitating only on unknown words).</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Self corrects reading with little prompting – realising when it doesn't make sense.</li> </ul>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write narratives about things that have happened to me and simple stories.</li> <li>• I can write facts in a sentence.</li> <li>• I can write a poem that follows a given pattern.</li> <li>• I know that I am writing for an audience and purpose.</li> <li>• I can say what I am going to write about and the ideas that I want to include.</li> <li>• I can think it, say it, write it, read it when I write sentences.</li> <li>• I can say what I like and dislike about my writing.</li> <li>• I can check whether my writing makes sense and begin to make some changes.</li> <li>• I can read my writing aloud, taking into account the punctuation I've included.</li> </ul> <p><b>Transcription/Spelling:</b></p> <ul style="list-style-type: none"> <li>• I can segment words into phonemes to help me spell.</li> <li>• I can spell at least one grapheme for the phonemes I know.</li> <li>• I can correctly spell some of the common exception words for Year 2.</li> <li>• I can spell some simple homophones and know the difference in meaning. I.e. see/sea be/bee</li> <li>• I can spell some simple words with</li> </ul>

## Wise Owl says 'Laugh, Listen, Learn'

- 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. (*We read that the owl and rabbit were very close friends; what do think owl will do for rabbit's birthday?*)
- Can explain simply the order of events in a story *first...then...*
- Realises when items of factual information are linked *It said about that earlier on.*
- 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.

contractions: **it's, I'll**

- I can spell **-ly** word endings correctly.
- I can correctly apply the approximately 1/3 of the Year 2 spelling rules.

**Grammar/Punctuation:**

- 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.

**Handwriting:**

- I can form lower-case letters of the correct size relative to one another.