



## CURRICULUM OVERVIEW – English

	SUMMER 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 letter– sound correspondences.</li> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound-blending (ELG)</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</b></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> <li>• <b>Write simple phrases and sentences that can be read by others (ELG)</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</b></li> <li>• <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</b></li> <li>• <b>Write recognisable letters most of which are correctly formed (ELG)</b></li> </ul>

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	<p>“Let’s go on a bus... you sit here... I’ll be the driver.”</p> <ul style="list-style-type: none"> <li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</b></li> <li>• <b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</b></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> <li>• <b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</b></li> <li>• <b>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</b></li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</b></li> <li>• <b>Anticipate – where appropriate – key events in stories (ELG)</b></li> <li>• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</b></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</b></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>• Retell a story or incident in which events are clearly ordered.</li> <li>• Read aloud clearly and use some intonation for effect.</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>• Listen and follow instructions accurately, asking for help or clarification if necessary.</li> <li>• Listen with sustained concentration.</li> </ul>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Is beginning to identify when reading does not make sense and attempts to self-correct.</li> <li>• Can use all GPCs (Graphemes-Phonic-Correspondence) and alternatives from phase 5 of letters and sounds to decode unknown words.</li> <li>• Read all 'decodable' and 'tricky' high frequency words from letters and sounds (first 100 HFWs).</li> <li>• Read words with -es -est -er endings.</li> <li>• Read multiple syllable words with all GPCs.</li> <li>• Read more words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read with increasing fluency and confidence through recognition of known words and quick decoding of unknown words.</li> <li>• Read out loud with developing expression and fluency. (The reading flows).</li> <li>• <b>Read accurately by blending the sounds in words that contain the</b></li> </ul>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can accurately write down a sentence I have composed orally.</li> <li>• I can sequence sentences to form short narratives.</li> <li>• I can reread what I've written to check it makes sense.</li> <li>• I can read what I've written out loud, clearly enough to be heard by my class or teacher.</li> <li>• <b>Write a sequence of sentences to form a short narrative text (WTS KS1)</b></li> </ul> <p><b>Transcription/Spelling:</b></p> <ul style="list-style-type: none"> <li>• I can write the days of the week.</li> <li>• I use letters names when I am explaining alternative spellings for the same sound.</li> <li>• I can spell words by adding -ed -ing -er -est (where no change to the original word is needed).</li> <li>• I can spell the prefix un- correctly and add it to words.</li> <li>• I apply the spelling rules I have learnt in Year 1 in my writing.</li> <li>• <b>Spell words using the GPCs taught so far.</b></li> </ul>

		<p><b>common graphemes for all 40+ phonemes (WTS KS1).</b></p> <ul style="list-style-type: none"> <li>• Read many Year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1).</li> <li>• Read words of more than one syllable (WTS KS1).</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Can retell known stories, including significant events/main ideas in sequence.</li> <li>• Can answer questions / find information in the text in response to a direct, literal question.</li> <li>• Make simple inferences about characters and events based on knowledge of the text or own experiences.</li> <li>• Can make plausible predictions about characters, using knowledge of the story.</li> <li>• Can make plausible predictions about the plot of an unknown story using the text and other book features.</li> <li>• Can explain the meaning of a wider range of vocabulary including some synonyms <i>miserable means sad</i>.</li> <li>• Give some more detailed opinions about characters or plots with simple reasons. <i>My favourite part was... because...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell Year 1 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)</b></li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• I can join words or clauses using 'and'</li> <li>• I understand and use the words: exclamation mark, question mark.</li> <li>• <b>Leave spaces between words (WTS KS1)</b></li> <li>• <b>Join sentences with 'and' (EXS KS1)</b></li> <li>• <b>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</b></li> <li>• <b>Use question marks (EXS KS1, WTS KS2)</b></li> <li>• <b>Use exclamation marks (contributes to GD KS1)</b></li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• I can group letters into families which are formed the same way.</li> <li>• I can form all capital and lower case letters correctly.</li> </ul>
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<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>• Use emphasis, story language and interesting vocabulary when telling stories.</li> <li>• Use gesture to support talk.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Follow up listening with relevant questions</li> <li>• Comment constructively after listening</li> <li>• Be able to extract key points when listening to an adult</li> </ul>	<p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>• Reads fluently with automaticity of decoding for most words in books at an appropriate level. (purple/ gold band)</li> <li>• Uses knowledge of alternative sounds for graphemes and makes accurate choices when decoding unknown words</li> <li>• Reads a large number of previously encountered words without decoding</li> <li>• Read words with the suffixes <i>-ful, -ly</i></li> <li>• Chooses when it is appropriate to split a word into sounds or syllables to enable decoding</li> <li>• Reads all words from the year 2 common exception word list</li> <li>• Reads out loud with developing expression and fluency. (The reading flows and is interesting to a listener)</li> </ul>	<p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• I can write stories with different structures which are given to me.</li> <li>• I can produce a longer piece of factual writing about different aspects of the same subject.</li> <li>• I can write my own simple imaginative poem in the style of one I've heard.</li> <li>• I can say how my writing is suited to its audience and purpose (<i>i.e. I used simple words because it's for reception children</i>).</li> <li>• I can add details such as language choices or new vocabulary to my plans.</li> <li>• I use the language and ideas I have planned and turn them into sentences, one by one.</li> <li>• I re-read as I write to check that I have used the correct tense and verb endings (<i>ing, ed</i>).</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Read words of two or more syllables (EXS KS1)</b></li> <li>• <b>Read most words containing common suffixes (EXS KS1)</b></li> <li>• <b>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</b></li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Can recite a poem by heart using intonation and expression to make the meaning clear.</li> <li>• Can ask questions to find out more about a text and answer others questions.</li> <li>• Can retell a range of 'story blue prints' based on traditional or fairy tales (i.e. a rescue story based on Rama and Sita).</li> <li>• Can give an accurate and clear response to a retrieval question – identifying how they know.</li> <li>• Can infer meanings based on what characters have said or done and can say how they know. (<i>He is angry because he is shouting</i>).</li> <li>• Can confidently make predictions about what will happen next based on what they have read so far (<i>I don't think they'll be able to get rid of the monster because they've already tried three things and that didn't work</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can proof read my own work and spot and correct mistakes in spelling, punctuation and grammar and edit as needed.</li> <li>• I can use correct expression and intonation for the style and punctuation used in the writing.</li> <li>• I can evaluate my writing against success criteria and rewrite sentences as needed.</li> <li>• <b>Write about personal experiences and real events (EXS KS1)</b></li> <li>• <b>Write a coherent story (EXS KS1)</b></li> <li>• <b>Write effectively and coherently for different purposes (GD KS1)</b></li> <li>• <b>Edit their work by making simple additions and revisions (GD KS1)</b></li> <li>• <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></li> </ul> <p><b>Transcription/Spelling:</b></p> <ul style="list-style-type: none"> <li>• I know the correct grapheme to use in a number of words which include the same phoneme.</li> <li>• I can spell all the common exception words for Year 2.</li> <li>• I can spell and use correctly all homophones I've learnt including <i>there/their/they're to/two/too</i></li> <li>• I can spell contractions correctly where the apostrophe denotes missing letters (<i>not change of word</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• Can explain the sequence of a story including the links between events. (<i>First they...this meant that then....</i>).</li> <li>• Can identify linked items of information in a non-fiction texts. (<i>on each page it tells us something about what each animal eats</i>).</li> <li>• Can give a definition of words they have read including linking it to other known vocabulary (<i>miserable means upset – it's a better word for sad</i>)</li> <li>• Identify favourite words or phrases and give a clear reason why (<i>it makes me imagine what the rain was like</i>).</li> <li>• <b>Make links between the book they are reading and other books they have read.</b></li> <li>• <b>Check that the text makes sense as they read and correct inaccurate reading (EXS KS1)</b></li> <li>• <b>Build comprehension by retrieving basic information from a text (EXS KS1)</b></li> <li>• <b>Make inferences about characters (EXS KS1 and GD KS1)</b></li> <li>• <b>Make a plausible prediction about what might happen on the basis of what has been read so far (GD KS1)</b></li> <li>• <b>Explain what has happened so far in what they have read (EXS KS1)</b></li> </ul>	<p><i>i.e. shan't</i>).</p> <ul style="list-style-type: none"> <li>• I can use an apostrophe to show possession. (<i>girl's</i>)</li> <li>• I can correctly spell words with all the Year 2 word endings.</li> <li>• I can correctly apply all the year spelling rules.</li> <li>• <b>Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)</b></li> <li>• <b>Choose the correct grapheme where there are several options (EXS KS1)</b></li> <li>• <b>Spell Year 2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)</b></li> <li>• <b>Spell words with the suffix –ly e.g. badly (GD KS1)</b></li> <li>• <b>Spell words with the suffixes -ful and –less (GD KS1)</b></li> <li>• <b>Spell words with the suffix -ment e.g. enjoyment (GD KS1)</b></li> <li>• <b>Spell words with the suffix -ness e.g. sadness (GD KS1)</b></li> </ul> <p><b>Grammar/Punctuation:</b></p> <ul style="list-style-type: none"> <li>• I can use commas in lists and apostrophes for singular possession and contraction.</li> <li>• I can use adjectives and adverbs to describe and specify.</li> <li>• I can use 'and' 'but' 'so' 'or' to extend sentences accurately.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Retrieve information from the text to answer questions (EXS KS1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can use subordination in my sentences (<i>when, if, that, because</i>)</li> <li>• I can use the continuous form of verbs correctly in the past and present tense to show something in progress. (<i>I was going, I am going</i>)</li> <li>• <b>Join sentences with 'or' and 'but' (EXS KS1)</b></li> <li>• <b>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</b></li> <li>• <b>Write consistently in 'past' or 'present' tense (EXS KS1)</b></li> <li>• <b>Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</b></li> <li>• <b>Use apostrophes for singular possession (contributes to GD KS1)</b></li> <li>• <b>Use commas for lists (contributes to GD KS1, WTS KS2)</b></li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• I use spacing between words that reflects the size of the letters.</li> <li>• <b>Form lower case letters of the correct size relative to one another (WTS KS1)</b></li> <li>• <b>Write upper case letters and digits of the correct size, orientation and</b></li> </ul>
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			<p><b>relationship to other letters and digits (EXS KS1)</b></p> <ul style="list-style-type: none"><li>• <b>Write legibly (WTS KS2)</b></li><li>• <b>Use diagonal and horizontal strokes to join letters together (GD KS1)</b></li><li>• <b>Ensure spacing between words is appropriately sized (EXS KS1)</b></li></ul>
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