

# ST MARY'S INFANT SCHOOL

## CURRICULUM OVERVIEW – ENGLISH

### NATIONAL CURRICULUM

#### Year 1

##### Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

##### Reading – word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

##### Reading – comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

### **Writing – Transcription**

#### **Spelling -**

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

#### **Handwriting -**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

### **Writing – Composition**

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing – Vocabulary, punctuation and grammar**

- develop their understanding of the concepts by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1
- use grammatical terminology in discussing their writing.

## **Year 2**

### **Spoken Language**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### **Reading – Word reading**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### **Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Writing – Transcription**

#### **Spelling -**

- spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting -**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### **Writing – Composition**

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
    - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### **Writing – Vocabulary, grammar, punctuation**

- develop their understanding of concepts by:
  - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2
  - some features of written Standard English
- use and understand grammatical terminology in discussing their writing.

English at St Mary's Infant School is specifically taught in daily Literacy, guided reading and phonics lessons. Many of the elements covered in reading, writing and speaking and listening will filtrate through other subjects within the curriculum.

Within the Literacy lessons, a variety of genres and contexts is used.

**English Modules – Year 1**

	Term 1			Term 2			Term 3	
<b>Narrative</b>	Stories with predictable phrasing (8 weeks – or 2 + 2 + 2 weeks)		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Contemporary fiction – stories reflecting children's own experience (4 weeks – or 2 + 2 weeks)		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Fairy tales (8 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories			Write a series of sentences to retell events based on personal experience.			Write a re-telling of a traditional story.	
<b>Non-fiction</b>	Labels, lists and captions 1 week	Recount 2 weeks - or 1 + 1 week		Report 2 weeks	Instructions 2 weeks		Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe		A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
<b>Poetry</b>	Vocabulary building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary building (1 week)	Structure – rhyming couplets (1 week)		Vocabulary building (1 week)	Take one poet – poetry appreciation (1 week)
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
							<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	

**English Modules – Year 2**

	Term 1			Term 2			Term 3	
<b>Narrative</b>	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		<b>'Take One Book'</b>  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Stories with recurring literary language (4 weeks – or 2 + 2 weeks)		<b>'Take One Book'</b>  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)	
Suggested final written outcome	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.	
<b>Non-fiction</b>	Explanations 2 week	Recount 2 weeks - or 1 + 1 week		Report 4 weeks – or 2 + 2 weeks			Instructions 2 weeks	Explanations 2 weeks
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate			Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced
<b>Poetry</b>	Vocabulary building (list poems) (2 weeks)	Structure – calligrams (1 week)		Vocabulary building (1 week)	Structure – calligrams (2 weeks - or 1+1weeks)		Vocabulary building (1 week)	Take one poet – poetry appreciation (2 weeks)
Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart
						<b>'Take One Book'</b>  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		