

English Curriculum Overview - Year 1 / 2

Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) -Read accurately by blending sounds in unfamiliar words containing Grapheme phoneme correspondences 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 Grapheme phoneme correspondences 	<p>Pupils should be taught to::</p> <ul style="list-style-type: none"> -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 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 	<p>Spellings (see Appendix Year 1a)</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> -Words containing each of the 40+ phonemes already taught -Common exception words (see Appendix Year1b) - The days of the week -Naming 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 for nouns and the third person singular for verbs - Using the prefix un -Using ing, ed, er and est where no change is needed in the spelling of 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -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 (ie letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to : Write sentences by :</p> <ul style="list-style-type: none"> -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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop understanding of the concepts set out in Appendix 2 -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 , days of the week and the pronoun I -Learning the grammar in Appendix Year 1b -Use the grammatical terminology in Appendix Year 1b

<p>staying on topic and initiating and responding to comments</p> <p>-Use spoken language to develop understanding through speculating , hypothesising , imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of the Standard English</p>	<p>and — s, es, er, ing, ed, and est endings</p> <p>-Read other words of more than one syllable that contain taught Grapheme phoneme correspondences</p> <p>-Read words with contractions (for example I'm , I'll , we'll) and understand that the apostrophe represents</p>	<p>already know or on background information and vocabulary provided by the teacher</p> <p>- Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>-Discussing the significance of the title and events</p>	<p>root words (for eg help — helped, helping , eat , eating)</p> <p>-Apply simple spelling rules and guidance as listed in Appendix 1 below)</p> <p>- Write from memory simple sentences dictated by the teacher that include words using the common exception words taught so far</p>			<p>accurately and appropriately in discussing their writing and reading</p>
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<ul style="list-style-type: none"> -Participate in discussions, presentations, performances, role play , improvisations and debates -Gain , maintain and monitor the interest of the listeners -Consider and evaluate different viewpoints, attending to and building on the contribution of others -Select and use appropriate registers for effective communication 	<p>the omitted letter (missing letter)</p> <ul style="list-style-type: none"> -Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words. <p>Re-read these books to build up their fluency and confidence in word reading</p>	<ul style="list-style-type: none"> -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 				
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) -Read accurately by blending sounds in unfamiliar words containing Grapheme phoneme correspondences 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 Grapheme phoneme correspondences and —s, es, er, ing, ed, and extensions -Read other words of more than one syllable that contain taught Grapheme phoneme correspondences -Read words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop pleasure in reading, motivation to read, vocabulary and understanding by : <ul style="list-style-type: none"> -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 meaning of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases -Continuing to build up a repertoire of poems learnt by 	<p>Spelling (see appendix 1) Pupils should be taught to :</p> <p>Spell by:</p> <ul style="list-style-type: none"> -Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly -Learning new ways of spelling phonemes for which one or more spelling are already known, 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, including — <ul style="list-style-type: none"> ment, ness, ful, less, ly -Apply spelling rules and guidance as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 <p>Use spacing between words that reflects the size of the letters</p>	<p>Pupils should be taught/develop positive attitudes towards and stamina for writing by :</p> <ul style="list-style-type: none"> -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 -Write 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 : 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in English Appendix 2 by <ul style="list-style-type: none"> -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, statement, question, exclamation, command -Expanded noun phrases to describe and specify (for example blue butterfly) -The present and past tenses correctly and consistently including the progressive form -Subordination (using when, if ,
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<p>fluently with an increasing command of the Standard English</p> <p>Participate in discussions, presentations, performances, role play , improvisations and debates</p> <p>-Gain , maintain and monitor the interest of the listeners</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p>	<p>with contractions (for example I'm , I'll , we'll) and understand that the apostrophe represents the omitted letter (missing letter)</p> <p>- Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>-Understand both the books that they can already read accurately and fluently and those that they listen to by</p> <p>- Drawing on what they already know or background information and vocabulary provided by the teacher</p> <p>- Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>- Making inferences on the basis of what is being said and done</p> <p>- Answering and asking questions</p> <p>-Predicting what might happen on the basis of what has been read so far</p> <p>-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</p> <p>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			<p>-Evaluating their writing with the teacher and other pupils</p> <p>-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</p> <p>-Proof reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>that or because) and coordination (using or, and , or but)</p> <p>-The grammar for Year 2 (see Appendix 2)</p> <p>-Some features of written standard English</p> <p>-Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
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