



Kenmore Park Infant & Nursery School.

English Curriculum Overview 2023-2024.



Intent	<p>The intent for English at Kenmore Park Infant and Nursery School is to ensure that all children become independent, fluent readers and confident writers by the end of Key Stage One. Our curriculum for reading has been designed to enable pupils to have opportunities to develop a lifelong love of reading. This is why we teach reading through <i>Little Wandle Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the <i>Little Wandle Letters and Sounds Revised progression</i> which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <p>Our readers should be equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. We want our children to read a range of genres, take part in discussions, explore language and to know a range of authors. We teach basic skills and provide a language-rich, meaningful and engaging learning environment. We strive to inspire a love and appreciation of English and ensure that every child becomes a competent reader, speaker and writer.</p>
Implementation	<p>The implementation of teaching in English is through a combination of strong, high quality, consistent, discrete phonics teaching combined with promoting a 'Reading for Pleasure' culture and opportunities to plan and write for different purposes across the curriculum.</p> <ul style="list-style-type: none"> • Children take part in daily <i>Little Wandle Letters and Sounds Revised</i> phonics lessons. • Children take part in twice weekly <i>Little Wandle Letters and Sounds Revised</i> Reading Practise Sessions. These involve: <ul style="list-style-type: none"> -A fully trained adult teaching small groups of children. -Books matched to the children's secure phonic knowledge using the <i>Little Wandle Letters and Sounds Revised</i> assessments. -Each reading practice session has a clear focus. The reading practice sessions have been designed to focus on three key reading skills: <ul style="list-style-type: none"> ○ decoding ○ prosody: teaching children to read with understanding and expression ○ comprehension: teaching children to understand the text. • We have a well-stocked library which includes a range of fiction, non-fiction and poetry books for the children to access. • Every classroom has an inviting book corner that encourages a love for reading. • All children are given a 'decodable book' to take home weekly and also 'sharing book' to enjoy with an adult. • Each classroom loans a selection of books which are directly linked to the class topic, from the Harrow School Library Service. This offers opportunities for pupils to apply their reading skills across the curriculum. • Children are read to by their class teacher during lessons and story time. • The English curriculum is planned and delivered through the context of carefully chosen texts. • Children are given the opportunity to develop and apply spelling, grammar and punctuation skills in English and throughout the curriculum. • Children are taught to develop their speaking and listening skills (oracy).


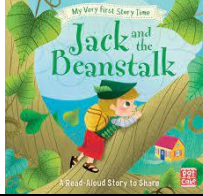
Impact	<p>Our learners will:</p> <ul style="list-style-type: none"> • Be competent/ fluent readers who enjoy reading for pleasure. • Use the three reading skills- decoding, prosody and comprehension. • Name some authors and can participate in discussions about books. • In reading and writing, pupils will make good progress from their own personal starting points. • Write clearly and accurately and for a range of purposes and audiences. • Acquire a wide vocabulary and have a good command of the written word. • Develop a love of writing and be well equipped for the rest of their education. • Be able to speak clearly and articulate what they would like to say.
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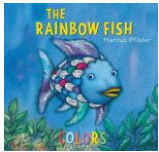
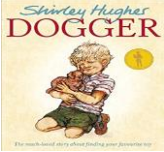

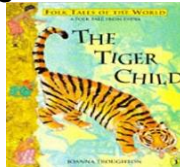
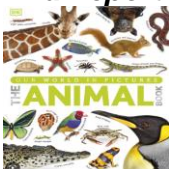
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Unit/Topic	<p><u>Narrative</u> <u>Owl Babies</u></p>  <p><u>Weekly Texts:</u></p>  	<p><u>Information Text</u> <u>Mad About Minibeasts</u></p>  <p><u>Weekly texts:</u></p>  	<p><u>Information Text</u> <u>Under the Sea</u></p>  <p><u>Weekly Texts:</u></p>  	<p><u>Narrative</u> <u>Dear Zoo</u></p>  <p><u>Weekly Texts</u></p>  	<p><u>Narrative</u> <u>We've All Got Bellybuttons</u></p>  <p><u>Weekly Texts:</u></p>  	<p><u>Information Texts</u> <u>The Tiny Seed</u></p>  <p><u>Weekly Texts:</u></p>  



<p>Knowledge, skills and understanding I can...</p>	<ul style="list-style-type: none"> • I can listen to stories in small groups and whole class setting. • I can begin to talk about the characters in the story. • I can begin to answer some simple questions about the story. • I can mark make with a range of resources. • I can begin to differentiate between different sounds in the environment. • I can Join in with nursery rhymes. • I can begin to clap my name. 	<ul style="list-style-type: none"> • I can listen to stories with increased attention. • I can begin to recognise my name on the name peg. • I can use a number of mark making tools to mark make. • I can increasingly begin to differentiate between different sounds in the environment. • I can answer simple story questions and talk about characters. • I can begin to join in with repetitive refrains in stories. • I can begin to look at books while holding them correctly. 	<ul style="list-style-type: none"> • I can copy repeated refrains in the story. • I can begin to talk about characters in the story. • I can give meaning to the marks they make. • I can begin to sequence stories and talk about them. • I can begin to use newly learnt vocabulary. • I can begin to talk about illustrations in a book. • I can begin to answer story questions with increased confidence. 	<ul style="list-style-type: none"> • I can begin to hear initial sounds in words. • I can begin to make recognisable marks with writing tools and talk about what they have made. • I can begin to retell and sequence familiar stories. • I can begin to make predictions when listening to stories. • I can look at familiar story books and begin to narrate the story in their own words. 	<ul style="list-style-type: none"> • I can listen and retell a familiar story in my own words. • I can identify characters and answer simple story questions. • I can begin to show confidence in making predictions in a story. • I can give meaning to marks they have made. • I can begin to hear initial sounds in words. • I can hold a pencil using the tripod grip more confidently. • I can begin to copy letters from their name. 	<ul style="list-style-type: none"> • I can listen to and join in with a range of nursery rhymes. • I can begin to orally blend sounds. • I can begin to hear multiple sounds in words. • I can hold a pencil using the tripod grip. • I can begin to write their name independently. • I can look at books independently and begin to talk about what I observe. • I can begin to use newly learnt vocabulary from
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					<ul style="list-style-type: none"> I can begin to talk about similarities and differences. 	stories while narrating stories.
Reception Unit/Topic	<u>Narrative</u> We're Going on a Leaf Hunt  <u>Weekly texts:</u>   	<u>Narrative</u> Poles Apart  <u>Weekly texts:</u>      	<u>Narrative</u> The Gingerbread Man  <u>Weekly texts:</u>     	<u>Narrative</u> The Very Hungry Caterpillar  <u>Weekly texts:</u>   	<u>Narrative</u> Supertato and the evil pea  <u>Weekly texts:</u>     	<u>Narrative</u> Commotion in the Ocean  <u>Weekly texts:</u>     

				 		
Knowledge, skills and understanding I can...	<ul style="list-style-type: none"> I can recognise Phase 2 phonemes - (s,a,t,p,i,n,m,d,g,o,c, k ck,e,u,r,h,b,ff,ll,ss) I can recognise and write 'tricky words': (is, it, the) I can hear initial sounds in words. I can orally blend words with phase 2 phonemes.eg. tap, cap, dog I can find letters on the grapheme mat. I can label pictures with initial/multiple sounds. I can sequence pictures. I can begin to identify characters and 	<ul style="list-style-type: none"> I can work towards recognising and writing Phase 2 phonemes: (j, v, w, x, z, qu, ch, sh, th, ng, nk) I can hear multiple sounds in words. I can write CVC words (such as shop, chop, ring, think). I can begin to write simple sentences. I can recognise and write 'tricky words': (put, pull, as, has, his, her, into, go, to, me, she, push) I can gain more confidence in identifying characters in stories and begin to understand beginning, middle and end in a story. 	<ul style="list-style-type: none"> I can work towards recognising and writing Phase 3 phonemes: (ai, er, oa, short and long oo , oi, ear, ur, ow, ee, air) I can hear multiple sounds in words. I can write simple sentences using newly learnt words. I can learn longer words and use them in sentences. I can recognise and writing 'tricky words': (sure, pure) I can confidently talk about story characters, settings and beginning, middle and end of stories. I can use a range of ways to narrate story 	<ul style="list-style-type: none"> I can recap Phase 3 phonemes and tricky words. I can hear multiple sounds in words. I can write sentences using newly learnt words. I can read books in line with their phonic knowledge with increased fluency and answer relevant questions. I can use new vocabulary more often. I can begin writing character descriptions, Recounts and making 	<ul style="list-style-type: none"> I can work towards recognising and writing Phase 4 CVCC, CCVCC CCCVCC words I can recognise and write 'tricky words' (said, have, here, were) I can hear multiple sounds in words, including consonant clusters. I can write extended Sentences using newly learnt words. I can write character descriptions and making comparisons. I can read books in line with their 	<ul style="list-style-type: none"> I can talk about the features of and differences between fiction and non-fiction books. I can recognise and write Phase 3 and Phase 4 words. I can write recounts more confidently using time connectives. I can describe a setting using newly learnt vocabulary. I can use my imagination to write more independent sentences using conjunctions. I can read books

	<p>settings in a story.</p> <ul style="list-style-type: none"> I can learn about fiction and non-fiction texts. (Making a class book) I can begin to make predictions and use stem sentences to answer questions. I can sing familiar rhymes. I can begin to recite a poem from Poetry basket. 	<ul style="list-style-type: none"> I can read books in line with their phonic knowledge and begin to answer relevant questions. I can use a range of ways to narrate story e.g. story maps, talk for writing etc. I can begin to read with expression (prosody). I can begin to identify features of non-fiction texts. I can talk about different characters in a story and begin to compare characters. I can recite a poem from Poetry basket. 	<p>e.g. story maps, talk for writing etc.</p> <ul style="list-style-type: none"> I can read books in line with their phonic knowledge and answer relevant questions. I can describe characters in a story and begin to write comparisons. I can write wanted posters. I can remember and recite some poems from Poetry basket. 	<p>comparisons.</p> <ul style="list-style-type: none"> I can draw information from non-fiction texts and talk about it. I can label and caption pictures from non-fiction texts. I can use a range of ways to narrate story e.g. story maps, talk for writing etc. I can make predictions in stories more confidently. I can begin to write instructions. I can learn to write an Acrostic poem. I can remember and recite some poems from Poetry basket 	<p>phonic knowledge with increased fluency and answer relevant questions.</p> <ul style="list-style-type: none"> I can write recounts using time connectives. I can draw information from non-fiction texts and talk about it. I can label and caption pictures from non-fiction texts. I can recite poems from Poetry basket with increased confidence. <ul style="list-style-type: none"> I can use story maps to narrate stories with increased confidence. 	<p>in line with their phonic knowledge with increased fluency and answer relevant questions.</p> <ul style="list-style-type: none"> I can read with expression displaying increased confidence. <ul style="list-style-type: none"> I can make my own story maps and begin to innovate familiar stories. I can recite poems from Poetry basket and attempt to think of my own poem.
Year 1						
Unit/Topic	<p><u>Narrative</u> (Book linked to class names)</p> <p>*The Rainbow Fish</p> 	<p><u>Narrative</u></p> <p>*Dogger</p> 	<p><u>Narrative</u></p> <p>*Lost and Found</p> 	<p><u>Narratives</u></p> <p>*Tiger Child</p> 	<p><u>Instruction Text</u></p> <p>*Spider Sandwiches</p>	<p><u>Report</u></p> <p>*Animal report</p> 

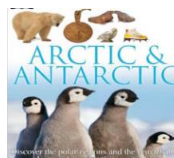
Narrative linked to Black History
***Anansi and the Turtle**



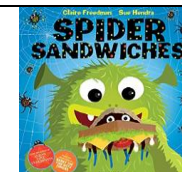
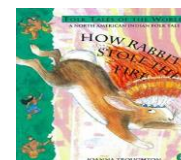
Performance Poetry
***Rhyming words**
***The Toys Playtime Poem.**



Information Text
***Arctic and Antarctic.**



***How Rabbit Stole the Fire**



Traditional Tale
***Jack and the Beanstalk**



Narrative
***Meerkat Mail**



National Curriculum

All knowledge, skills and understanding is taught and built on within English units throughout the year.

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.
- 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

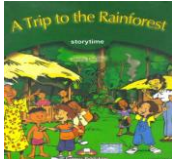

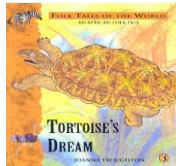
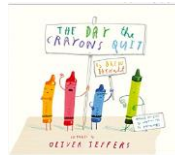

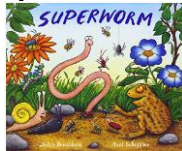
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- 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

- 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.
- Saying out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read 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
- Leave spaces between words
- Join words and joining clauses using 'and'
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un–
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- Apply simple spelling rules and guidelines, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

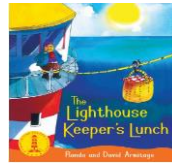
<p>Knowledge, skills and understanding I can...</p>	<p>All knowledge, skills and understanding is taught and built on within English units throughout the year.</p> <p>Reading</p> <ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words. • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • I can read other words of more than one syllable that contain taught GPCs • I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words • I can re-read these books to build up my fluency and confidence in word reading. <ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: • I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently • I can be encouraged to link what I read or hear read to my own experiences • I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • I can recognise and join in with predictable phrases • I can learn to appreciate rhymes and poems, and to recite some by heart • I can discuss word meanings, linking new meanings to those already known • I understand both the books I can already read accurately and fluently and those I listen to by: • I can draw on what I already know or on background information and vocabulary provided by the teacher • I can check that the text makes sense to me as I read and correct inaccurate reading • I can discuss the significance of the title and events • I can make inferences on the basis of what is being said and done • I can predict what might happen on the basis of what has been read so far • I can participate in discussion about what is read to me, taking turns and listening to what others say • I can explain clearly my understanding of what is read to me. <p>Writing</p> <ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place • I can form capital letters • I can form digits 0-9
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- I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- I can say out loud what I am going to write about
- I can compose a sentence orally before writing it
- I can sequence sentences to form short narratives
- I can re-read what I have written to check that it makes sense
- I can discuss what I have written with the teacher or other pupils
- I can read aloud my writing clearly enough to be heard by their peers and the teacher
- I can leave spaces between words
- I can join words and join clauses using 'and'
- I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- I can spell words containing each of the 40+ phonemes already taught
- I can spell common exception words
- I can spell the days of the week
- I can name the letters of the alphabet in order
- I can use letter names to distinguish between alternative spellings of the same sound
- I can add prefixes and suffixes
- I can use the spelling rule for adding **-s** or **-es** as the plural marker for nouns and the third person singular marker for verbs
- I can use the prefix **un-**
- I can use **-ing, -ed, -er** and **-est** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- I can apply simple spelling rules and guidelines, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2						
Unit/Topic	Narrative (linked to class names) *A Trip to the Rainforest  Stories with a	Narrative *Sparks in the Sky (linked to Bonfire Night & History: Guy Fawkes) 	Narrative (African Folk Tale) *The Tortoise's Dream  Information Text *Kenya	Narratives *The Day the Crayons Quit 	Narratives *Where the Wild Things Are 	Narratives *Superworm 

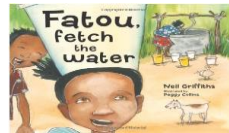
familiar setting

***The Lighthouse Keeper's Lunch**



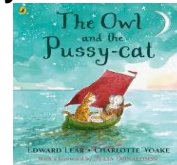
Narrative (linked to Black History)

***Fatou Fetch the Water**



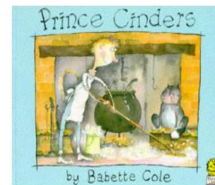
Performance Poetry

***The Owl & the Pussycat**



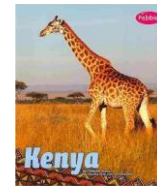
Traditional fairy tale with a twist

***Prince Cinders**



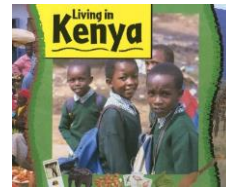
Instructions

***Give, write and follow instructions**

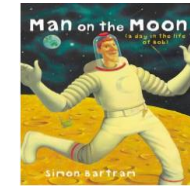


Persuasive Text

***Why live in Kenya?**



***Man on the Moon**



***Dougal's Deep Sea Diary**

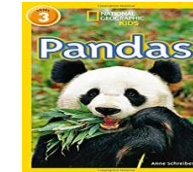


***The Magic Paintbrush**



Information Text

***Endangered Animals**



***Big Bad Owl**



Poetry

***Compare styles of poetry; explore rhythm, rhyme and pattern; compose and perform own poems.**



Recount

***Recounts of real and fictional events in chronological order.**

National Curriculum

All knowledge, skills and understanding is taught and built on within English units throughout the year.
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.
- Accurately read most words of two or more syllables.
- Read most words containing common suffixes*
- Read most Y1 and Y2 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 fluency and confidence in word reading.
- 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
 - Discuss the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and to retell a wide 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
- Discuss and clarify the meanings of words, linking new meanings to know vocabulary.
- Discuss their favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far in a text.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
- 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.

Writing

- 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 un-joined
- 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.
- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn 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
- Spell common exception words
- Spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply simple spelling rules and guidelines, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Develop positive attitudes towards and stamina for writing by:
- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events and poetry
- Write for different purposes
- Plan or say out loud what they are going to write about
- Write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Evaluate their writing with the teacher and other pupils

- Re-read 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-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify, e.g. the blue butterfly
- Use the present and past tenses correctly and consistently including the progressive form
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use some features of written Standard English

**Knowledge,
skills and
understanding
I can ...**

All knowledge, skills and understanding is taught and built on within English units throughout the year.

Reading

- **I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.**
- **I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.**
- **I can accurately read most words of two or more syllables.**
- **I can read most words containing common suffixes.**
- **I can read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.**
- **I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**
- **I can read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.**
- **I can re-read these books to build up fluency and confidence in word reading.**
- I can develop pleasure in reading, motivation to read
- I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently
- I can discuss the sequence of events in books and how items of information are related.
- **I can become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.**
- **I can be introduced to non-fiction books that are structured in different ways**
- **I can recognise simple recurring literary language in stories and poetry**
- **I can discuss and clarifying the meanings of words, linking new meanings to known vocabulary**

- I can discuss my favourite words and phrases
- I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- I can understand both the books that I can already read accurately and fluently and those that I listen to
- I can draw on what I already know or on background information and vocabulary provided by the teacher
- I can check that the text makes sense to me as I read and correct inaccurate reading
- I can make inferences on the basis of what is being said and done
- I can answer and ask questions
- I can predict what might happen on the basis of what has been read so far
- I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say
- I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself

Writing

- I can form lower-case letters of the correct size relative to one another
- I can 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 un-joined
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- I can use spacing between words that reflects the size of the letters.
- I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- I can learn 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
- I can spell common exception words
- I can spell more words with contracted forms
- I can learn the possessive apostrophe (singular) [for example, the girl's book]
- I can distinguish between homophones and near-homophones
- I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- I can apply simple spelling rules and guidelines, as listed in English Appendix 1
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- I can develop positive attitudes towards and stamina for writing by:
- I can write narratives about personal experiences and those of others (real and fictional)
- I can write about real events and poetry
- I can write for different purposes
- I can plan or say out loud what they are going to write about

- **I can write down ideas and/or key words, including new vocabulary**
- I can encapsulate what I want to say, sentence by sentence
- I can evaluate my work with the teacher and other pupils
- I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- **I can proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)**
- **I can read aloud what I have written with appropriate intonation to make the meaning clear**
- I can learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **I can use sentences with different forms: statement, question, exclamation, command**
- **I can use expanded noun phrases to describe and specify, e.g. the blue butterfly**
- **I can use the present and past tenses correctly and consistently including the progressive form**
- **I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)**
- **I can use some features of written Standard English**

Next steps(Yr 3)

All knowledge, skills and understanding is taught and built on within English units throughout the year.

Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words he/she meets. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Read independently a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Listen to and discuss a wide range of fiction and non-fiction books including some books beyond that which they can read independently.
- Identify and discuss the meaning of words in context. - Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.
- Draw inferences about characters' thoughts and actions. - Justify inferences with a single piece of evidence from the text to support one specific point.
- Predict what may happen based on both what has been stated (obvious) and implied (less obvious).
- Identify the language conventions of non-fiction in relation to the text type. - Identify the overarching theme of a text. - Identify the structural conventions of non-fiction in relation to the text type. - Identify how the structure and presentation of texts contributes to the meaning.
- Use contents and subheadings to locate relevant information. - Identify a main topic to research, independently and through shared reading.
- Summarise the main idea/s within a paragraph or section. - Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words

Writing

- Spell further homophones spell words that are often misspelt (appendix 1)
- Use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary

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| | <ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause learn, use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading • Use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) |
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