



Freegrounds Infant School

‘Building the future together’

Intent

Literacy and communication are at the heart of our curriculum. We want to enthuse, encourage and support our pupils, initiating a love for the written and spoken word that lasts a lifetime. The National Curriculum is very clear in its aims for English. They are for pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

As a school, we want children to develop their reading and comprehension skills, write accurately and adaptively for a range of purposes and be confident and respectful when speaking and discussing their views. We want a curriculum and learning environment which is accessible to all, providing challenge and support and introducing children to words, books and language that they can use in all subjects and far beyond their time here at Freegrounds Infant school. By encouraging our pupils to think deeply and compassionately, we will provide our children with the skills, knowledge and empathy they need to become successful, creative and curious learners. Ultimately, we want all of our pupils to enjoy and progress in all aspects of literacy, providing them with the knowledge and skills they need to reach their full potential in this subject.

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. On the whole, objectives are delivered to all children in a given class with challenge and stretch provided as needed. The exception to this may occur in our mixed Key Stage 1 class where Years 1 and 2 are taught elements of English separately to ensure learning is appropriately paced and targeted to pupils' needs.

At Freegrounds Infant School, our English Curriculum is ambitious, coherently planned, sequenced and delivered to a high standard to enable all of our learners, including our SEND pupils, to achieve highly. Each term, children explore their learning through carefully planned 'journeys' that are designed to provide them with a range of engaging learning experiences as they progress through the school. English is an integral part of this process and class texts are linked to the topics that the children explore; quality literature is at the heart of our English teaching. From Reception through to Year 2, children are exposed to a variety of genres, authors and writing styles. Quality texts are used to provide models of writing styles and inspirational starting points as well as opportunities for children to be immersed in the sheer joy of stories. Key learning, as determined by our assessment endpoints, are revisited both within and between year groups, enabling pupils to build on and embed their prior learning. Drama, poetry and speaking activities are crucial: as preparation for writing; as a means to expand the range of vocabulary our pupils have at their fingertips; and to improve their confidence when communicating with others.

English encompasses spoken language, reading, writing, spelling, vocabulary, grammar and punctuation and is vital to every part of the curriculum we teach. This begins in EYFS where the development of children's spoken language underpins all seven areas of learning and development. More information about English and literacy in EYFS is available in a separate document.

Early Reading & Phonics

Confident reading and accurate spelling are essential skills that allow children to communicate their understanding in all curriculum subjects. We begin to immerse our children in the world of books and phonics from their very first days at school. The teaching of phonics ensures that children are exposed to the rules of language both when reading and writing to help them develop as confident and effective readers and writers. Currently, we follow the Pip and Pap programme of phonics. As well as daily phonics lessons, we ensure that children further up the school have regular refreshers on previous phonics learning and that these skills are continuously applied as they are exposed to new words and spelling patterns.

Regular assessment and analysis of phonic knowledge and spelling ensure that the right support is provided and tailored to the specific needs of both individual children and the class. Children are given fully decodable reading books suitable for their current level of phonics understanding. Pupils are also encouraged to take home a shared reading or library book. We believe that it is important to expose children to a range of books and genres from an early age and that children are given the freedom to choose books that they want to read (or have read to them).

Reading

Our approach to the teaching of reading is a combination of 1-2-1 work, small group work and a whole class approach, depending on the Key Stage and the needs of a particular cohort or individual pupils. Children are taught to decode texts, read with expression, appreciate a wide range of genres and ask and answer questions about a text. From an early age, pupils are also encouraged to think about the meaning behind the author's words (and pictures) and to make predictions and inferences, which increase in complexity as children progress through the school. A whole class reading approach allows our teachers to introduce more challenging texts and discuss the language and structure within them as well as providing models and starting points for writing activities. Quality texts and literature are at the heart of our curriculum. Books and authors have been carefully selected to both support topics and learning journeys within a year group and to ensure a breadth of writing styles and genres as children progress through the school.

Spelling

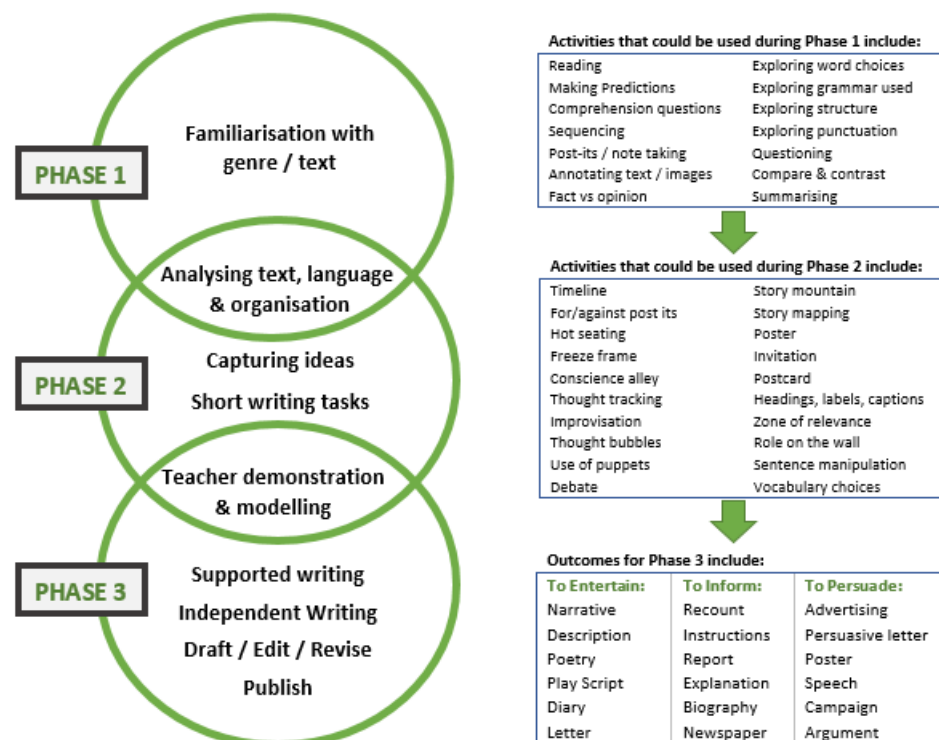
The National Curriculum states that: 'Most people read words more accurately than they spell them. The younger pupils are, the truer this is.' The teaching of spelling is designed to provide children with a solid understanding of how to apply spelling rules, patterns and strategies to enable them to access texts that are inspiring and to communicate their literacy ideas accurately and effectively. In order for children to develop into effective and confident spellers, they need to have a solid understanding of phonics and the etymology of words and be taught strategies to learn and retain new words. To achieve this, spelling is taught actively and explicitly, daily through Essential spelling in KS1 when the children have completed the Pip and Pap Scheme.

Writing

Writing is an integral part of our English curriculum. Our planning model ensures that children are given the opportunity to write for different purposes and audiences and are given the tools and encouragement they need to become successful writers. Cross-curricular opportunities for reading and writing are used, wherever possible, with fiction and non-fiction texts linked to our topics. We use high-quality texts to demonstrate different styles of writing, creative flair and technical accuracy. Punctuation and grammar skills are woven into learning sequences to ensure pupils both understand the terminology and use it effectively in their writing. Through revisiting key knowledge and skills, modelling, discussion and careful planning, children are provided with meaningful opportunities to develop and hone their English skills.

We have high expectations in terms of effort, outcomes and presentation of work. Equally, we encourage our pupils to have high expectations of themselves. Self-evaluation and collaborative feedback support teacher assessment in identifying areas of strength and areas for improvement. We celebrate children's successes, both academic and through the learning behaviours they demonstrate. There is an expectation that all children are able to write in a pre-cursive style by the time they leave our school. We follow the Kinetic Letter programme and teach handwriting daily to ensure that there is consistency throughout the school from early learning onwards and that pupils see our chosen handwriting style mirrored in presentations used by teachers and in their learning environment.

Pupils are given the opportunity to write for a range of purposes and audiences across the curriculum by writing to entertain, inform and persuade. They are taught the skills and processes that are essential for writing including familiarisation with genre/text; thinking aloud to explore and collect ideas; analysing text, language features and organisation; exposure to modelled examples; plan, write, edit and publish; continuous re-reading to check their meaning is clear as well as opportunities to write for different audiences, different purposes and using a range of stimuli. Over the course of the year, opportunities are provided to write for all three writing purposes with approximately half of curriculum time taken up by 'Writing to Entertain' with the non-fiction elements sharing the remaining time. To ensure that key writing skills are embedded, the expectation is that each term there are 2-3 main outcomes (depending on the year group, topic and cohort) with supporting smaller activities linked to the grammatical and sentence construction aspects needed to complete these outcomes.



Impact

Inspiring topics, exposure to quality literature, cross-curricular opportunities and effectively sequenced learning enables all pupils achieve highly. Successful implementation of our English curriculum will ensure that all pupils make good (or better) progress from their own personal starting points. This will be apparent in termly assessments, end of Key Stage assessments, class provision maps and outcomes of work across a range of books. Children will have acquired a wide vocabulary and a skill set that can be used both in their discussions and in their writing, ensuring that they can confidently express themselves in a variety of ways. Literacy is a key life skill. A high-quality English curriculum is vital if we are to prepare our pupils to flourish.

Year 1 Cycle A								
Text drivers								
Speech & Language	Participate in discussion about what is read to them, taking turns and listening to what others say. Begin to imitate language matched to context. Contribute to shared writing, adding to and using word banks and other scaffolds. Discuss what they have written with their teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and their teacher. listen and respond appropriately to adults and their peers, speak audibly and fluently with an increasing command of Standard English, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.							
Reading								
Phase 1	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
	- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word 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	Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading		Participate in discussion about what is read to them, taking turns and listening to what others say	- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories	Predict what might happen on the basis of what has been read so far	Recognise and join in with predictable phrases	- Become very familiar with key stories, fairy stories and traditional tales - Begin to appreciate rhymes and poems, and to recite some by heart - Discuss the significance of the title and events Understand and use terms such as story, rhyme, poem, cover, title, author

Writing

Phase 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	- Spell words containing each of the 40+ phonemes already taught - Spell common exception words that have been taught the, to, I, no, go, he, she, me, we, be, was, my, you, her, they, all, are, said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Use -ing and -ed, where no change is needed in the spelling of root words	- 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 practise these. - Use letter formation families to inform practice	- Say out loud what they are going to write about - Discuss what they have written with the teacher or other pupils - Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	Has an awareness that ideas can be organised into a sequence	- Compose a sentence orally before writing it - Write a simple sentence starting with a personal pronoun - Write a simple sentence starting with a noun/proper noun - Sequence sentences to form short narratives	- Leave spaces between words - Use capital letter for names - Use capital letter for the personal pronoun 'I' - Use capital letters for names of people, places, days of week - Begin to punctuate sentences using a capital letter and a full stop - Join words using 'and' - Introduce simple noun phrases (adjective + noun)

Text Drivers



Speech & Language

Be encouraged to link what they read or hear read to their own experiences. Discuss word meanings, linking new meanings to those already known. Participate in role play, drama, oral retelling using story language. Begin to imitate language matched to context. Contribute to shared writing, adding to and using word banks and other scaffolds. Read aloud their writing clearly enough to be heard by their peers and their teacher. Learn to appreciate rhymes and poems, and to recite some by heart, participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading

Phase 2

Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
- Re-read books to build up their fluency and confidence in word reading - Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher	Recall the main points of a narrative in the correct sequence		Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	Identify how repetitive patterns, words and phrases aid their enjoyment of the text	- Become very familiar with key stories, fairy stories and traditional tales, retelling them - Understand the difference between fiction and non-fiction - Can seek out books around a simple theme or topic

Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	• Spell the days of the week • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person • singular marker for verbs • Begin to spell words using contracted forms	• Writing can be read by themselves and others • Use letter formation families to inform practice	• Select basic ideas and content linked to the purpose of a task • Re-read what they have written to check that it makes sense	• Sequence sentences to form short narratives	• Write a simple sentence with straight forward subject/ verb agreement	• Begin to punctuate sentences using a question mark • Join clauses using 'and' • Use a capital letter for days of the week • Compose simple noun phrases • Sentence demarcation: full-stops and capitals secure. • Introduce joining sentences with but, so, because

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Writing						
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 3	• Can use the prefix un– • Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		• Use simple prepositions	• Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	• Write reliably formed simple and compound sentences	• Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i> • Join sentences with <i>and, but, so, because</i>

Year 2	Year 2 Cycle A							
Text Drivers								
Speech & Language	listen and respond appropriately to adults and their peers, speak audibly and fluently with an increasing command of Standard English, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.							
	READING							
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	- 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 graphemes taught so far - Read words containing common suffixes - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	- Understand both the books they can already read accurately and fluently, and those they listen to - Draw on what they already know or on background information and vocabulary, provided by the teacher - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading	- Identify and discuss the main events or key points in a text - Retell a story clearly and with appropriate detail	- Answer questions - Ask questions - Extract information from the text and discuss orally with reference to the text	Participate in discussions 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	- Predict what might happen on the basis of what has been read so far and their own experience - Make inferences on the basis of what is being said and done	- Recognise simple recurring literary language in stories and poetry - Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)	- 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 they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

	Writing					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar
Phase 1	- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly - Spell by learning new ways of spelling phonemes for which one or more spellings are already known - Spell common homophones - Spell common exception words taught so far - Add suffixes to spell longer words, including -ly	- Form lower-case letters of the correct size relative to one another - 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	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - Re-read to check that writing makes sense e.g. verb tense	- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas	Write questions (beginning with who/ what/ when/ where/ how etc) Write statements	- Use capital letters, full stops, question marks and exclamation to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use the present and past tenses correctly and consistently - Use -ly to turn adjectives into adverbs – slow/ slowly

									
	Text Drivers								
	Speech & Language	participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, consider and evaluate different viewpoints, attending to and building on the contributions of others							
		Reading							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading	□ Use the context/ grammar of the sentence to decipher new or unfamiliar words	□ Discuss the sequence of events in books and how items of information are related	□ Understand how to use alphabetically ordered texts to retrieve information	□ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Make simple inferences about characters' thoughts and feelings and reasons for actions	□ Discuss favourite words and phrases □ Identify how vocabulary choice affects meaning	□ Read non-fiction books that are structured in different ways

Writing						
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	• Use the possessive apostrophe (singular) • Add suffixes to spell longer words, including –ful, –less (to create adjectives) • Spell more words with contracted forms • Distinguish between homophones and near-homophones	• Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• Proof-read to check for errors in spelling, grammar and punctuation • Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience • Use adventurous vocabulary appropriate to task	• Link related sentences through the use of pronouns and adverbials where appropriate	• Write commands using the imperative form of a verb	• Use subordinating conjunctions (when/ if /that /because) • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Use the suffixes –er, -est, in adjectives



Text Drivers

Speech & Language

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, select and use appropriate registers for effective communication

Reading

Word Reading

Comprehension Clarify

Comprehension Summarise

Comprehension Select and Retrieve

Comprehension Respond and Explain

Inference

Language for Effect

Themes and Conventions

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

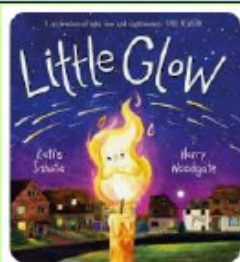
□ Identify or provide own synonyms for specific words within the text

□ Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Writing

			Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
		Phase 3	- Add suffixes to spell longer words –ment, –ness - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		Use a range of prepositions (behind, before, above, along)		Use sentences with different forms: statement, question, exclamation, command	- Use the progressive form correctly and consistently e.g. he was shouting. - Use apostrophes to mark singular possession in nouns - Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman - Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>

Freegrounds Infant School: Curriculum Map Cycle B

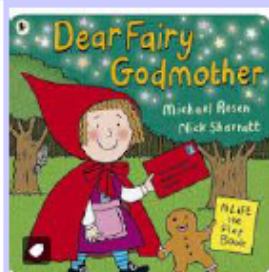
Year 1 Cycle B								
Text drivers	    							
Speech & Language	Participate in discussion about what is read to them, taking turns and listening to what others say. Begin to imitate language matched to context. Contribute to shared writing, adding to and using word banks and other scaffolds. Discuss what they have written with their teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and their teacher. listen and respond appropriately to adults and their peers, speak audibly and fluently with an increasing command of Standard English, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.							
Reading								
Phase 1	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
	- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word 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	Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading		Participate in discussion about what is read to them, taking turns and listening to what others say	- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories	Predict what might happen on the basis of what has been read so far	Recognise and join in with predictable phrases	- Become very familiar with key stories, fairy stories and traditional tales - Begin to appreciate rhymes and poems, and to recite some by heart - Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author

Writing

Phase 1

Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
- Spell words containing each of the 40+ phonemes already taught - Spell common exception words that have been taught the, to, I, no, go, he, she, me, we, be, was, my, you, her, they, all, are, said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Use -ing and -ed, where no change is needed in the spelling of root words	- 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 practise these. - Use letter formation families to inform practice	- Say out loud what they are going to write about - Discuss what they have written with the teacher or other pupils - Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	Has an awareness that ideas can be organised into a sequence	- Compose a sentence orally before writing it - Write a simple sentence starting with a personal pronoun - Write a simple sentence starting with a noun/proper noun - Sequence sentences to form short narratives	- Leave spaces between words - Use capital letter for names - Use capital letter for the personal pronoun 'I' - Use capital letters for names of people, places, days of week - Begin to punctuate sentences using a capital letter and a full stop - Join words using 'and' - Introduce simple noun phrases (adjective + noun)

Text Drivers



Speech & Language

Be encouraged to link what they read or hear read to their own experiences. Discuss word meanings, linking new meanings to those already known. Participate in role play, drama, oral retelling using story language. Begin to imitate language matched to context. Contribute to shared writing, adding to and using word banks and other scaffolds. Read aloud their writing clearly enough to be heard by their peers and their teacher. Learn to appreciate rhymes and poems, and to recite some by heart, participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading

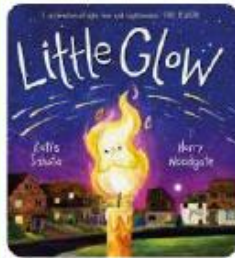
Phase 2

Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
- Re-read books to build up their fluency and confidence in word reading - Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher	Recall the main points of a narrative in the correct sequence		Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	Identify how repetitive patterns, words and phrases aid their enjoyment of the text	- Become very familiar with key stories, fairy stories and traditional tales, retelling them - Understand the difference between fiction and non-fiction - Can seek out books around a simple theme or topic

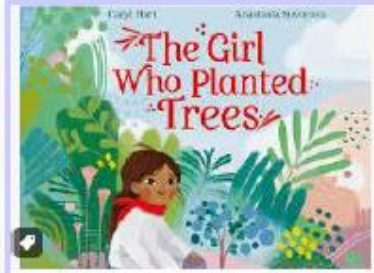
Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	- Spell the days of the week - Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person - singular marker for verbs - Begin to spell words using contracted forms	- Writing can be read by themselves and others - Use letter formation families to inform practice	- Select basic ideas and content linked to the purpose of a task - Re-read what they have written to check that it makes sense	Sequence sentences to form short narratives	Write a simple sentence with straight forward subject/ verb agreement	- Begin to punctuate sentences using a question mark - Join clauses using 'and' - Use a capital letter for days of the week - Compose simple noun phrases - Sentence demarcation: full-stops and capitals secure. - Introduce joining sentences with but, so, because

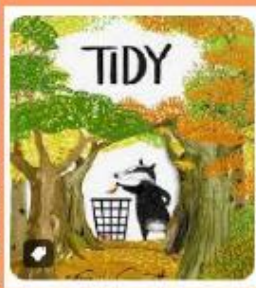
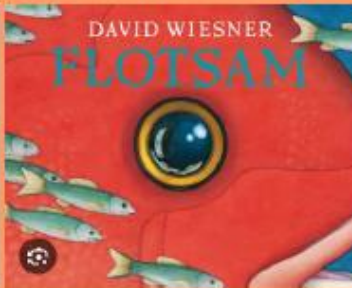
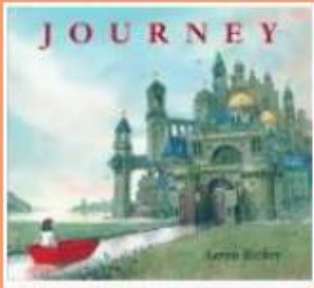
Writing							
		Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	Phase 3	• Can use the prefix un– • Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		• Use simple prepositions	• Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	• Write reliably formed simple and compound sentences	• Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i> • Join sentences with <i>and, but, so, because</i>

Year 2		Year 2 Cycle B						
Text Drivers	    							
Speech & Language	listen and respond appropriately to adults and their peers, speak audibly and fluently with an increasing command of Standard English, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.							
		READING						
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	- 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 graphemes taught so far - Read words containing common suffixes - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	- Understand both the books they can already read accurately and fluently, and those they listen to - Draw on what they already know or on background information and vocabulary, provided by the teacher - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading	- Identify and discuss the main events or key points in a text - Retell a story clearly and with appropriate detail	- Answer questions - Ask questions - Extract information from the text and discuss orally with reference to the text	Participate in discussions 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	- Predict what might happen on the basis of what has been read so far and their own experience - Make inferences on the basis of what is being said and done	- Recognise simple recurring literary language in stories and poetry - Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)	- 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 they can read independently - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

	Writing					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar
Phase 1	- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly - Spell by learning new ways of spelling phonemes for which one or more spellings are already known - Spell common homophones - Spell common exception words taught so far - Add suffixes to spell longer words, including -ly	- Form lower-case letters of the correct size relative to one another - 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	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - Re-read to check that writing makes sense e.g. verb tense	- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas	Write questions (beginning with who/ what/ when/ where/ how etc) Write statements	- Use capital letters, full stops, question marks and exclamation to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use the present and past tenses correctly and consistently - Use -ly to turn adjectives into adverbs – slow/ slowly

	Text Drivers	    							
	Speech & Language	participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s), use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, consider and evaluate different viewpoints, attending to and building on the contributions of others							
		Reading							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading	□ Use the context/ grammar of the sentence to decipher new or unfamiliar words	□ Discuss the sequence of events in books and how items of information are related	□ Understand how to use alphabetically ordered texts to retrieve information	□ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Make simple inferences about characters' thoughts and feelings and reasons for actions	□ Discuss favourite words and phrases □ Identify how vocabulary choice affects meaning	□ Read non-fiction books that are structured in different ways

Writing						
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	- Use the possessive apostrophe (singular) - Add suffixes to spell longer words, including –ful, –less (to create adjectives) - Spell more words with contracted forms - Distinguish between homophones and near-homophones	Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	- Proof-read to check for errors in spelling, grammar and punctuation - Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience - Use adventurous vocabulary appropriate to task	Link related sentences through the use of pronouns and adverbials where appropriate	Write commands using the imperative form of a verb	- Use subordinating conjunctions (when/ if /that /because) - Use commas to separate items in a list - Use apostrophes to mark where letters are missing in spelling - Use the suffixes –er, -est, in adjectives

										
		Text Drivers								
		Speech & Language	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, select and use appropriate registers for effective communication							
			Reading							
			Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
			Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	☐ Identify or provide own synonyms for specific words within the text						☐ Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Writing							
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
	Phase 3	• Add suffixes to spell longer words –ment, –ness • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		• Use a range of prepositions (behind, before, above, along)		• Use sentences with different forms: statement, question, exclamation, command	• Use the progressive form correctly and consistently e.g. he was shouting. • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>



Freegrounds Infant School: Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Years 1 - 6

Pupils should be taught to:

- 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
- speak audibly and fluently
- 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
- Select and use appropriate registers for effective communication.

National Curriculum Notes and Guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, larger groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.



Freegrounds Infant School: Pre Key Stage Reading and Writing

Pre Key Stage Reading			
Pre-Key Stage Standard 1 (PK1)	Pre-Key Stage Standard 2 (PK2)	Pre-Key Stage Standard 3 (PK3)	Pre-Key Stage Standard 4 (PK4)
	The pupil can: • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher.	The pupil can: • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes.	The pupil can: • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <i>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</i>
In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted.	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains.	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects).	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): • talk about events in the story and link them to their own experiences • retell some of the story.

Pre Key Stage Writing			
Pre-Key Stage Standard 1 (PK1)	Pre-Key Stage Standard 2 (PK2)	Pre-Key Stage Standard 3 (PK3)	Pre-Key Stage Standard 4 (PK4)
• an say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach')	• Can say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot')	• Can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • Can write a caption or short phrase using the graphemes that they already know	• Can make up their own sentences and say them aloud, after discussion with the teacher • Can write down one of the sentences that they have rehearsed
• Can draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)	• Can form correctly most of the 10+ lower-case letters in PK2 (reading) • Can identify or write these 10+ graphemes on hearing corresponding phonemes	• Can form correctly most of the 20+ lower-case letters in PK3 (reading) • Can identify or write these 20+ graphemes on hearing the corresponding phonemes • Can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot)	• Can form most lower-case letters correctly • Can identify or write the 40+ graphemes in PK4 (reading) on hearing



Freegrounds Infant School: English- KS1 Reading

YEAR 1	YEAR 2
WORD READING	
• Understand that the letters on a page represent the sounds in spoken words, underpinning pupils' reading and spelling • 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 • Can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. • Can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Can read other words of more than one syllable that contain taught GPCs • Can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Can 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 • Fluency and confidence in word reading are evident when reading books that they are familiar with	• Can apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent • Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Can read accurately words of two or more syllables that contain graphemes taught so far • Can read words containing common suffixes • Can read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Can read many common words containing GPCs taught so far without needing to blend the sounds first • Can read Year 2 common exception words easily and automatically, recognising unusual correspondences between spelling and sound and where these occur in the word • Fluency and confidence in word reading when reading books they have read through / are familiar with
COMPREHENSION	
• Can listen to and discuss a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which they can read independently • Can link what they read or hear read to their own experiences, drawing on what they already know or on background information and vocabulary provided by the teacher • Are familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Can recognise and join in with predictable phrases • Can recite some rhymes and/or poems by heart • Can discuss word meanings, linking new meanings to those already known • Can check that the text makes sense to them as they read and correct inaccurate reading • Can discuss the significance of the title and events • Can make inferences based on what is being said and done in the text • Can predict what might happen based on what has been read so far • Can participate in a discussion about what is read to them, taking turns and listening to what others say and can clearly explain their understanding of what has been read	• 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 they can read independently • Can discuss the sequence of events in books and how items of information are related • Are familiar with and can retell a wide range of stories, fairy stories and traditional tales • Have been introduced to non-fiction books that are structured in different ways • Can recognise simple recurring literary language in stories and poetry • Can discuss and clarify the meanings of words, linking new meanings to known vocabulary • Can discuss their favourite words and phrases from a text • Learns a repertoire of poems by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Can check that the text makes sense to them as they read and correct inaccurate reading • Can make inferences based on what is being said and done in the text • Can answer and ask questions about a text • Can predict what might happen based on what has been read so far • Can draw on what they already know or on background information and vocabulary provided by the teacher when discussing, predicting or making inferences about a text • Can participate in discussions 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, explaining their thoughts and understanding.



Freegrounds Infant School: English- KS1 Writing

YEAR 1	YEAR 2
Handwriting	
• Can sit correctly at a table, holding a pencil comfortably and correctly • Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place • Can form capital letters • Can form digits 0-9 • Can leave spaces between words • Can improve their writing by using their knowledge of handwriting 'families' (letters that are formed in similar ways)	• Can form lower-case letters of the correct size relative to one another • Can 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 • Can write capital letters of the correct size, orientation and relationship to one another and to lowercase letters • Can write digits of the correct size, orientation and relationship to one another • Can use spacing between words that reflects the size of the letters
SPELLING (+ see spelling lists at the end of this document)	
• Can spell the Y1 exception words and words containing the Y1 spelling patterns Can use –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] Can apply simple spelling rules and guidance Can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Can name the letters of the alphabet in order Can use letter names to distinguish between alternative spellings of the same sound • Can spell the days of the week • Can add the suffix '-s' or '-es' to denote a plural [e.g. dog/dogs ... wish/wishes] • Can explain how the prefix 'un-' changes the meaning of a word [e.g. negation - tie/untie ... kind/unkind]	• Can spell the Y2 exception words and words containing the Y2 spelling patterns Can segment spoken words into phonemes and represent these by graphemes, spelling many correctly Can spell contracted form words from the Y2 list – can't; didn't; hasn't; couldn't; it's; I'll Can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling Can distinguish between homophones and near-homophones • Can use the possessive apostrophe (singular) [for example, the girl's book] • Can add suffixes to spell longer words [including –ment, –ness, –ful, –less, –ly] • Can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Example words from the Y1 spelling patterns: off, back, think, pocket, fetch, have, catches, jumped, buzzing, quicker, freshest, point, enjoy, made, these, like, woke, tune, stay, afraid, theme, meet, dream, field, family, pie, light, road, toe, blow, clue, flew, pool, start, bread, under, first, church, year, pair, wear, share, foot, about, down, short, before, saw, author, dolphin, when, skin, unhappy, football	Example words from the Y2 spelling patterns: edge, giant, village, race, table, animal, pencil, travel, always, monkey, watch, world, towards, treasure, usual, others, station, can't, didn't, hadn't, couldn't, it's, I'll, enjoyment, knock, gnaw, write, reply, babies, copied, happier, happiest, cried, hiking, nicer, nicest, dropping, patted, sadder, runny, fattest, sadness, careful, hopeless, badly, happiness, happily, there, they're, their, here, hear, quite, quiet, sees, sea, bare, bear, won, one, sun, son, to, two, too, blue, blew, knight, night, quantity



Freegrounds Infant School: English- KS1 Writing (cont.)

YEAR 1	YEAR 2
Composition	
• Can plan their writing by: Saying out loud what they are going to write about Composing a sentence orally before writing it • Can write effectively by: Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense • Can edit and improve their writing by: Discuss what they have written with the teacher or other pupils • Can read aloud their writing clearly enough to be heard by their peers and the teacher	• Can plan their writing 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 • Can write effectively for different purposes including: Narratives about personal experiences and those of others (real and fictional) Real events Poetry • Can edit and improve their 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 • Read aloud what they have written with appropriate intonation to make the meaning clear.
VOCABULARY, PUNCTUATION & GRAMMAR	
• Can use capital letters: At the beginning of a sentence Names of people Names of places Days of the week Personal pronoun 'I' • Can use full stops to demarcate sentences • Can use a question mark to indicate a question [e.g. <i>Why did Max want to go home?</i>] • Can use an exclamation mark to indicate an exclamation [e.g. <i>He made a terrible mess!</i>] • Can join words and clauses using 'and' [e.g. <i>Ella could see her dog and it was barking.</i>]	• Can demarcate most sentences correctly using: Capital letters Full stops Question marks Exclamation marks • Can write sentences with different forms: statement, question, exclamation, command • Can use commas for lists • Can use conjunctions to join ideas in longer sentences: Coordination: and ... or ... but [e.g. <i>The boy slipped and he hurt his knee. It was raining but Tom had forgotten to bring his umbrella.</i>] Subordination: when / if / that / because [e.g. <i>I wanted chocolate ice cream but there was none left</i>] • Can use expanded noun phrases to describe and specify [e.g. <i>the blue butterfly ... the man in the moon... the tiger that came to tea was lovely and gentle</i>] • Can use the present and past tenses correctly and consistently including the progressive form [e.g. <i>actions that are happening now - she is drumming ... or have happened in the past - he was shouting. Stories and narratives often in past tense: The tiger went to the cupboard and took out all the tins... present tense is a description of something which</i>]
Terminology	
letter ... capital letter ... word ... singular ... plural ... sentence ... punctuation ... full stop ... question mark ... exclamation mark	noun ... noun phrase ... statement ... question ... exclamation ... command ... compound ... suffix ... adjective ... adverb ... verb ... tense (past, present) ... apostrophe ... comma
Statements in black = key assessment points. In addition to the above, recap, revision and application of key assessment points, from previous year groups, should take place regularly	

Spelling - Pupils should be taught: words containing each of the 40+ phonemes already taught; common exception words; name the days of the week; name the letters of the alphabet; 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– ; 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 and guidance, as listed in the table below; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: all letters of the alphabet and the sounds which they most commonly represent; consonant digraphs which have been taught and the sounds which they represent; the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds; words with adjacent consonants; guidance and rules which have been taught

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u-e.	June, rule, rude, use, tube, tune

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Common exception words		the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our



English – Year 2 Spelling

Spelling - Pupils should be taught to: segment spoken words into phonemes and represent 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; 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; Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ε/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ʊ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
ending in a single consonant letter after a single vowel letter	Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. <i>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</i>

Pupils should also be taught / reminded of the common exception words and spelling patterns covered in Year 1



National Curriculum for English: Year 1

Reading

During Year 1, teachers will build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Extra support and practise should be offered to those children who need it.

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Writing

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skills needed for handwriting, and learn how to organise their ideas in writing.

Additional guidance

Pupils entering Year 1 who have not yet met the early learning goals for literacy will continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils will also follow the Year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. Again, extra support and interventions will be given to children who need help with their decoding and spelling.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures.



National Curriculum for English: Year 2

Reading

By the beginning of Year 2, pupils should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without too much hesitation, by sounding them out. Reading books are matched closely to each pupil's level of word reading knowledge and they should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Pupils should also be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, there will be a continued focus on establishing pupils' accurate and speedy word reading skills. Pupils will listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; and why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Writing

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally, write them down and spell correctly many of the words covered in Year 1 (see NC English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt.

Pupils will become more aware that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound; the use of so-called silent letters; groups of letters in some words; and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. Individual letters should be formed correctly, establishing good handwriting habits. Writing is intrinsically harder than reading so pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Additional guidance

For pupils who do not have the phonic knowledge and skills they need for Year 2, the Year 1 programmes of study for word reading and spelling will be used so that pupils' word reading skills catch up. However, the Year 2 programme of study for comprehension will also be used so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.