

Phase 1

Phase 2

Phase 3

Black text

Red text

National Curriculum statements

Additional HIAS statements

Achieving age-related expectations in Reading

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

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, large 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.

Achieving age-related expectations in Writing

- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

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.

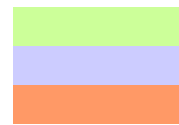
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Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

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.

Key Reference



Phase 1

Phase 2

Phase 3

Black text

National Curriculum statements

Red text

Additional HIAS statements

Green text

Additional statements from MTP to introduce

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.

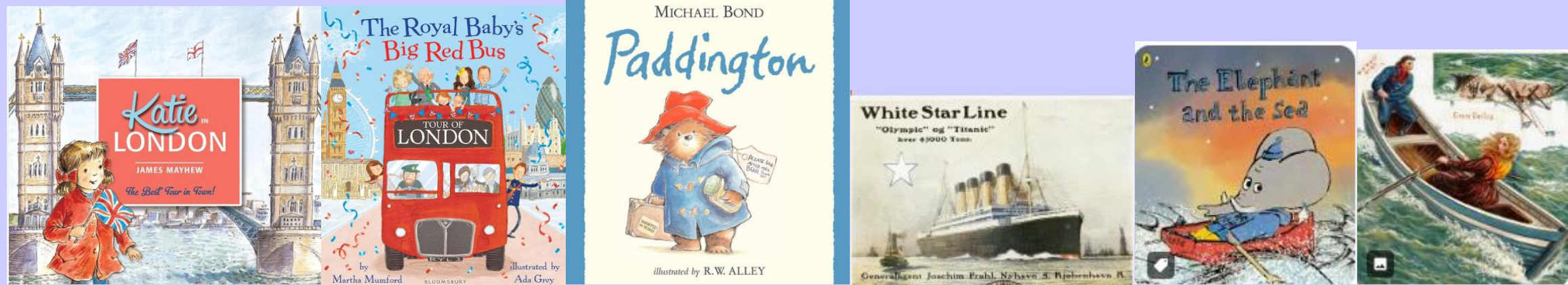
Reading

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> 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 <p>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</p>	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>		<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> 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

Writing						
Phase 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these. Use letter formation families to inform practice 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

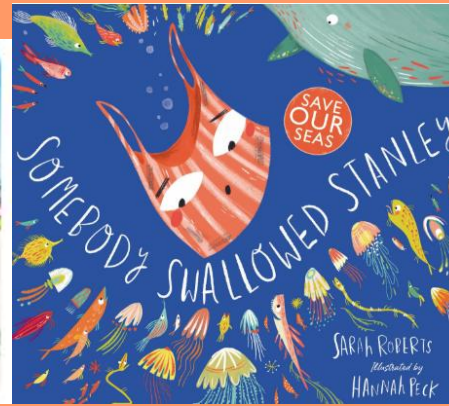
Phase 2

Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<ul style="list-style-type: none"> 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 <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>Recall the main points of a narrative in the correct sequence</p>		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writing can be read by themselves and others Use letter formation families to inform practice 	<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/ verb agreement 	<ul style="list-style-type: none"> 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

Text Drivers



Speech & Language

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Participate in role play, drama, oral retelling using story language. Respond to others' writing as a reader. 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 words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Discuss word meanings, linking new meanings to those already known		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.		Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Phase 3

Writing

Writing						
Phase 3	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Use simple prepositions 	<ul style="list-style-type: none"> • Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> • Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> • 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 and, but, so, because

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

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Text Drivers



Speech & Language

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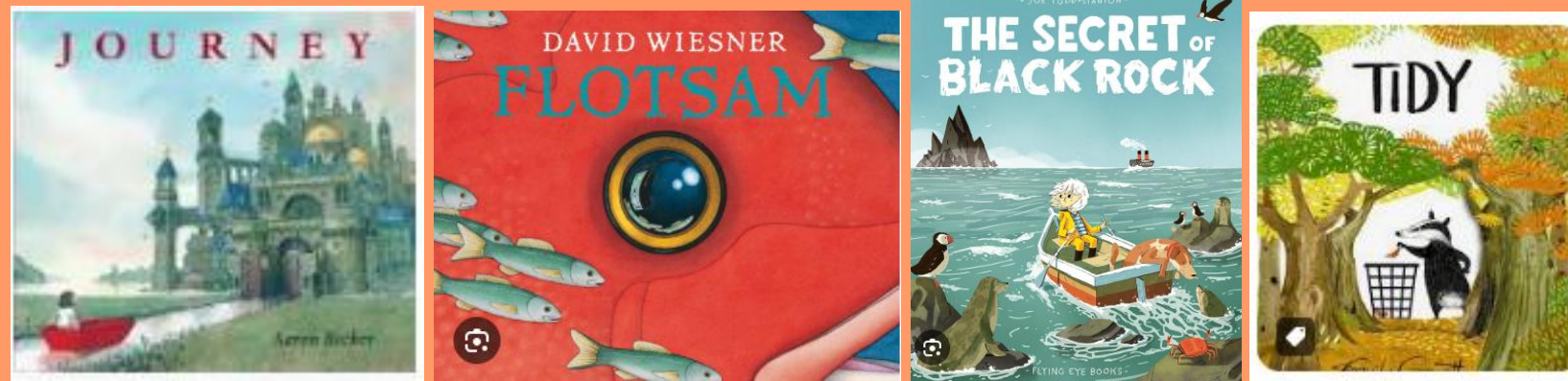
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