

Subject: English Curriculum Map

	EYFS	KS1	
	YR	Y1	Y2
Curriculum Purpose of study:	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.	
Curriculum Aims:		<p>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:</p> <ul style="list-style-type: none"> • 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. 	
Curriculum Subject Content / Attainment:	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	During year 1, teachers should 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	By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil’s level of word reading knowledge. They should

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	<p>ELG: Word Reading</p> <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs;• Read words consistent with their phonic knowledge by sound-blending;• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed;• Spell words by identifying sounds in them and representing the sounds with a letter or letters;• Write simple phrases and sentences that can be read by others.	<p>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. Those who are slow to develop this skill should have extra practice. 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 skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's</p>	<p>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. Finally, pupils should 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, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>
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		<p>curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should 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. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<p>It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn 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 and groups of letters in some words and, sometimes, 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. In addition, writing is intrinsically harder than reading: 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. For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>
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Autumn 1	<p>Topic: Shoot for the Stars</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Big talk groups • Pencil grip • Name writing • Phase 1 & 2 phonics <p>Key Questions:</p> <ul style="list-style-type: none"> • Why do we need to write? • What is a story? <p>Onslow:</p> <ul style="list-style-type: none"> • Secret symbols (mark making) • Start library/ reading books 	<p>Topic: The Great British Tour</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Using senses to start writing descriptions of settings for an adventure story • Begin using wow words (adjectives) in talk for writing. • Talk for Writing • Correct use of capital letters after a full stop • Joining letters in special friends. <p>Key Questions:</p> <ul style="list-style-type: none"> • What is included in a sentence? • What are our favourite stories and why? <p>Onslow:</p> <ul style="list-style-type: none"> • Becoming storytellers: saying our daily super sentence like a story teller. • Starting to join letters. 	<p>Topic: Into the dark (Florence Nightingale and Great fire of London)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Descriptive writing • Recounts • Diary writing • Nouns and adjectives • Capital letters and full stops • Consolidate Year 1 spellings • Making predictions <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a noun? What is an adjective? • What makes a good sentence? <p>Onslow:</p> <ul style="list-style-type: none"> • Diary entries as Florence Nightingale • Vlad and the Flea
Autumn 2	<p>Topic: Shoot for the Stars</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Phase 2 phonics • CVC writing • Lists <p>Key Questions:</p> <ul style="list-style-type: none"> • How can I improve my writing? <p>Onslow:</p> <ul style="list-style-type: none"> • Introduce drawing club and word of the week 	<p>Topic: Terrific transport</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Forming capital letters • Genre focus: action narrative • Story sequencing • Suffixes - ing words (no change to root word) • Sequencing sentences to form a short narrative. <p>Key Questions:</p> <ul style="list-style-type: none"> • How does a story start? • What happens next? • What is the character doing? <p>Onslow:</p> <ul style="list-style-type: none"> • Drama role-play • Wow day – visit from a vintage car (Mr Gumpy’s motor car) 	<p>Topic: Into the Dark (Guy Fawkes & Owl who was afraid of the dark)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Letter writing • Poetry • Verbs and adverbs • Story retelling and innovating • Year 2 spelling rules • Clarifying <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a verb? What is an adverb? • What are the features of a poem? <p>Onslow:</p> <ul style="list-style-type: none"> • Write to a real firefighter • Retell Owl who was Afraid of the Dark

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<p>Spring 1</p>	<p>Topic: Once upon a time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Traditional tales • Talk for writing – Pie Corbett actions and story maps • consolidate phase 2 and start phase 3 phonics <p>Key Questions:</p> <ul style="list-style-type: none"> • Who/Where/What (narrative cards) • What is a traditional tale? <p>Onslow:</p> <ul style="list-style-type: none"> • Cooking linked to stories • World Book Day • Reading Week 	<p>Topic: Our wonderful world: Wintery Wonderlands</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Genre – adventure story • Drama role-play • Story re-telling using talk for writing actions • Suffixes -est endings • Fact sheets • Joining letters in words • Plurals adding s • Talking confidently to a group and the class <p>Key Questions:</p> <ul style="list-style-type: none"> • Why do we need to plan our stories? <p>Onslow:</p> <ul style="list-style-type: none"> • Asking questions to clarify understanding of new words. • World Book Day • Reading Week 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Asking questions and using question marks • Statements, questions, commands • Writing fact files • Expanded noun phrases • Suffixes • Inference <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a question? • What can we infer? <p>Onslow:</p> <ul style="list-style-type: none"> • Drama role play Robert Scott expedition • World Book Day • Reading Week
<p>Spring 2</p>	<p>Topic: Once upon a time</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Fantasy stories e.g. Zog • Poetry • Phase 3 phonics • Writing own stories and adapting stories <p>Key Questions:</p> <ul style="list-style-type: none"> • How do authors create stories? • Which story is your favourite? <p>Onslow:</p> <ul style="list-style-type: none"> • Parents in to read stories in home languages • Recording own stories 	<p>Topic: Our wonderful world: Sizzling Equators</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Genre – character descriptions • Reading and checking their work • Consistent use of punctuation throughout the whole passage • Punctuation including ? and ! • Developing skills of inference <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a question? • How can you engage the audience when reading your own work aloud? <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day – engaging the audience • Class assemblies: speaking audibly to a large, unfamiliar audience. • Bedtime Stories 	<p>Topic: Explorers</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Recount • Instructions • Statements, questions, commands, exclamations • Re-telling and innovating • Using conjunctions <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a command? • When do you see instructions? <p>Onslow:</p> <ul style="list-style-type: none"> • Wow day - reading and answering clues • Bedtime Stories

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<p>Summer 1</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Writing facts and making booklets • Phase 3 and 4 phonics • Instruction writing <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a non-fiction? • How can I check my work? <p>Onslow:</p> <ul style="list-style-type: none"> • 'Dear Zoo' lift the flap books to share with parents 	<p>Topic: Castles</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Questions and hot seating <ul style="list-style-type: none"> • Genre – traditional stories. • Writing a recount of the school trip. • Reading and editing their own work • Prefix un- • Suffix -ed • Punctuation including ? and ! <p>Key Questions:</p> <ul style="list-style-type: none"> • What happened on the trip? • How can we make this writing more interesting? <p>Onslow:</p> <ul style="list-style-type: none"> • Trip recount 	<p>Topic: Tales from different cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Answering and asking questions • Re-telling traditional tales • Using conjunctions • Story planning • Contractions • Editing and proof reading <p>Key Questions:</p> <ul style="list-style-type: none"> • What is an exclamation? • How can we extend the sentence? <p>Onslow:</p> <ul style="list-style-type: none"> • Role play Little Red Riding Hood • Creating stretchy sentences
<p>Summer 2</p>	<p>Topic: Our World</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Phase 4 phonics • Descriptive writing – wow words • Guided reading <p>Key Questions:</p> <ul style="list-style-type: none"> • How has my reading/ writing improved this year? <p>Onslow:</p> <ul style="list-style-type: none"> • Trip – recount • Writing to new Year 1 teacher 	<p>Topic: Oh I do like to be beside the Seaside</p> <p>Curriculum:</p> <p>Genre - poetry</p> <ul style="list-style-type: none"> • Making good word choices • Inference • Non chronological writing: post cards • Using and, but, because and so • Using suffix and prefix un- -est –ed <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a postcard? What sort of language would we use? • Why has the author chosen that word? <p>Onslow:</p> <ul style="list-style-type: none"> • Create save and manipulate/edit eBooks 	<p>Topic: Tales from different cultures</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Speaking and listening • Poetry • Letter writing • Commas in a list • Non- fiction writing • Editing and proof reading <p>Key Questions:</p> <ul style="list-style-type: none"> • When do we use commas? • How do we make our work better? <p>Onslow:</p> <ul style="list-style-type: none"> • Year 2 Leaver's show • Writing to Year 1
<p>Additional e.g. clubs, wow weeks,</p>	<p>Stories linked to number/ cross-curricular Reading areas and books in all areas of provision Phonics and writing areas in all areas of provision</p>		

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visitors, whole school events etc	Book vote station Writing skills linked to characters (targets) Target pencils Word of the week Class pet book Phonics homework sheets Key words sent home
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