**Perryfields Infant School**





Our English Curriculum

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| **Objectives to teach in every term in Reception** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Take turns in a pairListen to other pupils during activitiesListen attentively in a range of situations.**Drama**Represent their own ideas, thoughts and feelings through role playAct out familiar or invented stories | **Becoming a Reader**Enjoy listening to and joining in with stories and poemsListen attentively to a storyTalk about a storyJoin in with repeated refrainsExplore books independentlyUse the terms cover, beginning, end, page, titleTalk about new words found in storiesTrack a text word by word**Word Reading**Count the number of words in a sentenceCount the number of syllables within wordsSay the 44 soundsDistinguish the individual phonemes within a word to develop phonemic awarenessSegment simple words orally into phonemesBlend the phonemes in simple words orallyIdentify the number of phonemes in simple wordsRead familiar words by sight such as own nameBlend GPCs to read accuratelyRemember and read high frequency phonically decodable wordsRead and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words)Read aloud accurately books that match their phonic knowledge**Fluency** Re-read books to build fluency and confidence**Reading Comprehension**Use vocabulary to create meaningBuild a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already knownTalk about what they think, feel and imagine when sharing picture booksMake links between events in their lives and events in storiesAsk questions about a text being read by an adultTalk about what happens in a textSay how a character is feeling in a book that is read to themSuggest how the story might endRecall some events and characters from a storyDiscuss the title and talk about the events in a storyAnswer questions about the story**Becoming a Researcher**Answer simple questions e.g. who, what, when, how | **Planning, Composing and Evaluating**Say out loud what they are going to writeBegin to use the process of think, say, write, checkBe confident and keen to writeWrite for a range of real and imagined purposesCompose a sentence orally before writing itUse some new vocabulary in their sentencesRe-read what they have written to an adult**Grammar and Punctuation** Leave spaces between words**EWI (Early Writing Instruction)**Visual/Dictated sentences which embed how a simple sentence is constructed | **Spelling**Phase 2 and 3 Letters and SoundsSpell ‘CVC’ words using the GPCs taught so farSpell common exception words taught so far Use phonetically plausible choices when writing **Handwriting and Presentation**Use the tripod gripBegin to form numbers correctly Begin to form lower case letters correctly using the upstroke and beginning with the sequence of Phase 2 graphemes.Begin to form upper case letters correctly  |
| **+ Objectives to teach in the Autumn Term of Reception** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Communicate effectively showing awareness of listeners’ needs | **Becoming a Reader**Handle books carefully**Word Reading**Distinguish between different sounds to develop phonological awarenessRecognise rhyme and alliteration to develop phonological awarenessIdentify and reproduce initial sounds in words they hearRespond quickly with the correct sound for graphemes (using phonemes taught so far) | **Planning, Composing and Evaluating**Write words and captions | **Spelling**Spell their own forename **Handwriting and Presentation**Develop strong gross and fine motor control |
| **+ Objectives to teach in the Spring Term of Reception** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.Give their attention to what others say and respond appropriately, while engaged in another activity.Contribute ideas to class discussions | **Becoming a Reader**Choose a favourite book**Word Reading**Respond quickly with the correct sound for graphemes (using phonemes taught so far)Introduce Phase 3 Letters and Sounds | **Planning, Composing and Evaluating**Introduce EWI (Early Writing Instruction)Begin to use a capital letter and full stop in their own writing | **Handwriting and Presentation**Develop strong gross and fine motor controlUse a pencil with control |
| **+ Objectives to teach in the Summer Term of Reception** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Develop narratives or explanations by connecting ideas or eventsListen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | **Becoming a Reader**Talk about a favourite book**Word Reading**Respond quickly with the correct sound for graphemes (for all 40+ phonemes) | **Planning, Composing and Evaluating**Write a short sequence of sentences, sometimes for a real purpose and audienceDemarcate some sentences with capital letters and full stops | **Spelling**Begin to spell own surname**Handwriting and Presentation**Use a pencil with control |

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| **Objectives to teach in every term in Year 1** |
| In addition to previous learning, pupils should learn how to... |
| **Reading** | **Reading** | **Writing** | **Transcription** |
| **Becoming a Reader**Enjoy stories (including fairy and traditional stories), poems and rhymesListen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Offer an opinion on what is read to them and listen to the opinions of others**Word Reading**Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes Remember and read high frequency phonically decodable wordsRead many year 1 common exception words (National Curriculum English Appendix 1) Apply phonic knowledge across the curriculumRead aloud accurately books that match their phonic knowledge Read aloud accurately books which require them to use phonics and other reading strategies**Fluency** Re-read books to build fluency and confidenceIn phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending  Sound out many unfamiliar words accurately in a phonically regular text  | **Reading Comprehension**Apply vocabulary they know in one context to another Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already knownUse imagination to re-enact stories in a variety of waysDevelop understanding by linking reading to prior knowledge and/or background informationAsk questions to engage with a text Ask questions in a discussion of a text with peers and adultsCheck that the text makes sense as they read and re-read if necessaryRetrieve information from a familiar book that is read to them in discussion with the teacher Make simple inferences from a familiar book that is read to them Make simple inferences about characters from what they say and doPredict the next part of a storyRecall the main events in a storyDiscuss the title and talk about the events in a storyIdentify the main characters and say what they are likeAnswer questions about the text in discussion with the teacher **Becoming a Researcher**Pose questions before reading non-fiction to find answersNavigate a simple non-fiction textRecord information gleaned from simple non-fiction texts | **Planning, Composing and Evaluating**Use ideas from their reading in their writingSay out loud what they are going to writeUse the sentence by sentence process of think, say, write, checkUse the key narrative and non-narrative writing skills of telling, informing, recounting and instructing Improve their writing style by adding new techniques to their repertoire Improve their writing by using some new vocabularyRe-read what they have written to themselves, in order to check that it makes sense**EWI (Early Writing Instruction –continued from FS)****Grammar and Punctuation** Use correct grammatical terminology when discussing their writingUse full stops and capitals throughout a piece of writing  | **Spelling**Phase 4 and 5 of Letters and SoundsSpell words using the GPCs taught so far (including English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell year 1 common exception words that cannot be easily decoded at this stage (‘tricky’ words) Write simple dictated sentences using spelling knowledge taught so farApply spellings and spelling conventions taught in their own work**Handwriting and Presentation**Form lower case letters in the correct direction, starting and finishing in the right place  |
| **+ Objectives to teach in the Autumn Term of Year 1** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Tell a story or describe an incident clearlyListen and respond appropriately to adults and peers, in a range of situationsTake turns in a group**Drama**Respond to other characters in role | **Becoming a Reader**Retell a story using promptsJoin in with stories being read aloud**Word Reading**Respond quickly with the correct sound for graphemes (using phonemes taught so far)Listen to what they are reading to hear if it makes senseRead to the end of a sentence to help work out an unknown word**Reading Comprehension**Recognise and understand the terms title, author, illustrator and illustration | **Planning, Composing and Evaluating**Plan a 4 sentence storyWrite a sequence of sentences **Grammar and Punctuation** Leave spaces between words (WTS KS1)Join words with ‘and’ within sentences**EWI** Read, speak and write a given sentence with capital letter and full stop | **Spelling**Consolidation of Phase 3 Letters and Sounds digraphs and trigraphs Teach Phase 4 and begin Phase 5 Letters and Sounds –new phonemes and graphemes/alternative pronunciations for graphemesSpell simple words with adjacent consonantsSpell words ending in -nk Name the letters of the alphabet in orderUse letter names to talk about different grapheme choices**Handwriting and Presentation**Sit correctly at a table, holding a pencil comfortably and correctlyConsolidate letter formation of lower case letters within context of graphemes taughtForm upper case letters correctly Form digits correctly |
| **+ Objectives to teach in the Spring Term of Year 1** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Retell a story or incident in which events are clearly orderedListen and follow instructions accurately, asking for help or clarification if necessaryListen to other pupils during group work**Drama**Pretend to be a character, showfeelings through words and action | **Becoming a Reader**Retell a story in the correct orderJoin in with stories being read aloud**Word Reading**Respond quickly with the correct sound for graphemes (using phonemes taught so far)Read words containing taught GPCs and ending in –s, -es and ingRead words of more than one syllable Re-read when they have not understoodUse the punctuation to get meaning from the textUse the context as an aid to decoding unknown words**Fluency** Begin to read with expression**Reading Comprehension**Understand that text, illustration and other features combine to give meaning | **Planning, Composing and Evaluating**Plan a simple story (beyond 4 sentences)Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audienceTalk about their writing **Grammar and Punctuation** Leave spaces between words Join sentences with ‘and’ Recognise and know the purpose of nounsForm singular and plural nouns (link with spelling)Use capital letters for people, places, days of the week and ‘I’**EWI** Read, speak and write two simple sentences with capital letters and full stop | **Spelling**Complete Phonics Phase 5 – split digraphs a-e, e-e, i-e, o-e and u-eUse letter names to talk about different grapheme choicesSpell plural nouns with –s and –esUse –s and –es to spell third person singular verbsSpell words with the –ing suffix (where no change is needed to the root word) Divide words into syllables to aid spellingSpell common words ending in -ve**Handwriting and Presentation**Ensure letters sit in the appropriate place on lines and are appropriate size relative to one another.Ensure upper case letters are the appropriate size and do not have upstrokes. |
| **+ Objectives to teach in the Summer Term of Year 1** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Read aloud clearly and use some intonation for effectListen with sustained concentrationExplain their thoughts to a group**Drama**Take turns speaking their part in acting out familiar | **Word Reading**Respond quickly with the correct sound for graphemes (for all 40+ phonemes)Read words of more than one syllable Read words containing taught GPCs and ending in –ed, -er and estRead words with contractions and understand how apostrophes work in these wordsLook for words within words to aid decodingBreak down large words into syllables to aid decoding**Fluency** Recite some poems and rhymes by heart**Reading Comprehension**Understand that text, illustration and other features combine to give meaning | **Planning, Composing and Evaluating**Plan a simple story (beyond 4 sentences)Write a sequence of sentences to form a short narrative or non-narrative text sometimes for a real purpose and audienceTalk about their writing Read aloud their writing clearly (link with Spoken Language)**Grammar and Punctuation** Join sentences with ‘and’Change the meaning of words by adding un- (link with spelling)Form new nouns by compounding e.g. whiteboard (link with spelling)Recognise and know the purpose of verbsUse question marksUnderstand the uses of exclamation marksUse exclamation marks  | **Spelling**Consolidate Phase 5 Letters and SoundsSpell the days of the weekSpell words with the –ed suffix (where no change is needed to the root word) Spell words with the –er suffix (where no change is needed to the root word) Spell words with the –est suffix (where no change is needed to the root word) Spell simple words with the un- prefixDivide words into syllables to aid spellingSpell common compound words**Handwriting and Presentation**Begin to join digraphs (in conjunction with phonics and spelling). |

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| **Objectives to teach in every term in Year 2** |
| In addition to previous learning, pupils should learn how to... |
| **Reading** | **Reading** | **Writing** | **Transcription** |
| **Becoming a Reader**Enjoy books and readingListen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselvesOffer opinions and preferences about books, backed up by reasonsDiscuss favourite authorsDiscuss their favourite words and phrases**Word Reading**Blend GPCs to read accuratelyRecognise alternative sounds for graphemesApply phonic knowledge across the curriculum Read most words containing common suffixes (link to spelling) Read most common exception words (National Curriculum Appendix 1) Orchestrate a range of reading strategies to decode successfullySelf-correct when reading aloud**Fluency** Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual wordsSound out most unfamiliar words accurately, without undue hesitationRead Year 2 texts with expression and appropriate volumeRead Year 2 texts with good phrasingRead Year 2 texts smoothly with few breaksRead Year 2 texts at conversational pace | **Reading Comprehension**Use the surrounding text to aid them in understanding unknown vocabularyInfer meanings from the vocabulary usedBuild a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already knownDevelop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawingCheck that the text makes sense as they read and correct inaccurate reading Build comprehension by retrieving basic information from a text Order the events in a textMake inferences about characters, settings and eventsMake a plausible prediction about what might happen on the basis of what has been read so farRetrieve information from the text to answer questions **Becoming a Researcher**Use indexes, contents pages, headings and captions to navigate non-fiction textsNavigate simple alphabetically ordered textsUse screen based and book conventions to find information efficiently and safely | **Planning, Composing and Evaluating**Plan a narrative textPlan non-narrative text typesInclude new vocabulary in planning Use underlying structures from reading (picture books or short stories) to aid planningUse planning to give structure to the their writingEmbed the sentence by sentence process of think, say, write, checkWrite about personal experiences and real events Write a coherent story for an (often real) audience Write non-narrative text types for a clear purpose and a specific (often real) audienceWrite a poem based on a given structureWrite effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing Use the key narrative writing skills of telling and description Use the key non-narrative writing skills of informing, recounting, instructing and persuading Ensure that there is a clear structure to their writingUse adventurous vocabularyRe-read writing for senseImprove their writing style by adding new techniques to their repertoire Improve their writing by using new vocabulary Ensure that there is a clear structure in their writingEvaluate their writing with others and by themselves Use expression when reading aloud their writing**Grammar and Punctuation** Use correct grammatical terminology when discussing their writingUse words that are appropriate to the type of writing e.g. story language, imperative verbs in instructionsDraw on their reading to inform the grammar and vocabulary of their writing  | **Spelling**Segment words into individual phonemes to aid correct spellingChoose the correct grapheme where there are several options Use the frequency and usual position of graphemes to make a spelling choiceSpell y2 common exception words correctly (National Curriculum Appendix 1)Investigate spelling patterns and conventionsWrite simple dictated sentences using spelling and punctuation knowledge taught so farApply spellings and spelling conventions taught in their own work**Handwriting and Presentation**Write legibly  |
| **+ Objectives to teach in the Autumn Term of Year 2** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Add detail to their talk to keep the listener interestedFollow up listening with relevant questionsKeep on topic during discussion**Drama**Make up plays from stories and other stimuli | **Becoming a Reader**Retell a story using words and phrases from the text**Word Reading**Read words of two or more syllables Sound out unfamiliar words and use other reading strategies when reading aloud**Fluency** Re-read books to build fluency and confidence**Reading Comprehension**Develop understanding by linking reading to prior knowledge and/or background informationAsk questions to themselves as they are readingCreate understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captionsRecognise and discuss features of different textsRecognise recurring story language | **Grammar and Punctuation** Recognise and write statements Recognise and write questionsRecognise and write exclamationsRecognise and write commandsJoin sentences with ‘or’ and ‘but’ (EXS Use precise and appropriate verbs when writingUnderstand that an apostrophe is used for omissionUse apostrophes for simple contracted forms  | **Spelling**Consolidate Phase 5 Letters and SoundsSpell words ending with the ‘i’ sound spelt y e.g. frySpell words where -es is added to a word ending in y e.g. fliesSpell words with the ‘s’ sound spelt c before e, i and y e.g. citySpell words beginning with the ‘r’ sound spelt wr e.g. wroteSpell words ending with the ‘ee’ sound spelt ey e.g. monkeySpell words with the ‘u’ sound spelt o e.g. Monday Spell words with the suffix –ly e.g. badly Spell contracted words using the apostrophe e.g. can’tSpell frequently confused common homophones e.g. here and hear **Handwriting and Presentation**Form lower case letters of the correct size relative to one another Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits  |
| **+ Objectives to teach in the Spring Term of Year 2** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Use emphasis, story language and interesting vocabulary when telling storiesComment constructively after listeningReach agreement in a group**Drama**Show a character through movement | **Becoming a Reader**Retell a story from memory, including all the main parts**Word Reading**Read words of two or more syllables Sound out unfamiliar words and use other reading strategies when reading aloud**Fluency** Decrease reliance on ‘sounding out’ in common words**Reading Comprehension**Develop understanding by linking reading to prior knowledge and/or background informationAsk questions to themselves as they are readingUse vocabulary knowledge, including synonyms, to aid comprehensionUse vocabulary knowledge, including synonyms, to aid inferenceExplain what has happened so far in what they have read Recognise and discuss the sequence of events in fiction and how items are related in non-fictionRecognise recurring language in stories and poetry  | **Planning, Composing and Evaluating**Develop an idea over several sentencesAdd detail to writing when it is necessaryBuild writing stamina through writing longer piecesCheck writing for consistent use of tense Edit their work by making simple additions and revisions Proof read their work for spelling, grammar and punctuation errors **Grammar and Punctuation** Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences Avoid using ‘and’, ‘but’ or ‘so’ after a full stopWrite and use expanded noun phrases Recognise and know the purpose of adjectivesForm adjectives using –ful, -er, -est and –less (link with spelling) Understand that an apostrophe is used for possessionUse apostrophes for singular possession  | **Spelling**Spell words with the ‘j’ sound spelt j, g, ge and dgeSpell words with the ‘or’ sound spelt a before an l or a ll e.g. callSpell words with the ‘or’ sound spelt ar after w e.g. warmSpell words with the ‘o’ sound spelt a after w and qu e.g. watchSpell words with the ‘ur’ sound spelt or after w e.g. wordSpell words with the suffixes -ful and –less Spell words where suffixes (-ed, -ing. -er and -est) are added to words ending in consonant + y e.g. crying, cried Spell two syllable words ending in –tion e.g. stationUse the possessive apostrophe with singular nouns e.g. Sid’s**Handwriting and Presentation**Use diagonal and horizontal strokes to join letters together Know which letters not to joinType simple sentences accurately |
| **+ Objectives to teach in the Summer Term of Year 2** |
| In addition to previous learning, pupils should learn how to... |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**Use gesture to support talkBe able to extract key points when listening to an adultEnsure all group members have a turn**Drama**Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects | **Becoming a Reader**Retell a stock of basic stories**Fluency** Learn some classic poems by heart**Reading Comprehension**Make links between the book they are reading and other books they have read Ask ‘Why’ and ‘I wonder’ questionsUse vocabulary knowledge, including synonyms, to aid comprehensionUse vocabulary knowledge, including synonyms, to aid inferenceExplain what has happened so far in what they have read Discuss which words and phrases are effective | **Planning, Composing and Evaluating**Add detail to writing when it is necessaryMake their writing lively and interesting for the readerLink ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing…Build writing stamina through writing longer piecesCheck writing for consistent use of tense Edit their work by making simple additions and revisions Proof read their work for spelling, grammar and punctuation errors **Grammar and Punctuation** Avoid using ‘and’, ‘but’ or ‘so’ after a full stopForm nouns by using suffixes such as –ness and –er.Write consistently in ‘past’ or ‘present’ tense Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was think**ing**, she is danc**ing**Recognise and know the purpose of -ly adverbsForm and use adverbs by adding –ly to adjectivesLearn to use some features of written standard EnglishUse commas for lists  | **Spelling**Spell words ending in the ‘l’ sound and spelt -le e.g. tableSpell words ending in the ‘l’ sound and spelt -el e.g. camelSpell words ending in the ‘l’ sound and spelt -al e.g. pedalSpell words ending in the ‘l’ sound and spelt -il e.g. fossilSpell words with the ‘n’ sound spelt kn or gn e.g. know and gnawSpell the ‘zh’ sound spelt s e.g. treasureSpell words with the suffix -ment e.g. enjoyment Spell words with the suffix -ness e.g. sadness Spell words where suffixes (-ed, -ing. -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicestSpell words where suffixes (-ed, -ing. -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. droppingSpell further common homophones e.g. there, their and they’re**Handwriting and Presentation**Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized Type simple sentences accurately |

**Guide to Text Types**

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| Year Group | Narrative  | Non-fiction | Poetry(taught in short units) |
| R | Text types should not be introduced in YR |
| 1 | Text types should only be introduced once pupils are confidently writing a sequence of sentences |
| * Four part solving a problem story 1
* Four part solving a problem story 2
* Longer solving a problem story 1
* Longer solving a problem story 2
* Simple traditional/ fairy tales 1
* Voyage and return story 1
 | * Non-chronological reports 1
* Recounts 1
* Instructions 1
* Non-chronological reports 2
* Recounts 2
* Instructions 2
 | No poetry units in Y1. Although teachers should still read and share poetry, children are not *expected* to write their own. |
| 2 | * Voyage and return story 2
* Simple traditional/ fairy tales 2
* Diary story
* Introduction to plays
* Losing story
* Fear story
 | * Non-chronological reports 3
* Recounts 3
* Instructions 3
* Persuasion 1
* Non-chronological reports 4
* Recounts 4
* Instructions 4
 | * Free verse
* Poems based on the structure of the poem studied
* Poems on a given theme
* Nonsense poetry
* Acrostics
* Shape poems
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