

English Curriculum Overview EYFS/KS1

	Nursery	Reception	Year 1	Year 2
Nursery	<p>Speaking – Talking about their likes and dislikes To be able to express needs or wants Describing events that are important to them and their families Develop and model vocabulary through play Develop confidence when talk about their ideas.</p> <p>Phonics/Reading – Handling books with care. Listening to a variety of different stories with increasing attention and recall. Recognising own name and familiar signs and logos Phase 1 - Rhythm and Rhyme – Nursery Rhymes Sound Discrimination. Helicopter Stories"- children verbally telling their stories that adults scribing for</p>	<p>Marvellous Me – Texts and Topics based on child’s interests</p> <p>Speaking – Talking about their likes and dislikes Describing events that are important to them and their families Develop and model vocabulary through play Phonics/Reading – Handling books with care. Listening to a variety of stories with increasing attention and recall. Recognising own name and familiar signs and logos Phase 1 - Rhythm and Rhyme – Nursery Rhymes Phase 2 /Phase 3 Graphemes/Phonemes Blending CVC / CVVC /CCVCC words Rainbow Word Writing Focus- Fine Motor / Gross Motor skills Hand dominance – pencil grip Mark Making – giving meaning to the marks they make. Name writing- Forming all letters in their name Letter formation Segmenting CVC words to write them.</p> <p>Stories/Growing Texts and Topics based on child’s interests</p> <p>Speaking-</p>	<p>Aliens and Monsters</p> <p>Texts: The Gingerbread Man Little Red Riding Hood Goldilocks and the Three Bears Aliens Poem</p> <p>Reading and writing focus Narrative – Traditional Tale Poetry – List Poems (Harvest/Autumn)</p> <p>Texts: Little Red Riding Hood The Gingerbread Man</p> <p>Reading and writing focus Poetry – Rhyme Recount</p> <p>What are the best materials for construction?</p> <p>Texts: Billy Goats Gruff Three Little Pigs</p> <p>Reading and writing focus Narrative – Familiar Settings</p> <p>Living and Growing</p>	<p>How did nursing change the world?</p> <p>Texts: The Lion in the Meadow by Margaret Mahey Dear Teacher by Amy Husband The Works by Paul Cookson</p> <p>Reading and Writing Focus: Narrative – Familiar Settings Postcards and letters Poetry – Repetition Fact File</p> <p>Were all Pirates baddies?</p> <p>Texts: The Dragon Machine by Helen Ward George and the Dragon by Chris Wormell The Paper Bag Princess by Robert Munsch Hansel and Gretel by Anthony Browne Instructions by Neil Gaiman</p> <p>Reading and Writing Focus: Narrative - Fantasy Instructions Poetry – Calligrams and shape poems Narrative – Traditional Tales</p> <p>Book Week: Author: Tony Ross, Julia Donaldson, Beatrix Potter, Jill Murphy</p>

	<p>the children to then act out.</p> <p>Writing Focus- Fine Motor / Gross Motor skills Hand dominance – effective pencil grip Mark Making – giving meaning to the marks they make. Pre Writing Shapes Clockwise and anti-clockwise movements Name writing- Forming all letters in their name Letter formation</p>	<p>To develop confidence to speak in larger groups. Support children to use their language to talk about their ideas and explain their thinking. Use language in creative ways e.g. storytelling To develop vocabulary. Phonics/Reading- Features of stories – Characters/Setting/Problem/Solution Retelling familiar stories – traditional tales “Helicopter Stories”- children verbally telling their stories that adults scribing for the children to then act out. Consolidation of phase 2 and phase 3 Twin letters Consonant Clusters Reading multi syllable words Rainbow words Writing Focus- Using phonic knowledge to write simple sentences Capital letters, finger spaces and full stops. To begin to write more independently – using the children’s interests to inspire them.</p> <p>Texts and Topics based on child’s interests e.g superheroes/minibeasts/animal/transport</p> <p>Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the</p>	<p>Texts: Reading and writing focus Leaflets Menus</p> <p>Book Week: Author: Tony Ross, Julia Donaldson, Beatrix Potter, Jill Murphy</p> <p>Multi-Cultural Week:</p> <p>How are humans similar to other animals?</p> <p>Texts: Animal Poems How to wash a Woolly Mammoth by Michelle Robinson</p> <p>Instructions Performance Poetry</p> <p>Knights and Castles</p> <p>Texts: Beauty and the Beast Rapunzel Cinderella Non-Fiction Castles Book</p> <p>Reading and writing focus Narrative – Fairy Tales Diary Entry Fact File</p>	<p>Multi-Cultural Week: Writing Focus: News Report Persuasive Advert</p> <p>What are the differences between Kenya and England?</p> <p>Texts: Lost and Found by Oliver Jeffers The Way Back Home by Oliver Jeffers Gorilla by Anthony Browne The Night Shimmy by Anthony Browne Silly Billy by Anthony Browne</p> <p>Reading and Writing Focus: Narrative – Quests Fact File Narrative – Stories by the same author Recount Letter</p>
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	<p>future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Phonics/Reading- Features of Fiction and Non- Fiction Focus on reading fluency and accuracy. Comprehension and inference Alternative spelling for sounds e.g ee ea Nonsense words and real words</p> <p>Writing Focus – To continue to use phonic knowledge to write simple sentences that can be read by themselves and others Descriptive sentences Story writing Fiction and Non- fiction Writing independently.</p>		
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	EYFS	Year 1	Year 2
Reading - Word Reading	<p>Children read simple sentences.</p> <ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. 	<p>Able to match all 40+ graphemes to their phonemes</p> <ul style="list-style-type: none"> • Blend sounds of unfamiliar words • Divide words into syllables • Read compound words • Read words with contractions and understand the apostrophe represents the missing letter • Read phonetically decodable words • Read words that end with 's, -ing, -ed, -est • Read words that start with un- <p>Add -ing, -ed, and -er, to verbs</p> <ul style="list-style-type: none"> • Read words of more than syllable that contain taught grapheme, phoneme correspondents. 	<p>Can decode automatically and fluently.</p> <ul style="list-style-type: none"> • Is able to blend sounds in words that contain the graphemes learnt. • Recognise and read alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same GPCs. • Read words with common suffixes. • Read common exception words. • Read and comment on unusual correspondence between grapheme and phoneme. • Read most words quickly and accurately when they are known words without sounding out and blending. • Read most suitable books accurately, showing fluency and confidence.

<p>Reading - Comprehension</p>	<p>Understand simple sentences they read</p> <ul style="list-style-type: none"> • Demonstrate understanding when talking to other about what they have read 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Say what the like don't like about a book</p> <ul style="list-style-type: none"> • Link what has been read or heard to own experiences • Retell key stories orally using narrative language • Talk about the main characters in a story • Learn poem and rhymes off by heart <p>Understand what they read by:</p> <p>Use what is already known to understand texts</p> <ul style="list-style-type: none"> • Check reading makes sense and correct when it doesn't • Begin to draw inferences from the text and/or illustrations <p>Make predictions about the events</p> <ul style="list-style-type: none"> • Explain what I think a text is about 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Talk about and give an opinion on a range of texts.</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how they relate to each other • Retell stories, including fairy stories and traditional tales. • Recite some poems by heart, with appropriate intonation <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Use prior knowledge, including context and vocabulary, to understand texts. <p>Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.</p> <ul style="list-style-type: none"> • Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems. • Ask and answer questions. • Make predictions based on what I has been read. • Draw (simple) inferences from illustrations, events, characters' actions and speech.
<p>Writing- Transcription</p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p>	<ul style="list-style-type: none"> • To know all letters of the alphabet and the sounds which they most commonly represent. • To recognise consonant digraphs which have been taught and the sounds which they represent. • To recognise vowel digraphs which have been taught and the sounds which they represent. • To recognise words with adjacent consonants. • To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 	<ul style="list-style-type: none"> • To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). • To apply further Y2 spelling rules and guidance*, which includes:

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| <ul style="list-style-type: none"> • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance*, which includes: • the sounds /f/, /l/, • /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings • -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: • - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); • 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); • a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); • 'ar' (e.g. car, park); • 'ee' (e.g. green, week); • 'ea' (e.g. sea, dream); • 'ea' (e.g. meant, bread); • 'er' stressed sound (e.g. her, person); • 'er' unstressed schwa sound (e.g. better, under); | <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt • -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in • -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings • -ing, -ed, -er, -est and -y to words ending in -e with • a consonant before (including exceptions); • adding -ing, -ed, • -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt • -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); |
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		<ul style="list-style-type: none"> • 'ir' (e.g. girl, first, third); • 'ur' (e.g. turn, church); • 'oo' (e.g. food, soon); • 'oo' (e.g. book, good); • 'oa' (e.g. road, coach); • 'oe' (e.g. toe, goes); • 'ou' (e.g. loud, sound); • 'ow' (e.g. brown, down); • 'ow' (e.g. own, show); • 'ue' (e.g. true, rescue, Tuesday); • 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); • 'ie' (e.g. chief, field); • 'igh' (e.g. bright, right); • 'or' (e.g. short, morning); • 'ore' (e.g. before, shore); • 'aw' (e.g. yawn, crawl); • 'au' (e.g. author, haunt); • 'air' (e.g. hair, chair); • 'ear' (e.g. beard, near, year); • 'ear' (e.g. bear, pear, wear); • 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 	<ul style="list-style-type: none"> • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /z/ sound spelt 's' (e.g. television, usual).
Writing- Handwriting	<ul style="list-style-type: none"> • To sometimes give meaning to marks as they draw and paint. • To realise tools can be used for a purpose. • To draw lines and circles using gross motor movements. • To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<ul style="list-style-type: none"> • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • To sit correctly at a table, holding a pencil comfortably and correctly. • To form digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters 	<ul style="list-style-type: none"> • To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters. • To begin to use the diagonal and horizontal strokes needed to join letters

	<ul style="list-style-type: none"> • To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • To hold a pencil near point between first two fingers and thumb, and uses it with good control. • To copy some letters, e.g. letters from their name. • To give meaning to marks they make as they draw, write and paint. • To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines. • To begin to form recognisable letters. • To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • To show good control and co-ordination in large and small movements. • To move confidently in a range of ways, safely negotiating space. • To handle equipment and tools effectively, including pencils for writing. • To write simple sentences which can be read by themselves and others. 	<p>that are formed in similar ways) and to practise these.</p>	
Writing- Composition	• .	•Plan their writing by:	• Plan their writing by:

		<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. <p>To use adjectives to describe</p> <p>Draft and write by:</p> <p>Evaluate and edit by:</p>	<ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To reread to check that their writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly) • Draft and write by: • • Evaluate and edit by:
<p>Writing- Vocabulary, Grammar and Punctuation</p>		<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>. To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb,</p>

			verb, present tense, past tense, apostrophe and comma.
Writing- Spelling	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To spell all Y1 common exception words correctly.* • To spell days of the week correctly. • • To use -s and -es to form regular plurals correctly. • To use the prefix 'un-' accurately. • To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). • To spell simple compound words (e.g. dustbin, football). • To read words that they have spelt. • To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes 	<ul style="list-style-type: none"> • To spell most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in their writing, e.g. -ment, • -ness, -ful, -less, -ly. • To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. • To learn the possessive singular apostrophe (e.g. the girl's book). • To write, from memory, simple sentences dictated by the teacher • that include words using the GPCs, common exception words and punctuation taught so far. • To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. • To self-correct misspellings of words that pupils have been taught to spell (this may require support to • recognise misspellings).
Spoken Language	<ul style="list-style-type: none"> • .Listening • To listen to others one to one or in small groups, when a conversation interests them. • To focus attention – still listen or do, but can shift own attention. • To be able to follow directions (if not intently focused on own choice of activity). • To maintain attention, concentrate and sit quietly during appropriate activity. • To have two-channelled attention – can listen and do for short span. • To understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> • To listen to others in a range of situations and usually respond appropriately. • To understand instructions with more than one point in many situations. • To begin to ask questions that are linked to the topic being discussed. • To answer questions on a wider range of topics (sometimes may only be one-word answers). • To speak clearly in a way that is easy to understand. • To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. 	<ul style="list-style-type: none"> • To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group • To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. • To attempt to follow instructions before seeking assistance. • To show that they are following a conversation by asking relevant and timely questions. • To answer questions using clear sentences.

	<ul style="list-style-type: none"> • To follow a story without pictures or props. • To listen attentively in a range of situations. • • To give their attention to what others say and respond appropriately while engaged in another activity. <p>Following Instructions</p> <ul style="list-style-type: none"> • To respond to simple instructions, e.g. to get or put away an object. • To respond to instructions involving a two-part sequence. • To follow instructions involving several ideas or actions. • To begin to understand 'why' and 'how' questions. • To question why things happen and give explanations. Asks who, what, when and how. • To comment and ask questions about • aspects of their familiar world, such as the place where they live or the natural world. <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> • To ask appropriate questions of others. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • To know when it is their turn to speak in a small group presentation or play performance. • To take part in a simple role play of a known story. • To use appropriate vocabulary to describe their immediate world and feelings. • To think of alternatives for simple vocabulary choices. • To organise their thoughts into sentences before expressing them. • To be able to describe their immediate world and environment. • To retell simple stories and recounts aloud. • To recognise when it is their turn to speak in a discussion. • To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<ul style="list-style-type: none"> • To begin to give reasoning behind their answers when prompted to do so. • To speak confidently within a group of peers so that their message is clear. • To practise and rehearse reading sentences and stories aloud. • To take on a different role in a drama or role play and discuss the character's feelings. • To recognise that sometimes speakers talk differently and discuss reasons why this might happen. • To start to use subject- specific vocabulary to explain, describe and add detail. • To suggest words or phrases appropriate to the topic being discussed. • To start to vary language according to the situation between formal and informal. • To usually speak in grammatically correct sentences. • To talk about themselves clearly and confidently. • To verbally recount experiences with some added interesting details. • To offer ideas based on what has been heard • To give enough detail to hold the interest of other participant(s) in a discussion. • To engage in meaningful discussions that relate to different topic areas. • To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.
	Drama and Performance		

	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p> <p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To remember and talk about significant events in their own experience.</p> <p>To talk about why things happen and how things work.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>		
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	<p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To explain own knowledge and understanding.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</p>		
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