



Progress in Understanding English Curriculum Map

Phase 1: Years 1 & 2

		Autumn	Spring	Summer
CYCLE A	THEME:	INTO THE WOOD	STREET THROUGH TIME	PASSPORT TO BRITAIN
	FICTION	Traditional Tales	Stories with Familiar Settings	Stories from Countries and Cultures (Legends)
	NON-FICTION	Persuasion and explanation	Non-chronological report and recount	Instructions and discussion
	POETRY	Poems with a theme	Songs and repetitive poems	Humorous poetry
CYCLE B	THEME:	AROUND OUR WORLD	DUNGEONS & DRAGONS	FIGHTING FIT
	FICTION	Traditional Tales from other Cultures	Fairy Tales & Fantasy	Stories about Feelings
	NON-FICTION	Explanation and Recount	Non-Chronological Report & Persuasion	Instructions & Discussion
	POETRY	Traditional Poems	Performance Poetry	Poet Study: Spike Milligan

READING	National Curriculum Programme of Study		Key Skills
	YEAR 1	YEAR 2	
Word Reading	Pupils should be taught to: <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 Re-read these books to build up their fluency and confidence in word reading. 	Pupils should be taught to: <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 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 same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> I can decode words using my phonics knowledge I recognise all phonemes I know the alternative sounds for graphemes I can read words of two or more syllables I can blend sounds in unfamiliar words I can read common exception words I can read contractions like I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) I can quickly sound out unfamiliar and exception words I read fluently and with expression I can sound out unfamiliar words accurately and without hesitation I reread books to build fluency and confidence I can read words containing -s, -es, -ing, ed, -ed and -est endings I read with an awareness of basic punctuation (, .)
Comprehension	Pupils should be taught to: <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite 	Pupils should be taught to: <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to, discussing and expressing 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 Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> I appreciate and give my views on texts beyond my independent reading level I can relate what I read to my own experiences I can retell familiar stories by heart I can recite some poems by heart and use intonation for effect I can talk about word meanings, linking new meanings to those I already know I can check my reading and correct myself I can talk about what might happen next I can make inferences, based on what is

	<ul style="list-style-type: none"> ○ some by heart ○ Discussing word meanings, linking new meanings to those already known ● Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read and correcting inaccurate reading ○ Discussing the significance of the title and events ○ Making inferences on the basis of what is being said and done ○ Predicting what might happen on the basis of what has been read so far ● Participate in discussion about what is read to them, taking turns and listening to what others say ● Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ○ Recognising simple recurring literary language in stories and poetry ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ Discussing their favourite words and phrases ○ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read and correcting inaccurate reading ○ Making inferences on the basis of what is being said and done ○ Answering and asking questions ○ Predicting what might happen on the basis of what has been read so far ● Participate in discussion 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 ● Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> being said and done ● I can contribute to discussions about texts I read or that I hear ● I can discuss my favourite words and phrases ● I use a range of strategies to understand familiar and unfamiliar texts ● I can recall basic information about a text, like names of characters ● I can ask questions to improve my understanding of a text ● I can find parts of a text that interest me, like favourite characters and events ● I can explain the function of basic text features ● I can recall basic information about a text, like names of characters and main ingredients ● I can find information about characters and facts quite quickly ● I understand and can explain how texts are organised ● I can identify where imaginative vocabulary has been used for effect ● I can give reasons for liking or not liking a text ● I can talk about the basic features of different text types, like stories and information texts ● I know that some texts are set in different times and places
--	---	---	---

WRITING	National Curriculum Programme of Study		Key Skills
	YEAR 1	YEAR 2	
Transcription SPELLING (English Appendix 1)	Pupils should be taught to: <ul style="list-style-type: none"> ● Spell: <ul style="list-style-type: none"> ○ Words containing each of the 40+ phonemes already taught ○ Common exception words ○ The days of the week ○ Name the letters of the alphabet: ○ Naming the letters of the alphabet in order ○ Using letter names to distinguish between alternative spellings of the same sound ● Add prefixes and suffixes: <ul style="list-style-type: none"> ○ Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for 	Pupils should be taught to: <ul style="list-style-type: none"> ● Spell by: <ul style="list-style-type: none"> ○ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ Learning 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 	<ul style="list-style-type: none"> ● I can spell words containing each of the phonemes ● I can spell common exception words ● I can spell the days of the week ● I can name the letters of the alphabet in order ● I can use letter names to distinguish between alternative spellings of the same sound ● I can use the spelling rule for adding –s or –es ● I can use the prefix un– ● I can use –ing, –ed, –er and –est where

	<ul style="list-style-type: none"> verbs <ul style="list-style-type: none"> ○ Using 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 English Appendix 1 • 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"> • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>no change is needed in the spelling of root words</p> <ul style="list-style-type: none"> • I can segment simple, spoken words and spell them correctly • I can spell phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • I can spell more words with contractions • I can use the possessive apostrophe (singular) • I can distinguish between homophones and near-homophones • I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly • I can write simple sentences that include GPCs and common exception words
Transcription HANDWRITING	<p>Pupils should be taught to:</p> <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 to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • 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. 	<ul style="list-style-type: none"> • I can sit at a table and hold a pencil correctly • I can form some lower case letters accurately • I can form some capital letters • I can form the digits 0-9 • I identify which letters are formed in similar ways • I can use a keyboard to type my own name • I accurately write the digits 0-9 • I can write lower case and capital letters with the correct orientation and of the correct size • I space my words out nicely • I can often use capital letters and lower case letters in the right place
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ○ Saying out loud what they are going to write about ○ Composing a sentence orally before writing it ○ Sequencing sentences to form short narratives ○ Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ Writing narratives about personal experiences and those of others (real and fictional) ○ Writing about real events ○ Writing poetry ○ Writing for different purposes • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • I can say a sentence out loud before writing it down • I can sequence sentences to form a short narrative • I reread what I have written to check it makes sense • I can talk about what I have written with my teacher and my peers • I can read my writing aloud to my teachers and my peers • I can use some descriptive language like size and colour • I can use a common way to start or end a

		<p>sentence</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ 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 [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>piece of work eg; once upon a time, one day</p> <ul style="list-style-type: none"> • I can write short narratives about personal experiences and real and fictional situations • I can write poetry • I reread my work to check for correct verb tenses • I read aloud, using intonation to make the meaning clear • I can write for different purposes and make this clear • I use features of a certain text type • I plan what I am going to write about • I evaluate my writing with my teacher and my peers • I reread my work to check for errors in spelling, grammar and punctuation • I can sometimes show a sequence of ideas using numbers, time related words or headings • I am starting to use good openings and/or closings to my texts • I can group related ideas together in my sentences • I can start sentences without always using a name or pronoun • I can use some good words to interest the reader • I have started to use paragraphs to order my ideas • I can use adverbs and connectives to link ideas within a text
<p>Vocabulary, Grammar & Punctuation</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Leaving spaces between words ○ Joining words and joining clauses using and ○ Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ○ Learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: <ul style="list-style-type: none"> ○ Sentences with different forms: statement, question, exclamation, command ○ Expanded noun phrases to describe and specify [for example, the blue butterfly] ○ The present and past tenses correctly and consistently including the progressive form ○ Subordination (using when, if, that, or because) and co- 	<ul style="list-style-type: none"> • I can order my ideas by using numbers or time sequence • I can write accurate clauses • I can link clauses with 'and' • I use capital letters for names of people, places and days of the week, and 'I' • I can choose some simple vocabulary to use in my writing • I can sometimes use capitals to start sentences and full stops to end them • I can write in the past and present tense with some accuracy • Most of the clauses I write are grammatically correct • I usually use capital letters and full stops accurately

		<ul style="list-style-type: none"> ordination (using or, and, or but) <ul style="list-style-type: none"> ○ The grammar for year 2 in English Appendix 2 ○ some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • I sometimes use question & exclamation marks, commas for lists and apostrophes for contractions • I can use vocabulary that I wouldn't normally use • I use descriptive language to add detail to a sentence • I use subordination and coordination
--	--	--	--

SPEAKING & LISTENING	National Curriculum Programme of Study	Key Skills
Spoken Language	Pupils should be taught to: <ul style="list-style-type: none"> • 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 through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • 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, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • I can talk and listen in some different situations • I am able to communicate and explore ideas verbally • I generally understand the main points of a discussion • I can show that I have listened carefully by the comments I make and the questions I ask • I can sometimes change the way I speak to suit the audience • I know what standard English is and when it should be used • I can develop ideas through a discussion • I can organise talk to help the listener understand • I can adapt language to suit the audience • I can make relevant comments to a speaker • I can take different roles within a group • I can adapt talk, gestures and movement to create a role or scenario • I can express meaning in different ways and describe why it is effective