



Mill Lane Primary School - KS1 English Overview 2017-2018

Year 1			
	Spring	Autumn	Summer
Genre	Poetry (dinosaurs) Non-fiction/non-chronological report Narrative (own/class stories) Non-fiction/instructions (dino-café stimulus) Question writing	Narrative (recount) Labels Poetry (weather/senses) Narrative (own/class stories) Recount	Non-fiction/non-chronological report Question writing (interviewing adults in school) Narrative (own/class stories) Character description (Beegu) Narrative (own/class stories) Character description (Big Bad Wolf)
Word reading	<ul style="list-style-type: none"> • Reads words with contractions (e.g. I'll, I'm, we'll, etc) and understands that the apostrophe represents the omitted letters • Accurately reads phonically decodable words with -s, -es, -ing, -ed, -er and -est endings 	<ul style="list-style-type: none"> • Accurately decodes unfamiliar words using GPCs taught and blending the sounds. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Applies phonic knowledge and skills as the route to decoding words. 	<ul style="list-style-type: none"> • Accurately reads phonically decodable books with increasing fluency. • Rapidly gives the correct sound represented by graphemes for all 40+ phonemes (including alternatives)
Reading Comprehension	<ul style="list-style-type: none"> • Retells familiar stories including fairy stories and traditional tales • Recognises some of the particular characteristics of fairy stories and traditional tales • Recognises and joins in with predictable phrases • Can recite some (at least 3 or 4) rhymes and poems by heart • Talks about the title and how it relates to events 	<ul style="list-style-type: none"> • Makes links between their own experiences and what they have read/heard read • Discusses word meanings, linking new meanings to those already known. • Reads for meaning and self-corrects when reading aloud • Draws on prior knowledge (including that provided by the teacher) to support their understanding • Participates in discussion about what has been read to them, takes turns and listens to others. 	<ul style="list-style-type: none"> • Listens with enjoyment to a wide range of poems, stories and non-fiction, contributing to discussion. • Infers meaning on the basis of what has been said or done • Clearly explains their understanding of what is read to them. • Makes predictions based on what they have heard/read so far

Transcription	<ul style="list-style-type: none"> • can name the letters of the alphabet: naming the letters of the alphabet in order • uses letter names to distinguish between alternative spellings of the same sound • uses the spelling rule for adding the suffix -s or -es as the plural marker for nouns and the third person singular marker for verbs • understands and applies the prefix un- • Forms capital letters correctly. • form digits 0-9 correctly • re-reading what they have written to check that it makes sense • Read aloud their writing clearly enough to be heard by their peers and the teacher. • uses the grammatical terminology in English Appendix 2 in discussing their writing.(i.e. letter, capital letter, full stop, word) 	<ul style="list-style-type: none"> • can spell words containing each of the 40+ phonemes • Segments adjacent consonants in words and applies this in spelling. • sits correctly at a table and holds a pencil correctly • begins to form lower-case letters in the correct direction, starting and finishing in the right place <p>writes sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, 	<ul style="list-style-type: none"> • Uses alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes(see English Appendix) • Can spell common exception words • Can spell the days of the week • adds -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • applies simple spelling rules and guidelines, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • Sequencing sentences to form short narratives. • discuss what they have written with the teacher or other pupils • Use question mark or exclamation mark • beginning to punctuate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar in column 1 in year 1 in English Appendix 2 • uses the grammatical terminology in English Appendix 2 in discussing their writing (i.e. singular, plural, sentence, punctuation, question mark, exclamation mark)
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and build vocabulary and knowledge 		

	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and explanations 		
Year 2			
	Autumn	Spring	Summer
Genre	<ul style="list-style-type: none"> • Recounts • Reported Speech • Narrative • Letters • Posters 	<ul style="list-style-type: none"> • Recounts and Captions • Nursery Rhymes • Instructions • Adverts • Diary Writing 	<ul style="list-style-type: none"> • Information books • Narrative • Descriptions • Poetry • Postcards
Word reading	<ul style="list-style-type: none"> • Automatically applies phonic knowledge and skills to decode accurately and with increasing fluency. • Recognise the majority of the alternative sounds for graphemes. • Accurately decodes unfamiliar words using GPCs taught and blending the sounds, including words of two or more syllables. 	<ul style="list-style-type: none"> • Reads further common exception words of the age appropriate phase of the phonic programme used by the school • Reads most common words quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> • Reads words containing common suffixes • Confidently and accurately reads books closely matched to improving phonic knowledge. • Reread these books to build up their fluency and confidence in word reading.
Reading Comprehension	<ul style="list-style-type: none"> • Discusses the sequence of events in a book and explain how items of information are related (e.g. cause and effect) • Notices simple recurring literary language in stories and poetry. • Talks about favourite words and phrases. • Read for meaning and self-correct when reading aloud. • Asks and answers questions about what they have read and what has been read to them. • Listens to, and understands a range of non-fiction texts. • Discusses the sequence of events in a range of books. 	<ul style="list-style-type: none"> • Participates in discussion about books and other works that are read to them and those they can read for themselves, explaining their understanding, taking turns and listening to what others say. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Answers and asks questions. 	<ul style="list-style-type: none"> • Retells a wide range of familiar stories including fairy stories and traditional tales (at least six) • Has experience of using a variety of information books structured in different ways • Draws on prior knowledge (including that provided by the teacher) to support their understanding • Makes predictions based on what they have heard/read so far • Infer meaning on the basis of what has been said or done • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

<p>Transcription</p>	<ul style="list-style-type: none"> • segments spoken words into phonemes and represents these by graphemes, spelling many correctly • uses new ways of spelling phonemes for which one or more spellings are already known, and correctly spells some words with each spelling, including a few common homophones • adds suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly (ongoing throughout year) • forms lower-case letters of the correct size relative to one another • writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • develop positive attitudes towards and stamina for writing • plans or says out loud what they are going to write about • encapsulates what they want to say, sentence by sentence • reads aloud what they have written with appropriate intonation to make the meaning clear. • uses both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists • uses sentences with different forms: statement, question, exclamation, command • writes from memory simple sentences dictated by the teacher that include 	<ul style="list-style-type: none"> • correctly spells an increasing number of words with contracted forms (can't, didn't, hasn't, couldn't, it's, I'll) • is beginning to use some of the diagonal and horizontal strokes needed to join letters • writes about real events • evaluates their own writing with the teacher and other pupils • re-reads to check that their writing makes sense • proof-reads to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) and makes simple revisions • uses correct punctuation of apostrophes for contracted forms • expands noun phrases to describe and specify, e.g. the blue butterfly • uses the present tense correctly and consistently • writes for different purposes • plans by writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> • distinguishes between homophones and near-homophones (were and we're) • uses the possessive apostrophe (singular) - e.g. the girl's book • applies spelling rules and guidelines, as listed in English Appendix 1 • uses spacing between words that reflects the size of the letters • writes narratives about personal experiences and those of others (real and fictional) • re-reads to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • uses correct punctuation of the possessive singular • uses the past tenses correctly and consistently including the progressive form • uses subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • learning the grammar in column 1 of year 2 in English Appendix 2 • uses some features of written Standard English • uses and understands the grammatical terminology in English Appendix 2 in discussing their writing. (i.e. noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma)
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	words using the <i>GPCs</i> , common exception words and punctuation taught so far.		
<i>Spoken Language</i>	<ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Articulate and justify answers, arguments and opinions• Give well-structured descriptions and explanations• 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 and debates• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication.		