 Mill Lane Primary School – KS1 English Overview 2018-2019

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|  | Year 1 | | |
|  | Autumn | Spring | 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*** | •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 | * 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. | • Accurately reads phonically decodable books with increasing fluency.  • Rapidly gives the correct sound represented by graphemes for all 40+ phonemes (including alternatives) |
| ***Reading Comprehension*** | * 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 | * 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. | * 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*** | * 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) | * 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   writes sentences by:   * 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, | * 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*** | * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and build vocabulary and knowledge * Articulate and justify answers, arguments and opinions * Give well-structured descriptions and explanations | | |
| Year 2 | | | |
|  | Autumn | Spring | Summer |
| **Genre** | * Recounts * Reported Speech * Narrative * Letters * Posters | * Labels * Lists and captions * Recipes * Poetry * Leaflets | * Information books * Narrative * Descriptions * Poetry * Postcards |
| ***Word reading*** | * 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. | * 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. * Accurately decodes unfamiliar words using GPCs taught and blending the sounds, including words of two or more syllables. | * 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*** | * Discusses the sequence of events in a book and explain show 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. | * Make inferences on the basis of what has been said and done. * Discuss their favourite words and phrases. * Answer and ask questions. * Be introduced to non-fiction books that are structured in different ways. * Discuss and clarify the meaning of words, linking new meanings to know vocabulary. | * 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. |
| ***Transcription*** | * 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 words using the GPCs, common exception words and punctuation taught so far. | * 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 * 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 * write down ideas and or key ideas * reads aloud what they have written with appropriate intonation to make the meaning clear. * evaluate their writing with the teacher and other pupils | * 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) |
| ***Spoken Language*** | * 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. | | |