 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 reportNarrative (own/class stories)Non-fiction/instructions (dino-café stimulus)Question writing | Narrative (recount)LabelsPoetry (weather/senses)Narrative (own/class stories)Recount  | Non-fiction/non- chronological reportQuestion 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
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| ***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)
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| ***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
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| 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
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| ***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.
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| ***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.
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| ***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)
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| ***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.
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