

## English KS1 Curriculum Overview Davyhulme Primary School

Year	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Funny Bones by Janet Ahlberg</b> Narrative</p>	<p><b>Bonfire Night</b> Safety Poster/Instructions</p> <p><b>The Dark by Lemony Snicket</b> Narrative: sentence and paragraph writing</p>	<p><b>Handa's Surprise by Eileen Browne</b> Talk for Write &amp; Narrative Instruction Writing</p>	<p><b>The Way Back Home by Oliver Jeffers</b> Letter writing</p> <p><b>The Great Explorer by Chris Judge</b> Recount: Diary</p>	<p><b>Information Texts</b> Chronological/ Non-Fiction Writing</p> <p><b>Poetry</b></p>	<p><b>Snail and the Whale by Julia Donaldson</b> Postcard Descriptive language</p> <p><b>The Lonely Beast by Chris Judge</b> News report</p>
Year 1/2	<p><b>The Queen's Hat by Steve Antony</b> Noun phrases Descriptive writing Sentence writing</p>	<p><b>Bonfire Night</b> Safety Poster/Instructions Poetry</p> <p><u>Year 1</u></p> <p><b>The Dark by Lemony Snicket</b> Narrative: Descriptive writing Sentence writing</p>	<p><b>Why Insects Matter</b> Talk for Writing Text maps Instructions</p> <p><b>Inside the Villians by Clotilde Perrin</b> Character description</p>	<p><b>Dragons of Wales</b> Non-chronological report News report</p>	<p><b>The Lost Happy Endings by Carol Ann Duffy</b> Narrative: Setting description Retelling: sentence and paragraph writing</p>	<p><b>The True Story of the 3 Little Pigs! by Jon Scieszka</b> Narrative: twisted tales Sentence and paragraph writing</p> <p><b>Ted Hughes</b> Seasons poetry</p>

Year 2	<p><b>The Queen's Hat by Steve Antony</b> Noun phrases Descriptive writing Sentence writing</p>	<p><b>Why Insects Matter</b> Talk for Writing Poetry Instructions</p>	<p><b>Why Insects Matter</b> Talk for Writing Text maps Instructions</p> <p><b>Inside the Villians by Clotilde Perrin</b> Character description</p>	<p><b>Dragons of Wales</b> Non-chronological report News report</p>	<p><b>The Lost Happy Endings by Carol Ann Duffy</b> Narrative: Setting description Retelling: sentence and paragraph writing</p>	<p><b>The True Story of the 3 Little Pigs! by Jon Scieszka</b> Narrative: twisted tales Sentence and paragraph writing</p> <p><b>Ted Hughes</b> Seasons poetry</p>
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## The National Curriculum for English

### Year 1

<p><b>En1/1 Spoken Language</b> <i>(The objectives for Spoken Language are common across Key Stages 1 and 2)</i></p> <p>En1/1a listen and respond appropriately to adults and their peers</p> <p>En1/1b ask relevant questions to extend their understanding and knowledge</p> <p>En1/1c use relevant strategies to build their vocabulary</p> <p>En1/1d articulate and justify answers, arguments and opinions</p> <p>En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p><b>Reading</b></p> <p><b>En1/2.1 Word Reading</b></p> <p>En1/2.1a apply phonic knowledge and skills as the route to decode words</p> <p>En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>En1/2.1e read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>En1/2.1f read other words of more than one syllable that contain taught GPCs</p> <p>En1/2.1g read words with <b>contractions</b>, and understand that the apostrophe represents the omitted letter(s)</p> <p>En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>En1/2.1i reread these books to build up their fluency and confidence in word reading.</p>	<p><b>En1/2.2 Comprehension</b></p> <p>En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul>
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<p>En1/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En1/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En1/1l select and use appropriate registers for effective communication</p>		<p>En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>En1/2.2d explain clearly their understanding of what is read to them</p>	
<p><b>Writing</b></p> <p>En1/3.1 Spelling</p> <p>En1/3.1a spell: words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>En1/3.1b 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</p> <p>En1/3.1c add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- <b>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</b></p> <p>En1/3.1d apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>En1/3.1e write from memory simple sentences dictated by the teacher that <b>include words using the GPCs and common exception words</b> taught so far.</p>	<p>En1/3.2 Handwriting and Presentation</p> <p>En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly</p> <p>En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>En1/3.2c form capital letters</p> <p>En1/3.2d form digits 0-9</p> <p>En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise</p>	<p><b>En1/3.3 Composition</b></p> <p>En1/3.3a write sentences by: 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</p> <p>En1/3.3b discuss what they have written with the teacher or other pupils</p> <p>En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>En1/3.4 Vocabulary, grammar &amp; punctuation</p> <p>En1/3.4a develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by: 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 <a href="#">Appendix 2</a></p> <p>En1/3.4b use the grammatical terminology in English <a href="#">Appendix 2</a> in discussing their writing and reading.</p>

## Year 2

<p>En2/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En2/1a listen and respond appropriately to adults and their peers</p> <p>En2/1b ask relevant questions to extend their understanding and knowledge</p> <p>En2/1c use relevant strategies to build their vocabulary</p> <p>En2/1d articulate and justify answers, arguments and opinions</p> <p>En2/1e give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</p> <p>En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En2/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En2/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En2/1l select and use appropriate registers for effective communication</p>	<p>Reading En2/2.1 Word Reading</p> <p>En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above</p> <p>En2/2.1d read words containing common suffixes</p> <p>En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>En2/2.1f read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>En2/2.1h reread these books to build up their fluency and confidence in word reading.</p>	<p>En2/2.2 Comprehension</p> <p>En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p>En2/2.2c 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</p> <p>En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
<p>Writing</p> <p>En2/3.1 Spelling</p> <p>En2/3.1a spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> </ul>	<p>En2/3.2 Handwriting and Presentation</p> <p>En2/3.2a form lower-case letters of the correct size relative to one another</p> <p>En2/3.2b 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</p> <p>En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>En2/3.3 Composition</p> <p>En2/3.3a Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<p>En2/3.4 Vocabulary, grammar &amp; punctuation</p> <p>En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p>En2/3.4b Learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> </ul>

<ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular)</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>En2/3.1b add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1</p> <p>En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>En2/3.2d use spacing between words that reflects the size of the letters.</p>	<p>En2/3.3b Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>En2/3.3c make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• learning the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> </ul> <p>En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p>
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