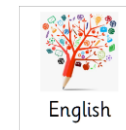


Learning Naturally Curriculum Beddington Infants' School - English



The statutory requirements for English are delivered through the Learning Naturally Curriculum and the Early Years Framework.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

read easily, fluently and with good understanding

develop the habit of reading widely and often, for both pleasure and information

acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

appreciate our rich and varied literary heritage

write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

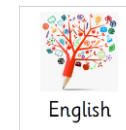
Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

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Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

word reading

comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

transcription (spelling and handwriting)

composition (articulating ideas and structuring them in speech and writing)

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It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Spoken language/Oracy

Pupils should be taught to:

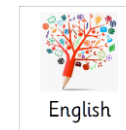
listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
use relevant strategies to build their vocabulary
articulate and justify answers, arguments and opinions
give well-structured descriptions, explanations and narratives for different 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

Key stage 1 - year 1

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing

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phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

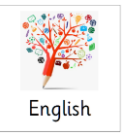
Year 1 programme of study

Reading - word reading

Pupils should be taught to:

- 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)

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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

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 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 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:

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

Writing - transcription

Spelling - see English appendix 1

Pupils should be taught to:

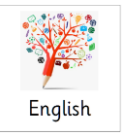
spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

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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:

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–

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

Handwriting

Pupils should be taught to:

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’ (ie letters that are formed in similar ways) and to practise these

Writing - composition

Pupils should be taught to:

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

discuss what they have written with the teacher or other pupils

read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 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 appendix 2

use the grammatical terminology in English English appendix 2 in discussing their writing

Key stage 1 - year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly - see English appendix 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling

the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 programme of study

Reading - word reading

Pupils should be taught to:

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

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

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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
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:
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

Writing - transcription

Spelling - see English appendix 1

Pupils should be taught to:

spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
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
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
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

Handwriting

Pupils should be taught to:

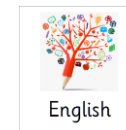
form lower-case letters of the correct size relative to one another
start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
use spacing between words that reflects the size of the letters

Writing - composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:
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:
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 sentence
make simple additions, revisions and corrections to their own writing by:

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evaluating their writing with the teacher and other pupils

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

proofreading 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

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:

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:

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-ordination (using or, and, or but)

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

Literacy ELG

Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

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Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG:

Writing Children at the expected level of development will:

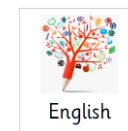
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

	Nursery	Reception	Year 1	Year 2
Reading: Comprehension Skills	Engage in extended conversations about stories, learning new vocabulary.	Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	listening to and discussing a wide range of poems, stories and non-fiction texts. being link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart, discussing word meanings, read accurately and fluently a drawing on what they already know or on background information and vocabulary checking that the text makes sense, correcting inaccurate reading, discussing the significance of the title and events making inferences predicting participate in discussion taking turns and listening, explain clearly their understanding of what is read to them.	Develop pleasure in reading, motivation to read, vocabulary and understanding, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, 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 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 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: drawing on what they already know or on background information and vocabulary checking that the text makes sense and correcting inaccurate reading making inferences answering and asking questions predicting participate in discussion, taking turns and listening to what others say explain and discuss their understanding.

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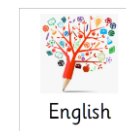
Reading Comprehension Knowledge	Fairy tales, caterpillar to butterfly, over and over books, mouse paint, story times, individual reading experiences, reading challenges indoors and outdoors.	Peepo, Egg to Penguin, You Choose, The Great Race, The Three Little Pigs, The Very Hungry Caterpillar, Handa's Hen, Farmer Duck. Over and over books, story times, individual reading, whole class reading, reading challenges indoors and outdoors.	Supertato, Where the Wild Things Are, Walking Through the Jungle, Duck's Lucky Day, The Wind and the Sun, Olivers Vegetables, Jack and the Beanstalk, Little Red Riding Hood, Super Happy Magic Forest. Non-fiction animal books, story times, over and over books, individual reading, whole class reading, reading challenges indoors and outdoors.	My First Orchestra book, The Bear and the Piano, Man on the Moon, Margaret and the Moon, Izzy Gizmo, Super Sticky Mistake, Stone Girl Bone Girl, Romoesaurus and Juliet Rex, Rapunzel. Story times, over and over books, individual reading, whole class reading, reading challenges indoors and outdoors.
Reading Comprehension Vocabulary	Books, stories, questions	Retelling, rhymes, poems, role play	Own experiences, predictable phrases, recite, fluency, title, inference, event	Expressing views, contemporary, classic
	Nursery	Reception	Year 1	Year 2
Reading Word Reading Skills	Print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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 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 reread these books to build up their fluency and confidence in word reading.	.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.
Reading Word Reading Knowledge	Fairy tales, caterpillar to butterfly, over and over books, mouse paint, story times, individual reading experiences, reading challenges indoors and outdoors.	Peepo, Egg to Penguin, You Choose, The Great Race, The Three Little Pigs, The Very Hungry Caterpillar, Handa's Hen, Farmer Duck.	Supertato, Where the Wild Things Are, Walking Through the Jungle, Duck's Lucky Day, The Wind and the Sun, Olivers Vegetables, Jack and the Beanstalk, Little Red Riding Hood, Super Happy Magic	My First Orchestra book, The Bear and the Piano, Man on the Moon, Margaret and the Moon, Izzy Gizmo, Super Sticky Mistake, Stone Girl Bone Girl, Romoesaurus and Juliet Rex, Rapunzel.

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		Over and over books, story times, individual reading, whole class reading, reading challenges indoors and outdoors.	Forest. Non-fiction animal books, story times, over and over books, individual reading, whole class reading, reading challenges indoors and outdoors.	Story times, over and over books, individual reading, whole class reading, reading challenges indoors and outdoors.
Reading Word Reading Vocabulary	Front cover, pages, words	Alphabet, phonics, tricky words	Segmenting, blending, common exception words	
Oracy in Reading Skills	[What is that?] I think that is... [What do you think this story is about?] I think this story is about... [How do you think the character feels?] I think this character is [happy/sad/lonely]... [Have you seen this before?] This picture reminds me of... 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'		This text reminds me of ...(background knowledge) I predict that...(predict) I can picture...(visualise) I would like to ask/ I wonder why (question) I think that...because...(infer) This section was about...(summarise)	
	Nursery	Reception	Year 1	Year 2
Writing Handwriting Skills	Enjoy drawing freely. Make marks on their picture to stand for their name. Write some letters accurately.	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	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.	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.
Writing Handwriting Knowledge	Write Dance Children have opportunities to develop gross and fine motor skills through a range of games and activities. Children should be encouraged to use paint, pens,	Squiggle me `into a writer Early writing skills begin with physical development. The EYFS provision includes opportunities to develop upper body strength, shoulder pivot, elbow pivot and wrist pivot. Children have access to fine	<i>Curly Caterpillars, Ladder Letters, One Armed Robots, Zigzag Monsters</i> c a o q g d f s e l i t u j y	<i>Curly Caterpillars, Ladder Letters, One Armed Robots, Zigzag Monsters</i> c a o q g d f s e l i t u j y

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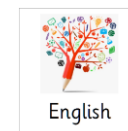


	foam, sand and other materials to create patterns and shapes to support development of writing letters and words. Children have a variety of starting points which begin with giving meaning to their marks and emergent writing, moving onto writing using letter shapes and their phonological knowledge.	motor skills activities and a range of writing implements to give children the dexterity to manipulate a pencil using the correct, effective grip for writing. The indoor and outdoor provision offers opportunities to write and make marks for meaning; this includes writing labels, lists or messages. There is a culture which excites the children to write and to get enjoyment from it.	r b n m h k p v w x z C A O Q G D F S E L I T U J Y R B N M H K P V W X Z	r b n m h k p v w x z C A O Q G D F S E L I T U J Y R B N M H K P V W X Z
Writing Handwriting Vocabulary	marks	Writing, drawing	Lowercase letter, capital letter, digit	Joined writing
	Nursery	Reception	Year 1	Year 2
Writing Punctuation Skills	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. Form lowercase and capital letters correctly.	Develop their understanding of the concepts set out in English Appendix 2 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 Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.	Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly 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: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) 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.

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Writing Punctuation Knowledge	Noticing different marks.	Carefully modelling learning, using high quality texts.	Carefully modelling learning, using high quality texts.	Carefully modelling learning, using high quality texts.
Writing Punctuation Vocabulary	letters	Capital letter, full stop, finger space	Question mark, exclamation mark	Comma, apostrophe, command, expanded noun phrase, subordination
	Nursery	Reception	Year 1	Year 2
Writing Sequencing a Narrative Skill	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." spot and suggest rhymes. Count or clap syllables in a word recognise words with the same initial sound, such as money and mother.	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	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.	develop positive attitudes towards and stamina for writing by: 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: planning or saying out loud what they are going to write about writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: 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 read aloud what they have written with appropriate intonation to make the meaning clear.
Writing Sequencing a Narrative Knowledge	High quality texts, both fiction and nonfiction, to provide a broad, enjoyable experience for the children. Some of the aspects of talk for writing are used and children often 'learn' a story/text using talk for writing/story map strategies. Children write frequently indoors and outdoors. Picture prompts are used to varying	High quality texts, both fiction and nonfiction, to provide a broad, enjoyable experience for the children. Some of the aspects of talk for writing are used and children often 'learn' a story/text using talk for writing/story map strategies. Writing is frequently modelled by adults, learning walls are used for children to refer to. Children write frequently indoors and outdoors and, with the same expectations and resources, in order to	Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. Sequenced sentences to form a short narrative with a start, middle and end are apparent. (Fairy Tales, Fantasy Worlds & Familiar Settings) Sentences are in chronological order to recount an event or experience. (Recounts & Information Texts) Instructions set out	Written planning outlines the content of writing and is referenced to. Ability to write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional) Sequenced instructions using modal verbs and numbers to order. Related ideas are grouped together in sections in non-fiction texts, which begins to develop into

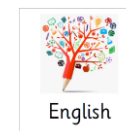
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	degrees to support children, including those with SEN.	progress and develop effective schema in long term memory. Picture prompts and, word banks and sentence starters are used to varying degrees to support children, including those with SEN.	a process using numbers and clearly marked sections. Sentences start through use of adverbs of time, such as then, next, after and later etc. Some compound sentences using and, then or but are evident. Evidence of an ability to comment both orally and in writing on the different features of fiction and non –fiction text types covered.	an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts) Developing use of subordination (when, if, that or because) and secure coordination (or, and or but) to link words and phrases Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers. Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion.
Writing Sequencing a Narrative Vocabulary	rhymes	sentences	Fiction, non fiction, editing	Proofreading

	Nursery	Reception	Year 1	Year 2
Writing Spelling Skills	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing each of the 40+ phonemes already taught, common exception words, days of the week, naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule	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) distinguishing between homophones and near-homophones, add suffixes to spell longer words,

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	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	• Write simple phrases and sentences that can be read by others.	for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words, 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.	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.
Writing Spelling Knowledge	Through the teaching of phase 1 phonics activities (Bug Club and Learning Naturally) children will be able to orally segment and blend words providing a foundation for early writing as they progress into reception. Children ascribe meaning to marks as they draw, write and paint . Children write their own name and other things such as labels, captions.		Sentences are composed orally before writing down and written from memory. Writing is reread to check it makes sense. Capital letters and full stops are used with accuracy to demarcate a sentence. Capital letters for the names of people, places, days of the week and the personal pronoun “I” are becoming evident. Question or exclamation marks in independent writing are used.	Usually consistent use of past and present tenses within all forms of writing. (has/had, was/were) Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations or commands. Consistent use of full stops, capital letters, question marks and exclamation marks. Evidence of commas within a list. Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Experimentation with inverted commas. A growing ability to accurately proofread to check for errors in grammar and punctuation is evident.
Writing Spelling Vocabulary	phonics	Phonemes, graphemes	Common exception words, alphabet, prefix, suffix	homophones
Oracy in writing Skills	I can read lots of stories. I can say and write [a word/sentence]. I can use my sounds to write a word. I can check if my writing makes sense. I can use capital letters and full stops.		I have used [text/story] to inspire my writing. I have used this vocabulary because... The purpose for this writing is... I can think, say, hear and write a sentence.	

		I can check that my work makes sense. I have edited my work by...
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