

Skegness Infant Academy – Curriculum for English

To be used in conjunction with the progression of skills document



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The me	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
<p>Handwriting objectives to run throughout the year:</p> <p><b>Year 1:</b> 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.</p> <p><b>Year 2:</b> 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</p>						
Year 1						
Alongside daily phonics (letter and sounds) sessions, children should be taught to:						
Reading	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>link what they read or hear read to their own experiences</p> <p>recognising and joining in with predictable phrases</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>discussing the significance of the title and events</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p>	<p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear read to their own experiences</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>discussing the significance of the title and events</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p> <p>explain clearly their understanding of what is read to them</p>	<p>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>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>participate in discussion about what is read to them, taking turns and listening to what others</p>	<p>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>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>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>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>explain clearly their understanding of what is read to them</p>	<p>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>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>re-read books to build up their fluency and confidence in word reading.</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>explain clearly their understanding of what is read to them</p>
Writing	<p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>compose a sentence orally before writing it</p> <p>leaving spaces between words</p> <p>sequence sentences to form short narratives</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>compose a sentence orally before writing it</p> <p>sequence sentences to form short narratives</p> <p>leaving spaces between words</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>sequence sentences to form short narratives</p> <p>joining words and joining clauses using and</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>use the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>sequence sentences to form short narratives</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Regular plural noun suffixes –s or –es</p>

				using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	read aloud their writing clearly enough to be heard by their peers and the teacher.	joining words and joining clauses using and
<b>Year 2</b>						
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent						
<b>Reading</b>	<p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read words containing common suffixes</p> <p>listen 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</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>participate in discussion about books, poems and other works that are read to them</p>	<p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>listen 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</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them</p>	<p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>listen 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</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>discuss the sequence of events in books and how items of information are related</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>answering and asking questions</p>	<p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>answering and asking questions</p>	<p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>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>
<b>Writing</b>	<p>learning to spell common exception words</p> <p>writing narratives about personal experiences and those of others</p> <p>writing about real events</p> <p>writing poetry</p> <p>full stops, capital letters, exclamation marks</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning to spell common exception words</p> <p>distinguishing between homophones and near-homophones</p> <p>writing narratives about personal experiences and those of others</p> <p>full stops, capital letters, exclamation marks</p> <p>question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>the present and past tenses correctly and consistently including the progressive form</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning to spell common exception words</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>writing narratives about personal experiences and those of others</p> <p>planning or saying out loud what they are going to write about</p> <p>question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>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</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>writing about real events</p> <p>writing poetry</p> <p>planning or saying out loud what they are going to write about</p> <p>evaluating their writing with the teacher and other pupils</p> <p>question marks, commas for lists and apostrophes for contracted forms and the possessive</p> <p>statement, question, exclamation, command</p>	<p>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</p> <p>learning to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>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>planning or saying out loud what they are going to write about</p> <p>evaluating their writing with the teacher and other pupils</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>distinguishing between homophones and near-homophones</p> <p>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>writing about real events</p> <p>evaluating their writing with the teacher and other pupils</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>the present and past tenses correctly and consistently including the progressive form</p>

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