



National Curriculum 2014: English Year 1 & Year 2 coverage

English

Purpose of study

English has a pre-eminent place in education & in society. A high-quality education in English will teach pupils to speak & write fluently so that they can communicate their ideas & emotions to others & through their reading & listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially & spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge & to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read & write fluently & confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language & literacy by equipping pupils with a strong command of the spoken & written word, & 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 & with good understanding
- develop the habit of reading widely & often, for both pleasure & information
- acquire a wide vocabulary, an understanding of grammar & knowledge of linguistic conventions for reading, writing & spoken language
- appreciate our rich & varied literary heritage
- write clearly, accurately & coherently, adapting their language & style in & for a range of contexts, purposes & audiences
- use discussion in order to learn; they should be able to elaborate & explain clearly their understanding & ideas
- are competent in the arts of speaking & listening, making formal presentations, demonstrating to others & 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 & linguistically. Spoken language underpins the development of reading & writing. The quality & variety of language that pupils hear & speak

are vital for developing their vocabulary & grammar & their understanding for reading & writing. Teachers should therefore ensure the continual development of pupils' confidence & competence in spoken language & listening skills. Pupils should develop a capacity to explain their understanding of books & other reading, & to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others & teachers should ensure that pupils build secure foundations by using discussion to probe & remedy their misconceptions. Pupils should also be taught to understand & use the conventions for discussion & debate.

All pupils should be enabled to participate in & gain knowledge, skills & understanding associated with the artistic practice of drama. Pupils should be able to adopt, create & sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise & script drama for one another & a range of audiences, as well as to rehearse, refine, share & respond thoughtfully to drama & theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected & contextualised within the reading & writing domains which follow.

Reading

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

- word reading
- comprehension (both listening & 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) & 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 (i.e. unskilled readers) when they start school.

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

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

Writing

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

- transcription (spelling & handwriting)

- composition (articulating ideas & structuring them in speech & writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise & 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 & accurately through knowing the relationship between sounds & letters (phonics) & understanding the morphology (word structure) & orthography (spelling structure) of words. Effective composition involves forming, articulating & communicating ideas, & then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose & context, & an increasingly wide knowledge of vocabulary & grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation & glossary

The two statutory appendices - on [spelling](#) & on [vocabulary, grammar & 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 & writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, & how to develop their understanding of, & ability to use, figurative language. They should also teach pupils how to work out & clarify the meanings of unknown words & words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking & writing consciously & to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation & '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 & spoken language. It is important that pupils learn the correct grammatical terms in English & 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 & 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 two 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 & make this information available online.

Attainment targets

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

Key Stage 1

Year by Year English Curriculum:

| | Autumn | Spring | Summer |
|-------------------------------------|--|---|--|
| Year 1 1 st half term | Me, me, me! Key texts: I've lost my teddy Aaargh spider! Not Now Bernard | Who lives in a house like this? Key texts: Goldilocks & the 3 bears The 3 little pigs Traditional rhymes This is the house that Jack built | Let's go outside Key texts: Bog baby |
| Writing Skills | Say out loud what they are going to write about. Separate words with finger spaces. Write simple sentences that can be read by themselves & others. Use capital letter for the personal pronoun <i>I</i> . Punctuate every sentence with a capital letter & full stop. Identify (and begin to use) exclamation marks. <i>Select & use adjectives</i> <i>Introduce idea of apostrophe for contracted forms - I'm, I've</i> <i>Introduce the connective 'so'</i> | Say & hold in memory whilst writing, simple sentences that make sense. Re-read every sentence to check it makes sense. Using capital letters for names of people. Read aloud their writing to adults & peers. Sequence sentences to form short narratives. Use formulaic phrases to open & close texts. Write in different forms with simple text type features - stories, recounts, wanted posters, poems. | Use familiar plots for structuring the beginning, middle & end of stories. Punctuate simple sentences with capital letters & full stops. Identify & use question marks & exclamation marks. Write in different forms with simple text type features - instructions, narratives, fact sheets. Discuss their writing with adults & peers. <i>Select, generate & effectively use adjectives.</i> <i>Recap the idea of apostrophes linked to contracted form wouldn't</i> |
| Year 1 2 nd half term | It's all fun & games Key texts: The perfect pet The perfect present | Africa: Key texts: African stories Handa's Surprise Rumble in the jungle Bringing the rain to Kapiti plain | Ahoy there! Key texts: Pirate stories Pirate shanties |
| Writing Skills | Orally compose every sentence before writing. Separate words with finger spaces. Write simple sentences that can be read by themselves & others. Sequence sentences to form short narratives. Write sentences using 'and'. Write in different forms with simple text type features - explanations, adverts, stories. Read aloud their writing to adults & peers. <i>Begin to write sentences using 'because'</i> <i>Select & use adjectives</i> | Use familiar plots for structuring the beginning, middle & end of stories. Orally plan & rehearse ideas Write in different forms with simple text type features - poem, instructions, narratives. Discuss their writing with adults & peers. <i>Select, generate & effectively use adjectives.</i> | Punctuate simple sentences with capital letters & full stops. Use capital letters for names of people, places & days of the week. Add suffixes to verbs where no change to root word is needed (helping, helper, helped). Pluralise nouns using s & es (pirates, dishes, ships) Add the prefix 'un' to verbs & adjectives to change the meaning (unkind, untie the ropes, undo the knots). Write in different forms with simple text type features - diaries, wanted posters, instructions, directions, pirate shanties/rhymes. |

Reading skills overview:

A typical child will work on Letters and Sounds Phase 4 in Autumn 1 and then work on Phase 5 for the remainder of Year 1.

The following word reading skills are not covered in Letters and Sounds so will need teaching separately:

Read words containing -s, -es, -ing, -ed, -er, est.

Read words with contractions - I'm, I'll, we'll and understand the apostrophe represents the omitted letter.

Reading comprehension overview:

Comprehension skills detailed in the National Curriculum for Year 1 will be covered through a range of strategies. The skills are listed under the area where they will be taught the majority of the time but some skills will be covered in more than one type of reading session.

Whole class English lessons:

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

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems
- Identifying and discuss the main events in stories
- Identifying and discuss the main characters in stories
- Recalling specific information in texts
- Recognising and join in with language patterns and repetition
- Use patterns and repetition to support oral retelling
- Reciting rhymes and poems by heart
- Relating texts to own experiences
- Re telling familiar stories in a range of contexts e.g. *small world, role play, storytelling*

Guided Reading sessions (to begin when children are academically and developmentally ready):

Participating in discussion about what is read to them, taking turns and listening to what others say

- Listening to what others say
- Taking turns

- Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*
- Explaining clearly their understanding of what is read to them
- Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how

Individual Reading (to be supported by parents at home where possible)

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary
- Activating prior knowledge e.g. *what do you know about minibeasts?*
- Checking that texts make sense while reading and self-correct
- Making predictions based on what has been read so far
- Make basic inferences about what is being said and done
- Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*
- Make personal reading choices and explain reasons for choices

Spelling

The majority of spelling will be taught through daily Letters and Sounds sessions and reinforced throughout any writing task in English or other curriculum areas. The following areas will be taught separately to Letters and Sounds:

- Spell the days of the week.
- Adding s and es to words (plurals of nouns and third person singular of verbs).
- Adding ing, ed and er to verbs where no change is needed to the root word.
- Adding er and est to adjectives where no change is needed to the root word.
- Adding the prefix un.

Extra:

In addition to the daily English sessions, children will be taught handwriting, spelling and grammar to cover the handwriting skills required of Year 1 and the areas listed above as needing to be taught separately from Letters and Sounds. Other skills will also be taught in these sessions as required. These sessions will take place daily for 20 minutes.

| | | | |
|--|---|---|--|
| <p>Year 2 1st half term</p> | <p>Food Glorious Food Key texts: The tiger who came to tea</p> | <p>Let's play! Key texts: Traction man Toy Story</p> | <p>Under the sea Key texts: Fistful of pearls Dougla's deep sea diary</p> |
| | <p>Orally compose sentences using 'and' & 'because' Write & punctuate sentences with full stops & capital letters Say write & punctuate compound sentences Select, generate & effectively use nouns Use commas in a list Re-read writing for sense Segment spoken words into phonemes into phonemes & represent these by graphemes, spelling many correctly</p> | <p>Select, generate & effectively use verbs Use specific text type features to write for purpose (entertain; inform) Use sentences with different forms (statement) Use familiar & new punctuation: question marks, exclamation marks, capital letters for proper nouns Use sentences with different forms (question, statement, exclamation) Use commas for lists Use apostrophes for contracted forms Learn to spell words in contracted forms</p> | <p>Use suffixes <i>ful</i> or <i>less</i> to create adjectives Select, generate & effectively use nouns Write about real & fictional events Evaluate writing with adults & peers</p> |
| <p>Year 2 2nd half term</p> | <p>In a twist Key texts: Suddenly The true story of the 3 little pigs The nioght before Christmas</p> | <p>In the wild Key texts: Where the wild things are Bats/nocturnal animals</p> | <p>Beside the sea Key texts: Jack & Nancy On my island La Luna</p> |
| | <p>Write & punctuate sentences with full stops & capital letters Select generate & effectively use adjectives Writing about real events Writing for different purposes (inform) To write in the past tense Use sentences with different forms (statement) Write narrative about experiences of others Use past tense for narrative recount Use subordination for reason Proofread to check for errors in spelling, grammar, punctuation</p> | <p>Select generate & effectively use adjectives Write about fictional events (Max's mischief) Write simple poems based on models Use sentences with different forms (write questions for interviewing author) To write in the present tense</p> | <p>To use present tense To use speech marks in writing To select, generate & effectively use adjectives. To use specific language features to persuade. Read aloud their writing with intonation to make the meaning clear</p> |

Reading skills overview:

Apply phonic knowledge and skills

Read and remember high frequency words

Read aloud books closely matched to improving phonic knowledge

Sequencing and discussing the main events in stories

Retelling a story using words and phrases from a text

Recognise use of repetitive language within a text

Discuss how specific information is organised within a non-fiction text

Give opinions and supporting with reasons (who is the bad character and why ?)

Make inferences about characters and events using evidence from the text

Recognise simple recurring literary language in stories

Discuss favourite words and phrases

Predict what might happen next on the basis of what has been read so far

Discussing and clarifying the meaning of new words

Use tone and intonation when reading aloud (record a version of the story)

Sequence and discuss the main events in stories

Identifying, discussing and collect favourite words and phrases

Discuss how information is arranged in a non-fiction text

Identify, discuss and collect favourite words and phrases

Make inferences about a text

Consider other points of view

Read longer and less familiar texts independently

Use tone and intonation when reading aloud

Make personal reading choices and explain reasons for choices