

English Overview for Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> To read signs and symbols. To talk about families and interests. To write/mark make using chalk, paint, sand. To use large motor movements when mark making outdoors. To access a variety of fine motor activities in CP (including dough disco). To recognise, say and recall the sounds in Steps 1 and 2. 	<ul style="list-style-type: none"> To recognise, say and recall the sounds in Steps 1-5. To begin to blend these sounds to read words. To write the sounds in Steps 1-5. To begin to use recognisable letter shapes in CP. To orally construct simple sentences. 	<ul style="list-style-type: none"> To recognise, say and recall the sounds in Steps 6-8. To read and write cvc words (short vowel). To listen carefully to and recall Fairy Tales. 	<ul style="list-style-type: none"> To recognise, say and recall the sounds in Steps 9-11. To begin to read and write simple sentences. To record simple life cycle reports. To recognise and recall common themes, characters and structures of Fairy Tales. 	<ul style="list-style-type: none"> To recognise, say and recall the sounds in Step 12. To read and write simple sentences independently. To recall and write factual recounts (trips/visitors). To retell and simply record Fairy Tales. 	<ul style="list-style-type: none"> To apply the sounds in Steps 1-12 in reading and writing. To orally expand simple sentences to include a narrative structure
Year 1	<p>Word Reading</p> <ul style="list-style-type: none"> To read simple sentences To respond with the correct sounds to known graphemes To blend sounds aloud when attempting to read new words To re-read books to develop confidence <p>Comprehension</p> <ul style="list-style-type: none"> To listen to poems, stories and non-fiction making links with own experiences To demonstrate understanding when talking with others about what they've read To retell key stories, fairy stories and traditional tales To answer questions about stories read To identify features of books To recognise predictable phrases 	<p>Word Reading</p> <ul style="list-style-type: none"> To read simple sentences with some fluency To respond speedily with the correct sound to known graphemes To apply phonic knowledge to decode words To blend sounds in unfamiliar words containing known GPC and endings To read known CEW To begin to read words with contractions To re-read books to develop confidence and fluency <p>Comprehension</p> <ul style="list-style-type: none"> To listen to and discuss poems, stories and non-fiction To talk about books, using own knowledge and information provided by the teacher To retell key stories, fairy stories and traditional tales <ul style="list-style-type: none"> To talk about the meaning on unfamiliar words To learn to appreciate simple rhymes and recite these by heart To begin to distinguish between fact and fiction To notice when reading does not make sens 	<p>Word Reading</p> <ul style="list-style-type: none"> To read aloud books that are consistent with phonic knowledge To respond speedily with the correct sound to graphemes for all 40+ phonemes To read accurately by blending taught GPCs To read CEW with some fluency and begin to notice unusual correspondences between spelling and sound and where they occur in a word To read words containing known GPC and endings To read words of more than 1 syllable To read words with contractions To take account of punctuation To begin to use context cues <p>Comprehension</p> <ul style="list-style-type: none"> To listen to and discuss a wide range of texts at a level beyond which can be read independently To link what they hear or read to their own experiences To retell stories using appropriate vocabulary To talk about, and express opinions, what is read to them To explain understanding of what they have read To talk about characteristics of different types of stories To talk about the significance of the title and events To make inferences To make simple predictions To learn and appreciate rhymes and poems and recite some by heart To discuss word meanings, making links to known words To retell, using significant events and main points in sequence 			
Year 2	<p>Word Reading</p> <ul style="list-style-type: none"> To read aloud books closely matched to phonic development, by word building with increased accuracy and without hesitation. To read all known graphemes. To read unfamiliar words containing known GPCs without sounding out. To read known CEW fluently. To segment words into syllables. To use punctuation to aid reading with expression. <p>Comprehension</p> <ul style="list-style-type: none"> To listen to, and talk about, a wide range pf poetry, stories and non-fiction. To retell stories in sequence. To answer questions about books read and shared. To find and retrieve literal information. To begin to ask simple questions about books read and shared. To recognise simple recurring language in stories and poems. To make plausible predictions. To distinguish between fact and fiction. 	<p>Word Reading</p> <ul style="list-style-type: none"> To read aloud books closely matched to phonic development accurately building unfamiliar words. To read familiar words without overtly sounding and blending. To read words of 2 or more syllables. To read CEW fluently, taking note of unusual correspondences between spelling and sounds and where they occur. To use punctuation to read with increased expression. <p>Comprehension</p> <ul style="list-style-type: none"> To ask and answer questions about books read and shared. To make simple inferences using evidence from the text. To talk about new vocabulary and offer suggestions of meaning based on the context. To discuss favourite words and phrases. To explain how items of information are related and discuss sequences of events. To make plausible predictions using evidence from the text. To begin to skim and scan. Talk about which books to read 	<p>Word Reading</p> <ul style="list-style-type: none"> To apply phonic knowledge and skills consistently to decode accurately and without undue hesitation. To automatically decode and reading is fluent. To recognise and effortlessly decodes alternative sounds for graphemes. To effortlessly recognise most CEW. To read most words quickly and effortlessly and accurately, where they have been encountered frequently. To read words containing common suffixes. To notice when reading doesn't make sense and take action by self-correcting and re reading. <p>Comprehension</p> <ul style="list-style-type: none"> To regard reading as a pleasurable activity. To identify sequences of events and explain how items relate to one another. To demonstrate familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales. To recognise and understand the different structures of non-fiction books. To share favourite words and phrases and clarify the meanings of new words through discussion and making links with known vocab. To learn and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear. To demonstrate understanding and construct meaning of what is read independently. To make inferences on what has been read. To ask and answer questions about books read and shared. To make predictions on the basis of what has been read so far. To participate in discussion about books, poems and other materials To exercise choice in selecting books. 			

English Overview for Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>To read signs and symbols. To talk about families and interests. To write/mark make using chalk, paint, sand. To use large motor movements when mark making outdoors. To access a variety of fine motor activities in CP (including dough disco). To recognise, say and recall the sounds in Steps 1 and 2.</p>	<p>To recognise, say and recall the sounds in Steps 1-5. To begin to blend these sounds to read words. To write the sounds in Steps 1-5. To begin to use recognisable letter shapes in CP. To orally construct simple sentences.</p>	<p>To recognise, say and recall the sounds in Steps 6-8. To read and write cvc words (short vowel). To listen carefully to and recall Fairy Tales.</p>	<p>To recognise, say and recall the sounds in Steps 9-11. To begin to read and write simple sentences. To record simple life cycle reports. To recognise and recall common themes, characters and structures of Fairy Tales.</p>	<p>To recognise, say and recall the sounds in Step 12. To read and write simple sentences independently. To recall and write factual recounts (trips/visitors). To retell and simply record Fairy Tales.</p>	<p>To apply the sounds in Steps 1-12 in reading and writing. To orally expand simple sentences to include a narrative structure</p>
Year 1	<p>Composition To compose and speak in phrases and sentences orally To say out loud what is going to be written about To show an awareness of how full stops are used (reading/writing) To organise writing correctly.</p> <p>Transcription To spell vc words To spell cvc words (long/short vowel) To spell words with adjacent consonants To spell some CEW/HFW To spell words ending in ff,ll,ss,zz,ck; with ng To name letters of the alphabet in order To sit correctly and hold a pencil comfortably</p>		<p>Composition To compose and replicate phrases and sentences To use capital letters and full stops at times (to begin to use capital letters for names) To recognise basic punctuation, ? and ! in print To understand that and can join words and sentences To begin to write short narratives (real and fictional) To include a simple beginning, middle and end</p> <p>Transcription To spell words with consonant digraphs/some vowel digraphs/trigraphs To spell using alternative vowel phonemes To spell words with ph: wh: ending in y To spell the majority of CEW/HFW To begin to spell the singular plural of words To divide words into syllables To begin to form letters correctly in their 'families'</p>		<p>Composition To write a coherent sentence using capital letters and full stops To use and to join words and clauses To sequence sentences to write short narratives (real/fictional) To use capital letters for proper nouns and personal pronoun I To begin to use question and exclamation marks in writing To use some descriptive language To use a simple plan (storyboard/flowchart) To re-read work to check for sense To make simple changes to writing where suggested</p> <p>Transcription To spell compound words; days of the week; numbers to 20; words ending in tch; plurals of nouns and verbs by adding -s and -es To spell verbs and adjectives where no change is needed to the root word. To add endings -ing -ed -er -est To spell words with the prefix -un To spell Y1 CEW/HFW To attempt to phonetically and plausibly spell new words To form all letters correctly.</p>	
Year 2	<p>Composition To use coordinating conjunctions <i>and, or, but, so</i>. To use question marks and exclamation marks in writing. To use simple adjectives for description. To understand and use the terms <i>noun, verb and adjective</i>. To use basic layout conventions in different forms of writing. To plan out loud what is going to be written. To create simple plans to support writing. To make simple changes to writing where appropriate.</p> <p>Transcription To spell words with: /n/sound spelt kn and gn; /r/ sound spelt wr; /j/sound spelt ge and dge; /s/ sound spelt c before e i y. To add -ing, -ed, -er, -est, -y to words ending in e with a consonant before it.</p>		<p>Composition To begin to use subordinating conjunctions <i>when, if, because, as</i>. To begin to use <i>past</i> and <i>present</i> tense correctly. To use <i>commas</i> in lists. To use <i>apostrophes</i> for contractions. To understand and use the term <i>adverb</i>. To begin to use adverbs in writing. To develop stamina to write at increasing length. To write down key ideas and words. To consider word choice, grammar and punctuation. To re-read own writing to check for sense.</p> <p>Transcription To spell: words with contractions, words ending in -le, -el, -al, -il. To add -ies to nouns and verbs ending in y. To add -ed, -ing, -er, -est to a root word ending in y with a consonant before it. To select correct GPC in spelling. To spell words with the <i>suffix</i> -ly.</p>		<p>Composition To recognise and write different types of sentences (statements, questions, commands, exclamations). To understand and use coordinating and subordinating conjunctions to construct and extend sentences. To use the past and present tense correctly. To use capital letters for nouns correctly. To use a range of punctuations almost always correctly. To use expanded noun phrases, adjectives and adverbs for description and specification. To write narratives about personal experiences and those of others (real and fictional) To write for different purposes (inc poetry). To use plans to support writing. To link ideas and events using strategies to create 'flow'. To evaluate the effective use of word choice, grammar and punctuation To proof read to check for errors in spelling, grammar and punctuation. To re-read writing to check for correct and consistent tense.</p> <p>Transcription To use phonic knowledge to spell simple monosyllabic and polysyllabic words. To spell Y2 CEW/HFW. To spell frequently used homophones/near homophones. To spell words using the possessive apostrophe (singular nouns). To add -ing, -ed, -er, -est, -y to words of one syllable ending in a single letter after a short vowel. To spell words with the suffixes -ment, -ness, -ful, -less. To spell words ending in -tion. To spell compound words.</p>	