



Burrough Green CE Primary School Curriculum Map – English

English		Listening and Attention Understanding Speaking	Reading
<p>Foundation Stage</p> <p>Fluency in English is an essential foundation for success in all subjects. Therefore pupils should be encouraged to apply the knowledge and skills learned in English across the whole curriculum.</p> <p>Activities that can be used to create a love for books and reading</p>	YR	<p>Listen to and respond appropriately to others.</p> <p>Concentrate on activities for increasing amounts of time.</p> <p>Respond appropriately to simple directions and two-step instructions.</p> <p>Understand and use prepositions such as ‘under’ ‘on top of’ and ‘behind’.</p> <p>Understand the humour in nonsense rhymes and jokes.</p> <p>Follow stories without pictures or props.</p> <p>Ask and answer questions, including ‘how’ and ‘why’.</p> <p>Use sentences of increasing length and complexity to express ideas, including recall of experiences, explanations, and predictions using ‘and’ and ‘because’. Use talk to organise, sequence and clarify thinking, feelings and events.</p> <p>Retell real events in the correct order.</p> <p>Use a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>Explore the meaning and sounds of new words to extend their vocabulary.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Show awareness of rhyme and alliteration by continuing a rhyming string, or saying a word with the same initial sound.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Recognise rhythm in spoken words.</p> <p>Show awareness of the way stories are structured.</p> <p>Suggest how stories might end.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Describe main story settings, events and principal characters.</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Enjoy Looking at an increasing range of books independently.</p> <p>Handle books with care.</p> <p>Hold books the correct way up and turn pages in the correct order.</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and know which letters represent some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Read key words and simple sentences.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Know that information can be retrieved in the form of print from books and computers.</p>
	YR	Writing	
	YR	<p>Give meaning to marks they make as they draw, write and paint, and those they see in different places.</p> <p>Begin to break the flow of speech into words.</p> <p>Continue a rhyming string.</p> <p>Hear, say and write the initial sound in words, forming letters correctly in a cursive script.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels, or captions.</p> <p>Write short sentences in meaningful contexts.</p>	

The following **Characteristics of Effective Learning** will ensure all our pupils are enabled to reach their potential in English.

They should play and explore through; using their senses, showing curiosity, engaging in open-ended activity, acting out experiences with others and taking on roles, pretending objects are things from their experience, initiating activities, seeking challenge, taking risks, learning through trial and error, and developing a ‘can do’ attitude.

They should be active in their learning through; concentrating and avoiding distraction, paying attention to detail, persisting when challenges occur, bouncing back after difficulties, having belief that effort will be rewarded, trying a different approach if they were initially unsuccessful, being pleased when they achieve their goals and enjoying challenge for its own sake, being proud of how they accomplished something (not just the end result).

They should be creative and think critically through; having ideas, thinking of ways to solve problems, finding new ways to do things, making links and noticing patterns in their experience, making predictions, testing their ideas, developing ideas of grouping, sequences, cause and effect, planning, making decisions about how to approach a task, checking how well their activities are going, changing strategy as needed, reviewing how well the approach worked.



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English		Spoken Language	Reading			
			Word Reading (See Appendix 1)		Comprehension	
KS1 Fluency in English is an essential foundation for success in all subjects. Therefore pupils should be encouraged to apply the knowledge and skills learned in English across the whole curriculum.	Y1	Listen and respond appropriately. Ask relevant questions. Maintain attention and participate.	Match graphemes for all phonemes. Read accurately by blending sounds. Read words with very common suffixes. (-s, -es, -ing, -ed, -er, -est) Read contractions and understand purpose of apostrophe. Read common exception words. Read phonics books aloud.	Link reading to own experiences and explain understanding. Join in with predictable phrases. Learn familiar stories well and retell them. Learn key poems off by heart. Discuss the significance of the title and events Make simple predictions and inferences.		
	Y2	Articulate and justify answers. Initiate & respond to comments. Use spoken language to develop understanding.	Develop phonics until decoding secure and fluent. Read accurately two-syllable words containing taught graphemes. Read common suffixes. (-ed, -ing, -est, -er to words ending in y. – ed, -ing, est, -er, -y to words ending in consonant + e, or vowel + consonant. –ment, -ness, -ful, -less, -ly.) Read common ‘exception’ words. Read & re-read phonic-appropriate books to develop fluency and confidence.	Discuss & express views about fiction, non-fiction & poetry. Become familiar with & retell a range of stories. Share non-fiction books that are structured in different ways. Discuss new vocabulary and favourite words and phrases. Build a repertoire of poems off by heart with good intonation. Ask & answer questions; make predictions. Check reading makes sense as they read. Begin to make inferences and predictions.		
		Writing				
Activities that can be used to create a love for books and reading		Spelling (See Appendix 1)	Handwriting and Presentation	Composition	Vocabulary, Grammar and Punctuation (See Appendix 2)	
	Y1	Spell words containing any taught phonemes. Name letters of the alphabet. Spell common ‘exception’ words Spell days of the week. Use very common suffixes (as above) and prefix ‘un’. Write sentences dictated by the teacher.	Form cursive lower case letters correctly. Form capital letters and digits. Link letters to handwriting families.	Compose sentences orally before writing. Sequence sentences to form short narratives. Read own writing aloud to peers and teachers to check it makes sense. Discuss their writing with the teacher and others.	Leave spaces between words. Begin to use basic punctuation: capital letters at the start of a sentence . ? ! Use capital letters for proper nouns. Use common plural and verb suffixes (as above).	
	Y2	Spell by segmenting into phonemes. Spell homophones using different graphemes to make the same sound. Learn to spell common ‘exception’ words. Spell common contractions (I’m). Use singular possessive apostrophe (the girl’s book). Use suffixes (as above). Write dictated sentences.	Use appropriate sized letters, digits and spaces (both lower case and CAPITALS). Start to make simple joins (in, th).	Develop positive attitude and stamina for writing. Write for a range of purposes. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions & changes after proof-reading and evaluations of their writing with others. Read aloud what they have written with appropriate intonation to check meaning and to make the meaning clear.	Use CAPITALS . ! ? , (list) and ‘ Know and use statements, questions, exclamations, commands. Use simple conjunctions (when, if, that, because, but, or, and). Expand noun phrases . Use past and present tense accurately.	
The following Core Experiences will ensure all our pupils are enabled to reach their potential in English. They should; speak and read clearly and confidently to an audience (including role play, conversations, performances); ask questions to check understanding; explain why they think something by developing their reasons; be encouraged to incorporate new vocabulary into speech and writing; re-read books; listen to high quality texts read well; learn some different texts by heart; read everyday (often to an experienced reader); discuss their understanding of a range of texts through guided sessions, choose a book of interest to them from the library; find books they love; be encouraged to write at length in purposeful contexts; be recognised for their efforts to be adventurous with language!						



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English		Spoken Language	Reading			
LKS2 Fluency in English is an essential foundation for success in all subjects. Therefore pupils should be encouraged to apply the knowledge and skills learned in English across the whole curriculum. Activities that can be used to create a love for books and reading	Y3	Give structured descriptions. Participate actively in conversation Consider & evaluate different viewpoints	Word Reading (See Appendix 1)		Comprehension	
	Y4	Articulate & justify opinions. Speak audibly in Standard English. Gain, maintain & monitor the interest of the listener.	Secure decoding of unfamiliar words using knowledge of 'root' words, suffixes and prefixes.		Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction. Use dictionaries to check meaning. Prepare poems & plays to perform. Check own understanding of reading and ask questions for clarification. Draw inferences & make predictions. Retrieve and record information from non-fiction books identifying key ideas in each paragraph. Discuss reading with others and responding to what others say.	
		Writing				
		Spelling (See Appendix 1)	Handwriting and Presentation	Composition		Vocabulary, Grammar and Punctuation (See Appendix 2)
	Y3	Use taught prefixes & suffixes in spelling. Use dictionary to confirm spellings using the first 2 or 3 letters to locate the word. Write simple dictated sentences.	Use handwriting joins appropriately. Know which letters to leave unjoined.	Plan to write based on familiar studied forms , developing their understanding of the structure, vocabulary and grammar features needed. Rehearse sentences orally for writing. Use varied rich vocabulary and range of sentence structures. Create simple characters, settings and plots in narrative. Assess effectiveness of own and others' writing.		Use a range of conjunctions. Use time connectives. Use the present perfect tense. Use a range of nouns and pronouns. Introduce speech punctuation. Know language of clauses
Y4	Spell common homophones. Use the possessive apostrophe in words with regular plurals.	Letters should be evenly spaced and parallel.	Plan writing based on familiar forms (as above), discussing and recording ideas. Organise writing into paragraphs around themes. Use simple organisational devices (e.g. headings in non-fiction). Proof-read own writing for spelling & punctuation errors. Evaluate own and others' writing proposing changes to vocabulary and grammar. Read own writing aloud with appropriate intonation.		Use a wider range of conjunctions, adverbs and prepositions to write more complex sentences, including fronted adverbials. Use the present perfect tense and past tense appropriately. Select pronouns and nouns for variety and precision. Use & punctuate direct speech Use commas after fronted adverbials and to separate some clauses.	
The following Core Experiences will ensure all our pupils are enabled to reach their potential in English. They should; speak and read clearly and confidently to a range of audiences (including debates, presentations, discussions, performances) ; ask questions that are aimed at extending their knowledge; speculate and explore ideas; give reasons for why they hold particular ideas/opinions, incorporate adventurous vocabulary into speech and writing; listen to high quality texts read well ; read novels with the class; read at least 8 books at an appropriate level independently in Y4; discuss their understanding of a range of texts through guided sessions; select texts to support independent study including dictionaries and thesauruses ; act as a reading mentor by reading and discussing a range of texts with a younger partner.						



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				Word Reading (See Appendix 1)	Comprehension		
UKS2 Fluency in English is an essential foundation for success in all subjects. Therefore pupils should be encouraged to apply the knowledge and skills learned in English across the whole curriculum. Activities that can be used to create a love for books and reading	Y5	Give well-structured explanations. Speak audibly and fluently with increasing command of Standard English. Consider & evaluate different viewpoints. Use appropriate register to communicate effectively.	Apply knowledge of morphology & etymology when reading new words and to understand their meaning..	Read and discuss a broad range of genres and texts, identifying & discussing themes. Become more familiar with a wide range of books, including those from our literary heritage and other cultures, drawing inference and make predictions. Make recommendations to others with reasons. Learn poetry by heart for performance. Discuss authors' use of language including the meaning of new words in context. Retrieve, record and present information from non-fiction texts. Take part in formal presentations and debates using notes. Check that reading makes sense.			
	Y6	Use questions to build knowledge. Articulate arguments & opinions. Use spoken language to speculate, hypothesise & explore. Use appropriate register & language.	As above	Make comparisons within/across books. Support inferences with evidence. Summarising key points from texts, whilst distinguishing fact from opinion. Identify how language, structure, etc. contribute to meaning. Discuss the use of language, including figurative language. Discuss and explain reading, providing reasoned justifications for views.			
	Writing						
		Spelling (See Appendix 1)	Handwriting and Presentation	Composition		Vocabulary, Grammar and Punctuation (See Appendix 2)	
	Y5	Secure spelling, inc. homophones, prefixes, silent letters (e.g psalm, knight, solemn) etc. Use dictionaries to check the spelling of words. Use a thesaurus.	Legible, fluent, even, joined handwriting. Earn an Ink Licence	Plan writing to suit audience and purpose. Developing initial ideas through research and note-taking. Develop setting and atmosphere in narrative, using dialogue to convey character. Use organisational and presentational features to guide the reader (e.g. headings, bullet points, underlining). Create cohesion within and across paragraphs. Use of appropriate tense consistently within a piece. Proof-reading for spelling and punctuation.. Perform own compositions using appropriate intonation.		Recognise vocabulary and structures appropriate to formal speech. Use expanded noun phrases. Use modal and passive verbs. Use relative clauses (who, which, where, when etc). Use commas for clauses in complex sentences. Use brackets, dashes & commas for parenthesis . Punctuate bullet points consistently.	
	Y6	Use knowledge of morphology & etymology in spelling.	Develop legible, personal handwriting style.	Plan writing by choosing form to suit audience & purpose, using models of writing to help. Précis longer passages. Select grammar and vocabulary for effect. Develop character & setting in narrative, using dialogue to move the story on. Use a range of cohesive devices to create cohesion within and across paragraphs. Assess their own and others' writing and suggest changes to grammar, vocabulary and punctuation to enhance effects. Ensure grammatical consistency.		Use appropriate register/ style. Use the passive voice for purpose. Use features to convey & clarify meaning. Use full punctuation, including colons, semi-colons and dashes to mark independent clauses. Use of colon to introduce a list. Use correct language when talking about grammar (e.g. subject, object, active, passive, synonym, antonym etc).	
The following Core Experiences will ensure all our pupils are enabled to reach their potential in English. They should; speak and read clearly, articulately and coherently, adapting their style for a range of audiences (through discussions, presentations, performances, role plays, improvisations and debates); gain, maintain and monitor the interest of the listeners; ask questions that help to shape their learning; justify their opinions with reference to examples and evidence; listen to high quality texts read well; read novels with the class; read at least 12 books at an appropriate level in Y6; select texts to further their knowledge across the whole curriculum and support independent study; be a librarian; give a dramatic storytelling performance to a group of younger children; earn an ink license.							