

Brinsworth Howarth Primary School Curriculum Progress - Literacy – Reading – Communication & Language - English overview

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG

Comprehension

-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary

-Anticipate, where appropriate, key events in stories

-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

Word Reading

-Say a sound of each letter in the alphabet & at least 10 digraphs

-Read words consistent with their phonic knowledge by sound-blending

-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Nursery	<ul style="list-style-type: none"> • Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing • Count or clap syllables in a word • Recognise words with the same initial sound • Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> • Shows interest in illustrations and words in print and digital books and words in the environment • Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> • Spot & suggest rhymes • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Sing a large repertoire of songs 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary • Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> • Beginning to understand why and how questions • Uses talk to explain what is happening 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Be able to express a point of view & to debate when they disagree
Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & 	<ul style="list-style-type: none"> • Enjoys an increasing range of print & digital books, both fiction and non-fiction • Knows that information can be retrieved from books, computers & 	<ul style="list-style-type: none"> • Describes main story settings, events & principal characters in increasing detail Can suggest and discuss favourite texts 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Uses combinations of art forms, e.g. moving and singing, making and dramatic 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses new or taught vocabulary across a range of areas 	<ul style="list-style-type: none"> • Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Uses talk to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> • Is able to recall & discuss stories or information that has been read to them, or they have read themselves • Listens & responds to ideas expressed by others in conversation or discussion • Understands

	<p>say sounds for them</p> <ul style="list-style-type: none"> • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	mobile digital devices		play		events happened in a story		<p>questions such as who; why; when; where and how</p> <ul style="list-style-type: none"> • Links statements & sticks to a main theme or intention
Year 1	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters /groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multi-syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> •Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> •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

**Brinsworth Howarth Primary School - Literacy – writing
Communication & Language – Physical development - English overview**

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG

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

Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting
Nursery	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<ul style="list-style-type: none"> • Write some or all of their name • Write 'm' for mummy 	<ul style="list-style-type: none"> • Use large muscle movements to wave flags & streamers, paint & make marks • Use one handed tools & equipment, e.g. snips in paper with scissors • Use a comfortable grip with good control when holding pens & pencils • Show a preference for a dominant hand • Creates lines and circles pivoting from the shoulder and elbow • Write some letters and numbers accurately
Reception	<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Compose a sentence orally prior to writing • Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Write short sentences with words with known sound-letter correspondences, using a capital letter & full stop with support 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Spell words by identifying the sounds & then writing the sound with letter/s • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Spells correctly during dictation when focusing on taught code knowledge 	<ul style="list-style-type: none"> • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Begins to use anticlockwise movement and retrace vertical lines • Uses a pencil and holds it effectively • Form lower-case & capital letters correctly • Forms numerals correctly

<p>Year 1</p>	<ul style="list-style-type: none"> • Write sentences, sequencing them to form short narratives • Write sentences by re-reading what he/she has written to check that it makes sense • Write sentences by composing them orally before writing them • Discuss what he/she has written with the teacher or other pupils • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes e.g, including the effects of these suffixes on the meaning of the noun • Use capital letters and full stops to demarcate sentences in some of his/her writing. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I • Understand how the prefix un- changes the meaning of verbs and adjectives negation, for example, unkind, or undoing: untie the boat • Understand how words can combine to make sentences • Join words and clauses using and. • Separate words with spaces • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught • Spell some common exception words • Spell the days of the week • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Spells polysyllabic words correctly • 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 • Add prefixes and suffixes using the prefix un • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker, quickest • Apply simple spelling rules and guidance, as listed in English Appendix write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • 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 practise these
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