

## English Overview EYFS & KS1

### Overarching concepts in KS2

Learning to write is one of the most important things that children do at primary school. Almost all other areas of the curriculum are assessed through writing, so strong writing is one of the keys to academic success. Good writing also gives children a voice to share their ideas with the world.

The National Curriculum divides writing into two broad areas: transcription and comprehension. Transcription covers the technical aspects of writing: [handwriting](#), [spelling](#), [grammar & punctuation](#), and so on. Composition is about sharing their ideas and thinking about the purpose for their writing. Learning to write can be a tricky business, because good writing involves balancing all these different parts.

#### Aims

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

#### Language

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### EYFS

#### Writing ELGs

Children at the expected level of development will:

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

#### Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

### Year 1

Autumn

Spring

Summer

<b>Genre/text type</b>	Narrative – Stories with Predictable Phrasing Poetry: Vocabulary Building Poetry: Structure – Rhyming Couplets	Contemporary fiction – stories reflecting children’s own experience Report Writing – Non chronological Poetry: Vocabulary Building Traditional Tales - Fairy tales Instructions	Traditional Tales - Fairy tales Report – Life cycles Poetry: Structure – Rhyming Couplets Recount
<b>Our teaching and learning process</b>			
<b>Imitate</b>	<b>Innovate</b>	<b>Invent</b>	<b>Independent Write</b>
<b>Identify language patterns, grammatical structures and imitate:</b> <ul style="list-style-type: none"> <li>• Learn text orally</li> <li>• Dramatic presentation</li> <li>• Discuss the text</li> <li>• Map story</li> <li>• Vocab games (jumpstart)</li> <li>• Mini white board work</li> <li>• ‘Hug the text’, word sentence replacement</li> </ul>	<b>Children to innovate on the pattern through shared writing and then write their own version through:</b> <ul style="list-style-type: none"> <li>• ‘hug the text’ (sentences or whole paragraphs)</li> <li>• Base innovation on pattern identified during imitation</li> <li>• Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>	<b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b>	<b>Independent writing using alternative prompt</b> <ul style="list-style-type: none"> <li>• Photo/picture prompt</li> <li>• Real life writing</li> <li>• Literacy shed (video)</li> </ul> <b>Writing Purpose:</b> Where will your writing go? What will you do with your writing? le  RE – charity – reading authors – guest visitors
<b>Knowledge and vocabulary</b>			
<b>Knowledge (Grammar/ punctuation)</b>	<b>Word</b> <u>Singular</u> Regular <u>plural</u> noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <b>Sentence</b> How words can combine to make <u>sentences</u> Joining words and joining clauses using and <b>Text</b> Sequencing sentences to form short narratives <b>Punctuation</b> Separation of <u>words</u> with spaces Introduction to <u>capital letters, full stops, question marks and exclamation marks</u> to demarcate sentences Capital letters for names and for the personal pronoun I		
<b>Skills</b>	<b>Children will be able to:</b> <ul style="list-style-type: none"> <li>• Say what they are going to write about out loud</li> </ul>		

	<ul style="list-style-type: none"> <li>• compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense.</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• learn to write in sentences and to put together short narratives, as well as some basic rules around nouns and verbs. This includes:</li> <li>• turning nouns into their plural form using -s and -es</li> <li>• adding suffixes to verbs where no change is needed in the spelling of the root word (for example, helping, helped, helper). To orally rehearse sentences.</li> <li>• To communicate ideas by combining words to make sentences.</li> <li>• To identify when a full stop, question mark and exclamation mark are needed and apply them to own writing.</li> <li>• To join two sentences together using 'and'.</li> <li>• To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul>
<b>Spelling</b>	<p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b></p> <p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• Name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• Add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<b>Handwriting</b>	<p><b>Handwriting (Using Nelson Handwriting scheme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>

Year 2			
	Autumn	Spring	Summer
Genre/text type	Letters and Postcards Classic Poetry Traditional Tales	Poems on a theme Non-chronological report Fantasy	Recounts (Diary entry) Setting description Explanation text

	Play Scripts - Nativity	Instructions	Fantasy Poem on a theme
<b>Our teaching and learning process</b>			
<b>Imitate</b>	<b>Innovate</b>	<b>Invent</b>	<b>Independent Write</b>
<b>Identify language patterns, grammatical structures and imitate:</b> <ul style="list-style-type: none"> <li>Learn text orally</li> <li>Dramatic presentation</li> <li>Discuss the text</li> <li>Map story</li> <li>Vocab games (jumpstart)</li> <li>Mini white board work</li> <li>'Hug the text', word sentence replacement</li> </ul>	<b>Children to innovate on the pattern through shared writing and then write their own version through:</b> <ul style="list-style-type: none"> <li>'hug the text' (sentences or whole paragraphs)</li> <li>Base innovation on pattern identified during imitation</li> <li>Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>	<b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b>	<b>Independent writing using alternative prompt</b> <ul style="list-style-type: none"> <li>Photo/picture prompt</li> <li>Real life writing</li> <li>Literacy shed (video)</li> </ul> <b>Writing Purpose:</b> Where will your writing go? What will you do with your writing?
Assessing the effectiveness of their own and others' writing and suggesting improvements			
Read aloud using appropriate intonation and controlling tone/volume			
<b>Knowledge and Skills Coverage</b>			
<b>Knowledge  (Grammar/ punctuation)</b>	<b>Word</b> Formation of <u>nouns</u> using <u>suffixes</u> such as –ness, –er and by <u>compounding</u> [for example, whiteboard, superman] Formation of <u>adjectives</u> using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into <u>adverbs</u> <b>Sentence</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded <u>noun phrases</u> for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a <u>statement, question, exclamation or command</u> <b>Text</b> Correct choice and consistent use of <u>present tense and past tense</u> throughout writing Use of the progressive form of <u>verbs</u> in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <u>Commas</u> to separate items in a list <u>Apostrophes</u> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		
<b>Skills</b>	<b>Children will be able to:</b> <ul style="list-style-type: none"> <li>write sentences, discuss their writing, and read their writing aloud.</li> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> </ul>		

	<ul style="list-style-type: none"> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use coordinating conjunctions (for example, and, or, and but) and some subordinating conjunctions (for example, when, if, that, and because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>• spell many common exception words</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> <li>• To discuss different text types and note the differences between them.</li> <li>• To compose individual sentences orally and then write them down.</li> <li>• To make simple additions, revisions and corrections to own writing.</li> <li>• To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul>
<b>Spelling</b>	<p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b></p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<p><b>Handwriting (Using Nelson Handwriting scheme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>