

SPOKEN LANGUAGE

	<p>Statutory Guidance</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 			
EYFS Curriculum Links	Area of Study	Year 1	Year2	Basic activities Covered
<p>30 - 50 months</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand 	<p>SPEAKING</p> <p>Speak confidently and creatively for different purposes and audiences, reflecting on impact and response.</p> <p>Explore, develop and sustain ideas through talk.</p>	<ul style="list-style-type: none"> • Tell stories and describe incidents from their own experience in an audible voice. • Retell stories, ordering events using story language. • Interpret a text by reading aloud with some variety in pace and emphasis. 	<ul style="list-style-type: none"> • Speak with clarity and use appropriate intonation when reading and reciting texts. • Tell real and imagined stories using the conventions of familiar story language. • Explain ideas and processes using imaginative and adventurous vocabulary and on-verbal gestures to support communication. 	

<p>for something else in play, e.g, 'This box is my castle.'</p> <p>40 - 60+ months</p> <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. <p>Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>				
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EYFS Curriculum Links	Area of Study	Year 1	Year2	Basic activities Covered
<p>30 - 50 months</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<p><u>LISTENING AND RESPONDING</u></p> <p>Understand, recall and respond to speaker's implicit and explicit meanings.</p> <p>Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.</p>	<ul style="list-style-type: none"> • Listen with sustained concentration, building new stores of words in different contexts. • Listen to and follow instructions accurately, asking for help and clarification when needed. • Listen to CDs, or DVDs and express views about how a story or information has been presented. 	<ul style="list-style-type: none"> • Listen to others in class, ask relevant questions and follow instructions. • Listen to talk by an adult, remember some specific points and identify what they have learned. • Respond to presentations and by describing characters, repeating some highlight and commenting constructively. 	

<p>40 - 60+ months</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>				
<p>30 - 50 months</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Is able to follow directions (if not intently focused on own choice of activity). <p>40 - 60+ months</p> <ul style="list-style-type: none"> • Two-channelled attention - can listen and do for short span. <p>Early Learning Goal</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p><u>GROUP DISCUSSION AND INTERACTION</u></p> <p>Take different roles in groups to develop thinking and complete tasks.</p> <p>Participate in conversations, making appropriate contributions building on others' suggestions and responses.</p>	<ul style="list-style-type: none"> • Take turns to speak, listen to others' suggestions and talk about what they are going to do. • Ask and answer questions, make relevant contributions, offer suggestions and take turns. • Explain their views to others in a small group, decide how to report the group's views to the class. 	<ul style="list-style-type: none"> • Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement. • Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on. • Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member. 	
<p>30 - 50 months</p> <ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a 	<p><u>DRAMA</u></p> <p>Use dramatic techniques including work in role to explore ideas and texts.</p> <p>Create, share and evaluate ideas and understanding through drama.</p>	<ul style="list-style-type: none"> • Explore familiar themes and characters through improvisation and role-play. • Act out their own and well-known stories, using voices for characters. • Discuss why they like a performance. 	<ul style="list-style-type: none"> • Adopt appropriate roles in small or large groups and consider alternative courses of action. • Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class. • Consider how mood and atmosphere are created in 	

<p>range of media, such as music, dance and paint and other materials or words.</p> <p>40 - 60+ months</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			<p>live or recorded performances.</p>	
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READING

EYFS Curriculum Links	Area of Study	Year 1	Year2	Basic activities Covered
<p>30 - 50 months</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. 	<p>READING:</p> <p>Word reading skills and strategies</p>	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same 	

<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40 – 60 months+</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>		<p>unusual correspondences between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>graphemes as above</p> <ul style="list-style-type: none"> • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	
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	<p>READING: Understanding and interpreting texts; Engaging with reading</p>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <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 • 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 • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <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 • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><i>Understand both the books that they can already read accurately and fluently</i></p>	
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WRITING

EYFS Curriculum Links	Area of Study	Year 1	Year 2	Basic activities Covered
<p>30 - 50 months</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>40 - 60+ months</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they 	<p><u>Writing:</u> Transcription Word structure and spelling</p>	<p><i>Spell:</i></p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p><i>Name the letters of the alphabet:</i></p> <ul style="list-style-type: none"> naming the letters of the 	<p><i>Spell by:</i></p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways 	

<p>draw, write and paint.</p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>alphabet in order</p> <ul style="list-style-type: none"> • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • 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] • 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"> • Apply simple spelling rules and guidance, as listed in English appendix 1 	<p>of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones <ul style="list-style-type: none"> • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	
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	<p><u>Writing:</u> Handwriting</p>	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to 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' (ie letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	
	<p><u>WRITING:</u> Composition</p>	<p><i>Write sentences by:</i></p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p><i>Consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p><i>Make simple additions, revisions and corrections to their own writing by.</i></p>	

			<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 	
	<p><u>WRITING:</u> <u>Vocabulary,</u> <u>grammar and</u> <u>punctuation</u></p>	<p><i>Develop their understanding of the concepts set out in English appendix 2 by:</i></p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English appendix 2 <p><i>Use the grammatical terminology in</i></p>	<p><i>Develop their understanding of the concepts set out in English appendix 2 by:</i></p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p><i>Learn how to use:</i></p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, 	

		<p><i>English English appendix 2 in discussing their writing</i></p>	<ul style="list-style-type: none"> command <ul style="list-style-type: none"> • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing 	
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