

Curriculum 2014: English 'at a glance' checklist taken from SLN for KS1 with EYFS

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year.

Communication

Preschool and Reception Programme of Study

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Preschool

- Begin to understand and act on longer sentences
- Begin to understand and use longer questions
- Begin to listen and answer questions about simple stories
- To develop a wider range of vocabulary
- Learn new words through rhymes, songs, stories and experiences
- Take turns in conversation

Reception

- Understand how to listen carefully and why listening is important
Learn new vocabulary.
Use new vocabulary through the day and in different contexts.
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Engage in storytimes.
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Listen carefully and learn rhymes and songs, paying attention to how they sound.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goal

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Spoken Language

KS1 Pupils should be taught to:

- 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

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- 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.

Reading

Preschool and Reception Programme of Study

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Word reading

Pre School	Reception	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:
<ul style="list-style-type: none"> -Children will begin to understand print has meaning -Begin to recognise familiar words such as name and advertising logos -Begin to orally blend words -To show an interest in illustrations -Begin to spot rhymes 	<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 and say sounds for them. Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Early Learning Goal Say a sound for each letter in the alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<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 unusual correspondences between spelling and sound and where these occur in the word • 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<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 graphemes as above • 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 • re-read these books to build up their fluency and confidence in word reading.

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Reading - Comprehension					
Preschool	Reception	Year 1	Year 2		
		Pupils should be taught to:	Pupils should be taught to:		
<p>-Begin to create sounds to familiar stories</p> <p>-To begin to be able to retell familiar stories using props</p> <p>-To begin to understand new vocabulary</p> <p>-To begin to talk about main characters</p> <p>-To begin to join in with repeated refrains and phrases in familiar stories</p> <p>-Simply discuss likes and dislikes with regards to stories</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully and learn rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Early Learning Goal</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>- Anticipate – where appropriate – key events in stories;</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</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 read 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>develop pleasure in reading, motivation to read, vocabulary and understanding by:</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>understand both the books they can already read accurately and fluently and those they listen to by:</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 	<p>understand both the books that they can already read accurately and fluently and those that they listen to by:</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 ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ 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. 	<ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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Writing

Programme of Study: Physical Development

Fine motor control and precision helps with hand eye coordination which is later linked to early Literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence •

Preschool

–Show a preference for a dominant hand

-Use a comfortable grip with good control when using pencils

-Write some letters accurately

-To begin to write their name

-Begin to mark make with a purpose

-Begin to assign meaning to marks

Reception

Form lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Early Learning Goal

-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.

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

Writing - Transcription

Year 1

Pupils should be taught to:

Spelling (see [English Appendix 1](#))

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- 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
 - 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]
- apply simple 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 and common exception words taught so far.

Year 2

Pupils should be taught to:

Spelling (see [English Appendix 1](#))

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - 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
 - 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
- 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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Handwriting	
<p>Year 1</p> <p>Pupils should be taught to:</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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Year 2</p> <p>Pupils should be taught to:</p> <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.
Composition	
<p>Year 1</p> <p>Pupils should be taught to:</p> <p>write sentences by:</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 • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Year 2</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</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>consider what they are going to write before beginning by:</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>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading 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.
Vocabulary, grammar and punctuation	
<p>Year 1</p> <p>Pupils should be taught to:</p>	<p>Year 2</p> <p>Pupils should be taught to:</p>

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develop their understanding of the concepts set out in [English Appendix 2](#) by:

- 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
- use the grammatical terminology in English Appendix 2 in discussing their writing.

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- 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)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - 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.