Stalyhill Infant School – Long term curriculum plan
ENGLISH

English: Communication & Language

Intent: To provide our children with multiple opportunities every day to orally rehearse through reading and stories, vocabulary development, key knowledge and concepts in order to support their learning across the curriculum.

"Literacy flows on a sea of talk."

	Reception
Listening, Attention & Understanding	• I understand how to listen carefully and why listening is important. • I can ask questions to find out more and to check I understand what has been said to me • I can engage in story times. • I can engage with non-fiction books. • I can listen to and talk about stories, building familiarity and understanding. • I can listen carefully to rhymes and songs paying attention to how they sound. • I can learn rhymes, poems and songs. • I can listen to and talk about some non-fiction texts.
Goal	• **I can listen attentively and respond to what I hear with relevant questions, comments and actions when I am being read to and during whole class discussions and small group interactions.** • **I can make comments about what I have heard and ask questions to clarify my understanding.** • **I can hold conversation when engaged in back and forth exchanges with my teacher and peers.**
Speaking	• I am learning new vocabulary. • I can use new vocabulary through the day. • I can articulate my ideas and thoughts in well-formed sentences. • I can connect one idea or action to another using a range of connectives. • I can describe events in some detail. • I can use talk to help work out problems and organise my thinking and activities, and to explain how things work and why they might happen. • I am developing social phrases. • I can retell a story using some exact repetition and some phrases of my own. • I can use my new vocabulary in different contexts.
Goal	• **I can participate in small group, class and 1:1 discussion, offering my own ideas and using recently introduced vocabulary.** • **I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**

	• I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

	Year 1	Year 2
Talking to others	• I can express feelings and ideas when speaking about matters of immediate interest. • I can talk in ways that are audible and intelligible to peers. • I can show awareness of the listener by adjusting spoken language and using body language.	• I can recount experiences, giving some detail and using appropriate descriptive language. • I can think of a range of questions to ask a visitor or when on a visit. • I know how to vary talk to hold a listeners attention. • I can make specific vocabulary choices and use non-verbal features to engage a listener.
Talking with others	• I can listen attentively and engage with the speaker. • I can take turns in small group situations or with talk partner. • I can listen to what others in their group suggest and the say what they think and agree with.	• I can help to organise my group to take on different roles. • I recognise the need to take equal turns in a group situation. • I can listen to and build on the contributions of the previous speaker. • I make helpful contributions when speaking in turn. • I try to hear and consider the different preferences and interests in the group.

English: Reading

Intent: To ensure that all children leave us as age appropriate readers, with a love of reading, and the ability to access the full curriculum.

"Reading is the gateway to learning across the curriculum."

	Reception
Word Reading & Comprehension	• I can read individual letters by saying the sounds for them. • I can blend sounds into words to read short words. • I can read some letter groups that each represent one sound and say the sounds for them. • I can read some common exception words. • I can read simple phrases and sentences made up of words with known letter-sound correspondence. • I can re-read books to build up my confidence in word reading, my fluency, understanding and enjoyment.
Goals	• **I can say a sound for each letter in the alphabet and at least 10 diagraphs** • **I can read words consistent with my phonic knowledge by sound blending.** • **I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** • **I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.** • **I can anticipate key events in stories.** • **I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

	Year 1	**Year 2**
Word Reading	• I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs. • **I can read aloud with pace, using appropriate expression, i.e. pause at the full stop; raise voice for a question.** • **I can read all the Year 1 common exception words.**	• I can decode automatically and fluently. • I can blend sounds in words that contain the graphemes we have learnt. • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read all the Year 2 common exception words. • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence. • **I can read aloud with expression and intonation.**

		• **I use commas, question marks and exclamation marks to vary expression.** • **I can recognise speech marks.** • **I can read ahead to help with fluency an expression**
Comprehension	• I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well-known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (Beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about • **I can make simple inferences about the story based on what the characters are saying and doing.** • **I can discuss the significance of a book's title and events.** • **I know the difference between fiction and non-fiction texts and am beginning to recognise some key features.** • **I can begin to answer simple questions and practice writing answers about comprehension.**	• I can talk about and give an opinion on a range of texts. • I can discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • I can retell stories, including fairy stories and traditional tales. • I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense. • **I can read around an unfamiliar word to work out what the word is and what it means.** • I can find recurring language in stories and poems. • I can talk about my favourite words and phrases in stories and poems. • I can recite some poems by heart, with appropriate intonation. • I can answer and ask questions. • I can make predictions based on what I have read. • I can draw more sophisticated inferences from illustrations, events, characters' actions and speech. • **I can identify past and present tense.** • **I can comment on plot, setting and characters in both familiar and unfamiliar stories.** • **I can comment on the structure of a text.** • **I can give more sophisticated written answers to comprehension questions.** • **I can use the content and index pages to locate information and know the key features of a variety of texts.**

English: Writing

Intent: To create young authors who are able to express their thoughts, ideas and understanding clearly and creatively through the written word.

	Reception
Writing	• I can form lower-case and capital letters correctly • I can spell words by identifying the sounds and then writing the sounds with letters • I can write short sentences using words with known sound-letter correspondence • I can use a capital letter and a full stop. • I can re-read what I have written to check it makes sense.
Goal	• **I can write recognisable letters, most of which are correctly formed** • **I can spell words by identifying sounds in them and representing the sounds with a letter or letters.** • **I can write simple phrases and sentences that can be read by others.**

	Year 1	Year 2
Transcription	<u>Spelling</u> • I can identify known phonemes in unfamiliar words. • I can use syllables to divide words when spelling. • I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. • I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • I can name all the letters of the alphabet in order. • I can use letter names to show alternative spellings of the same phoneme. • **I can spell the Year 1 common exception words accurately and am developing an awareness of the Year 2 words.** <u>Handwriting</u> • I can sit correctly at a table, holding a pencil comfortable and correctly. • I can form lower case letters in the correct direction, starting and finishing in the right place. • I can form capital letters and digits 0-9.	<u>Spelling</u> • I can segment spoken words into phonemes and record these as graphemes. • I can spell words with alternatives spellings, including a few common homophones. • I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • I can identify phonemes in unfamiliar words and use syllables to divide words. <u>Handwriting</u> • I can form lower-case letters of the correct size relative to one another. • I can begin to use some of the diagonal and horizontal strokes needed to join letters. • I show that I know which letters are best left un-joined • I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • I use spacing between words that reflects the size of the letters.

Composition	• I can compose a sentence orally before writing it. • I can sequence sentences in chronological order to recount and event or experience. • I can re-read what I have written to check that it makes sense. • I leave spaces between words. • I know how the prefix 'un' can be added to words to change meaning. • I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	• I can write narratives about personal experiences and those of others, both real and fictional. • I can write for different purposes, including real events. • **I can write different types of sentences – statement, question, exclamation, command.** • I can plan and discuss the content of writing and record my ideas. • I am able to orally rehearse structured sentences or sequences of sentences. • I can evaluate my own writing independently, with friends and with an adult. • I can proof-read to check for errors in spelling, grammar and punctuation.
Grammar & Punctuation	<u>Sentence structure</u> • I can combine words to make a sentence. • **I write clearly demarcated sentences most of the time.** • I can join two sentences using 'and'. • **I can use other conjunctions to join sentences – so, but, because, when**. <u>Text structure</u> • I can sequence sentences to form a narrative <u>Punctuation</u> • I can separate words using finger spaces. • I can use capital letters to start a sentence. • I can use a full stop to end a sentence. • I can use a question mark. • I can use an exclamation mark. • I can use capital letters for names. • I can use 'I'	<u>Sentence structure</u> • I can use subordination and co-ordination. • I can use expanded noun phrases to add description and specification. • I can say how the grammatical patterns in a sentence indicate its function <u>Text structure</u> • I consistently use the present tense and past tense correctly. • I can use the progressive forms of verbs in the present and past tense. <u>Punctuation</u> • I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • I correctly use question marks and exclamation marks • I can use commas to separate items in a list. • I can use apostrophes to show where letters are missing and to mark singular possession in nouns.