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| <b>English Aims</b>                           | <p><b><u>Literacy Educational Programme, (taken from the EYFS Framework 2026)</u></b></p> <p>"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)."</p>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>EYFS Spoken Communication and Language</b> | <p><b>Listening, attention and understanding-</b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Make comments about what they have heard and ask questions to clarify their understanding</li> <li>3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ol> <p><b>Speaking-</b></p> <ol style="list-style-type: none"> <li>1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>3. 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.</li> <li>4. Invent, adapt and recount narratives and stories with peers and their teacher</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>EYFS Reading</b>                           | <p><b>Word Reading-</b> Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>2. Read words consistent with their phonic knowledge by sound-blending.</li> <li>3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Comprehension-</b> Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>2. Anticipate (where appropriate) key events in stories.</li> <li>3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ol> |
| <b>EYFS Writing</b>                           | <p><b>Transcription:</b></p> <p><b>Spelling-</b></p> <ol style="list-style-type: none"> <li>1. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Writing</b></p> <p><b>Composition &amp; Vocabulary, grammar and punctuation-</b></p> <ol style="list-style-type: none"> <li>1. Write simple phrases and sentences that can be read by others.</li> </ol>                                                                                                                                                                                                                                                                            |

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|                         | <b>Handwriting-</b><br>1. Write recognisable letters, most of which are correctly formed.                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Curriculum links</b> | EYFS Communication and language development, EYFS Physical development, EYFS Literacy, EYFS Expressive arts and design | <b>SMSC links</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Context</b>          | <b>What has been learnt previously:</b>                                                                                | <b>Next steps for learning:</b><br><b>Year 1:</b><br><b>Transcription:</b><br><b>Spelling-</b> Pupils should be taught to spell: <ol style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught <ol style="list-style-type: none"> <li>common exception words</li> <li>the days of the week</li> </ol> </li> <li>name the letters of the alphabet: <ol style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ol> </li> <li>add prefixes and suffixes: <ol style="list-style-type: none"> <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> </ol> </li> <li>apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></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> </ol> <b>Handwriting-</b> Pupils should be taught to: <ol 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> </ol> understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these |  |

### **Writing**

**Composition-**Pupils should be taught to: write sentences by:

1. saying out loud what they are going to write about
2. composing a sentence orally before writing it
3. sequencing sentences to form short narratives
4. re-reading what they have written to check that it makes sense
5. discuss what they have written with the teacher or other pupils
6. read their writing aloud, clearly enough to be heard by their peers and the teacher

**Vocabulary, grammar and punctuation-** Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:

1. leaving spaces between words
2. joining words and joining clauses using 'and'
3. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
4. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
5. learning the grammar for year 1 in English appendix 2
6. use the grammatical terminology in English English appendix 2 in discussing their writing

### **Year 2:**

**Transcription:**

**Spelling-** Pupils should be taught to spell by:

1. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
2. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
3. learning to spell common exception words
4. learning to spell more words with contracted forms
5. learning the possessive apostrophe (singular) [for example, the girl's book]
6. distinguishing between homophones and near-homophones
7. add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
8. apply spelling rules and guidance, as listed in [English appendix 1](#)

9. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

**Handwriting-** Pupils should be taught to:

1. form lower-case letters of the correct size relative to one another
2. 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
3. write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
4. use spacing between words that reflects the size of the letters

**Writing**

**Composition-** Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

1. writing narratives about personal experiences and those of others (real and fictional)
  - a. writing about real events
  - b. writing poetry
  - c. writing for different purposes
2. consider what they are going to write before beginning by:
  - a. planning or saying out loud what they are going to write about
  - b. writing down ideas and/or key words, including new vocabulary
  - c. encapsulating what they want to say, sentence by sentence
3. make simple additions, revisions and corrections to their own writing by:
  - a. evaluating their writing with the teacher and other pupils
  - b. 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
  - c. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
4. read aloud what they have written with appropriate intonation to make the meaning clear

**Vocabulary, grammar and punctuation-** Pupils should be taught to:

1. 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

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|  |  | <p>marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <ol style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently, including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing some features of written Standard English</li> </ol> |
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| Writing and Reading                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                              |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                     |
| <b>Unit: All About Me</b><br><u>Writing to inform</u><br><b>My world, your world</b> – Melanie Walsh<br><b>The Colours of Us</b> – Karen Katz<br><b>Elmer</b> – David McKee<br><b>Rainbowfish</b> – Marcus Pfister<br><b>My nose, your nose</b> Melanie Walsh<br><b>Pink is for boys</b> – Robb Pearlman<br><b>Houses and Homes</b> - Ann Morris | <b>Unit: Superheroes</b><br><u>Writing to inform</u><br><b>Traction Man</b> – Mini Grey<br><b>Who's in my Family</b> – Robie H. Harris<br><b>Our class is a family</b> – Shannon Olsen<br><b>The Lion Inside</b> – Rachel Bright<br><b>Supertato</b> – Sue Hendra<br><b>Room on the Broom</b> – Julia Donaldson | <b>Unit: My World</b><br><u>Writing to inform and entertain</u><br><b>Leaf Man</b> – Louis Elhers<br><b>Welcome to our world</b> – Moira Butterfield<br><b>Handa's Surprise</b> – Eileen Browne<br><b>The Proudest Blue</b> – Ibtehik Muhammad<br><b>The Boy who Unplugged the Sea</b> – Paul Brown | <b>Unit: Dinosaurs</b><br><u>Writing to inform</u><br><b>Harry and his Bucketful of Dinosaurs</b> – Ian Whybrow<br><b>How do dinosaurs go to school?</b> – Jane Yolen<br><b>The Dinosaur that Pooped a Planet</b> – Tom Fletcher | <b>Unit: Space</b><br><u>Writing to entertain and inform</u><br><b>Beegu</b> – Alexis Deacon<br><b>The Man on the Moon</b> – Simon Bartram<br><b>How to Catch a Star</b> – Oliver Jeffers<br><b>The Light in the Night</b> – Marie Voigt | <b>Unit: Fantasy</b><br><u>Writing to entertain</u><br><b>Goldilocks and the 3 Bears</b> – Nick Sharratt<br><b>The 3 little pigs</b> – Nick Sharratt<br><b>Jack and the Jelly beanstalk</b> – Rachel Mortimer<br><b>The Cat and the King</b> – Nick Sharratt |
| <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2                                                                                                                                                                                                                                                                 | <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2, 3                                                                                                                                                                                                                             | <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2, 3                                                                                                                                                                                                                 | <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2, 3                                                                                                                                              | <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2, 3                                                                                                                                                      | <b>EYFS Framework</b><br><br><b>Listening, Attention and Understanding:</b> 1, 2, 3                                                                                                                                                                          |

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| <b>Speaking:</b> 1, 3                                                            | <b>Speaking:</b> 1, 2, 3                                                         | <b>Speaking:</b> 1, 2, 3, 4                                                      | <b>Speaking:</b> 1, 2, 3, 4                                                                               | <b>Speaking:</b> 1, 2, 3, 4                                                                                  | <b>Speaking:</b> 1, 2, 3, 4                                                                                      |
| <b>Word Reading:</b> 1                                                           | <b>Word Reading:</b> 1, 2                                                        | <b>Word Reading:</b> 1, 2                                                        | <b>Word Reading:</b> 1, 2, 3                                                                              | <b>Word Reading:</b> 1, 2, 3                                                                                 | <b>Word Reading:</b> 1, 2, 3                                                                                     |
| <b>Comprehension:</b> 2, 3                                                       | <b>Comprehension:</b> 1, 2, 3                                                    | <b>Comprehension:</b> 1, 2, 3                                                    | <b>Comprehension:</b> 1, 2, 3                                                                             | <b>Comprehension:</b> 1, 2, 3                                                                                | <b>Comprehension:</b> 1, 2, 3                                                                                    |
| <b>Writing</b><br><b>Spelling:</b> 1                                             | <b>Writing</b><br><b>Spelling:</b> 1                                             | <b>Writing</b><br><b>Spelling:</b> 1                                             | <b>Writing</b><br><b>Spelling:</b> 1                                                                      | <b>Writing</b><br><b>Spelling:</b> 1                                                                         | <b>Writing</b><br><b>Spelling:</b> 1                                                                             |
| <b>Handwriting:</b> 1                                                            | <b>Handwriting:</b> 1                                                            | <b>Handwriting:</b> 1                                                            | <b>Handwriting:</b> 1                                                                                     | <b>Handwriting:</b> 1                                                                                        | <b>Handwriting:</b> 1                                                                                            |
| <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(labels, captions) | <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(simple sentences) | <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(linked sentences) | <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(simple narratives and information writing) | <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(independent sentences with simple sequencing) | <b>Composition, Vocabulary, Grammar and Punctuation:</b> 1<br>(independent stories and simple information texts) |