

ENGLISH - NATIONAL CURRICULUM EXPECTATIONS – KEY STAGE 1

ENGLISH				YEAR 1		
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to: 1 SW. a. I can listen and respond appropriately to adults and my peers</p> <p>1.SW.b. I can ask relevant questions to extend my understanding and knowledge</p> <p>1.SW.c. I can use relevant strategies to build my vocabulary</p> <p>1.SW. d, I can articulate and justify answers, arguments and opinions</p> <p>1.SW.e. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>1.SW.f. I can maintain attention and participate actively in collaborative</p>	<p>Pupils should be taught to: 1 WR, a, I can apply phonic knowledge and skills as the route to decode words</p> <p>1 WR.b. I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>1.WR.b.I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>1.WR.c. I can read common exception words, noting unusual correspondences between spelling</p>	<p>Pupils should be taught to: 1.C.a. I am developing pleasure in reading, my motivation to read, vocabulary and understanding by:</p> <p>1,C.b. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently</p> <p>1.C.c.I am being encouraged to link what I read or hear read to my own experiences</p> <p>1.C.d. I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>1.C.e.I am recognising and joining in with predictable phrases</p> <p>1.C.f. I am learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Spelling (see English Appendix 1) Pupils should be taught: 1.Wt. a. words containing each of the 40+ phonemes already taught</p> <p>1.Wt.b.I can spell common exception words</p> <p>1.Wt,c. I know the days of the week</p> <p>1.Wt.d. I can name the letters of the alphabet:</p> <p>1.Wt.e. I can name the letters of the alphabet in order</p> <p>1.Wt. f. I can use letter names to distinguish between alternative spellings of the same sound, add prefixes and suffixes:</p> <p>1.Wt. g. I can use</p>	<p>Pupils should be taught to: 1 Wh.a. I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>1.Wh.b.I can begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>1.Wh.c. I can form capital letters, understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils should be taught to: 1 WC.a. I can say out loud what I am going to write about</p> <p>1.WC.b. I can compose a sentence orally before writing it</p> <p>1/WC.c. I can sequence sentences to form short narratives</p> <p>1.WC d. I can e-read what I have written to check that it makes sense</p> <p>1.WC.e. I can discuss what I have written with the teacher or other pupils</p> <p>1.WC.f. I can read aloud my writing clearly enough to be</p>	<p>Pupils should be taught to: 1.WG.a. I can develop my understanding of the concepts set out in English Appendix 2 by:</p> <p>1.WG.b. leaving spaces between words</p> <p>1.WG.c. I can join words and join clauses using and</p> <p>1.WG.d. I am beginning to punctuate sentences using a capital letter and a full stop, question mark or</p> <p>1.WG.e. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>1.WG.f. I am learning the grammar for year 1 in English</p>

<p>conversations, staying on topic and initiating and responding to comments</p> <p>1.SW.g. I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>1.SW.h. I speak audibly and fluently with an increasing command of Standard English</p> <p>1.SW.i. I participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>1.SW.j. I gain, maintain and monitor the interest of the listener(s)</p> <p>1.SW. k. I consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>1. SW.l. I can select and use appropriate registers for effective communication.</p>	<p>and sound and where these occur in the word</p> <p>1.WR.d. I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>1.WR.e. I can read other words of more than one syllable that contain taught GPCs</p> <p>1.WR.f. I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>1.WR.g. I can 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</p> <p>1.WR.h. I can re-read these books to build up my fluency and confidence in word reading.</p>	<p>1.C. g. I can discuss word meanings, linking new meanings to those I already know</p> <p>1.C.h. I understand both the books I can already read accurately and fluently and those I listen to by:</p> <p>1.C.i. My drawing on what I already know or on background information and vocabulary provided by the teacher</p> <p>1.C.j. I can check that the text makes sense to me as I read and I can correct inaccurate reading</p> <p>1.C. k. I can discuss the significance of the title and events</p> <p>1.C.l. I can make inferences on the basis of what is being said and done</p> <p>1.C. m. I can predict what might happen on the basis of what I have read so far</p> <p>1.C. n. I can participate in discussion about what is read to me taking turns and listening to what others say</p> <p>1.C. o. I can explain clearly my understanding of what is read to me.</p>	<p>the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 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]</p> <p>1.Wt.h. I can apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>1.Wt.i. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		<p>heard by my peers and the teacher.</p>	<p>Appendix 2</p> <p>1.WG.g. I can use the grammatical terminology in English Appendix 2 in discussing my writing.</p>
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ENGLISH						
YEAR 2						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <p>2.SW.a. I can listen and respond appropriately to adults and their peers</p> <p>2.SW.b. I can ask relevant questions to extend their understanding and knowledge</p> <p>2. SW.c. I use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p> <p>2.SW.d. I can use structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>2.SW.e. I can maintain attention and participate actively in collaborative conversations,</p>	<p>Pupils should be taught to:</p> <p>2.WR.a.I continue to apply my phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and my reading is fluent</p> <p>2.WR,b, I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>2.WR.c. I can read accurately words of two or more syllables that contain the same graphemes as above</p> <p>2.WR.d. I can read words containing common suffixes</p> <p>2.WR.e. I can read further common</p>	<p>Pupils should be taught to:</p> <p>2.C.a. I can develop my pleasure in reading, motivation to read, vocabulary and understanding by: 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</p> <p>2.C.b. I can discuss the sequence of events in books and how items of information are related</p> <p>2.C.c. I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>2.C.d. I am being introduced to non-fiction books that are structured in different ways</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>2.Wt.a. I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>2.Wt.b. I am 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</p> <p>2.Wt.c. I am learning to spell common exception words</p> <p>2.Wt.d.I am learning to spell more words with contracted forms,possessive apostrophe</p>	<p>Pupils should be taught to:</p> <p>2.Wh,a, I can form lower-case letters of the correct size relative to one another</p> <p>2.Wh.b. I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>2. Wh. c. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>2.Wh.d. I can use spacing between words that reflects the size of the letters.</p>	<p>Pupils should be taught to:</p> <p>2.WC.a. I am developing positive attitudes towards my work and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>2.WC.b. I can write about real events</p> <p>2.WC. c. I can write for different purposes consider what I am going to write before beginning by: planning or saying out loud what I am going to write about</p> <p>2. WC.d. I can write down ideas and/or key words, including new vocabulary encapsulating what I want to say,sentence by sentence</p> <p>2.WC.e. I can make simple additions, revisions and</p>	<p>Pupils should be taught to:</p> <p>2.WG.a.I can develop my 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)</p> <p>2.WG.b. I can write sentences with different forms: statement, question, exclamation, command</p> <p>2.WG.c I can expanded noun phrases to describe and specify [for example, the blue butterfly]</p>

<p>staying on topic and initiating and responding to comments</p> <p>2.SW.f.I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>2.SW.g. I can speak audibly and fluently with an increasing command of Standard English</p> <p>2.SW.h. I can participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>2.SW.i. I can gain, maintain and monitor the interest listener(s)</p> <p>2.SW.j. I consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>2.SW.k. I can select and use appropriate registers for effective</p>	<p>exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>2.WR,f, I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>2.WR,g, I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately</p> <p>2,WR,h, I can , automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p>	<p>2.C.e. I can recognise simple recurring literary language in stories and poetry</p> <p>2. C;f; I can discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>2.C.g. I can discuss my 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> <p>2.C.h. I understand both the books that I can already read accurately and fluently and those that I listen to by: drawing on what I already know or on background information and vocabulary provided by the teacher</p> <p>2. C. i. I check that the text makes sense to me as I read and correct inaccurate</p>	<p>(singular) [for example, the girl's book]</p> <p>2.Wt.e.I am distinguishing between homophones and near-homophones</p> <p>2.Wt.f. I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1</p> <p>2.Wt.g. I can write from memory simple sentences dictated by my teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>corrections to my own writing by: evaluating my writing with the teacher and other pupils</p> <p>2.WC.f. I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>2.WC,g, I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>2.WC,h, I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>2.WG.d. I can write 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</p> <p>2.WG.e. I can use some features of written Standard English</p> <p>2.WG.f. I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing.</p>
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communication.		<p>reading making inferences on the basis of what is being said and done</p> <p>2.C, j, I can answer and ask questions predicting what might happen on the basis of what has been read so far</p> <p>2.C, k, I participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say</p> <p>2.C.l. I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p>				
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