



Class 1 YR/1/2 rolling English Overview

Reading Intent

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. We want all children to read fluently and with good understanding and to read for pleasure and information.

We strive to instil passion for reading in pupils, which they will carry on into subsequent phases of education and into later life.

Writing Intent

We believe that enjoyment and purpose for writing is vital and we engage children in a variety of cross-curricular, multi-modal writing opportunities to inspire and engage all children. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations to write for purpose around cross curricular and real life situations. These link with our curriculum maps and help to inspire children to consider audience and effect. We recognise the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced English curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

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).

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children at the expected level of development will: - 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.

0-3 YEARS	3-4 YEARS	Reception Class
• Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. Ask questions about the book. • Make comments and shares their own ideas. Develop play around favourite stories using props. • Notice some print. • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	• Understand the five key concepts about print: • print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book-page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. • Engage in extended conversations about stories, learning new vocabulary. • Children ready to start systematic synthetic phonics as soon as they enter Reception Class-PHONICS FROM THE START • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	• 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 (Bug Club). • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ELG: Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; - 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. Comprehension ELG: Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • 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. Writing ELG: Children at the expected level of development will: 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.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Age Phase	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 YR/1/2	A (2021-22, 2023-24 etc)	Non – fiction texts e.g. labels, captions and lists – aim higher for year 2 <i>Beginning History: The Great Fire of London, Fire Facts Website, The Great Fire of London – A Poem for kids, Other information texts</i>					
		The Place Where I Live <i>Stories with familiar settings</i> <i>Non-chronological reports</i> <i>Poems on a theme</i>	Fire! Fire! <i>Repetitive patterned stories</i> <i>Poems on a theme</i> <i>Range of non-fiction texts</i>	Robots <i>Stories with fantasy settings</i> <i>Poems to learn by heart</i> <i>Recounts</i>	Family Album <i>Traditional tales</i> <i>Recounts</i>	The Great Outdoors <i>Stories with familiar settings</i> <i>Non-fiction texts: booklets</i> <i>Traditional rhymes</i>	The Farm Shop <i>Stories with familiar settings</i> <i>Persuasion</i> <i>Riddles</i>
KS1 YR/1/2	B (2022-23, 2024 – 25 etc)	Non – fiction texts e.g. labels, captions and lists – aim higher for year 2 <i>A range of information texts based upon History/Geography/Science.</i>					
		Penguins, possums and pigs <i>Stories by the same author</i> <i>Non-chronological reports</i> <i>Poems on a theme</i>	Fighting Fit <i>Traditional tales with a twist</i> <i>Instructions</i>	Buckets and Spades <i>Story as a theme</i> <i>Explanations</i> <i>Poems on a theme</i>	Explorers <i>Stories by the same author</i> <i>Non-chronological reports</i>	Growth and Green Fingers <i>Classic stories or story on a theme</i> <i>Instructions</i> <i>Traditional rhymes</i>	Wind in the Willows <i>Animal adventure stories</i> <i>Recount letters</i> <i>Classic poems</i>