



English Curriculum Map

English Curriculum Intent

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation Stage or National Curriculum.

We want our children to develop a lifelong love of language and literature. We know that future success is linked directly to a broad vocabulary, love of reading and ability to communicate effectively through text. Therefore, our primary aim is to, through intelligent repetition and skilled teaching, ensure that children continuously have opportunities to achieve the speaking and listening, reading and writing expectations for their age group.

In addition, we want to light a spark for literature through the teaching and reading together of quality texts. We know that story time is a vital part of this process and this is a highly prized part of our school day. We want our children to have the opportunity to escape with a good book and thus set in place positive reading habits to last a lifetime. We also want the writing process modelled for our children daily so that pupils see their teachers as writers and are surrounded by quality examples of text and modelled writing. Therefore, through clear expectations and inspiring role models, the children at Heather Avenue leave us secure in their knowledge and with a love of literature that will ensure they have every chance of being successful in later life.

Children are encouraged to develop skills for learning, including the ability to listen, discuss, think, question and reflect, investigate, create and build on knowledge and understanding, reaching higher levels of executive function. Children are encouraged to work collaboratively and independently achieving their best in all they do.

English Curriculum Implementation

We aim to plan coherently, including in our planning, all aspects of the English curriculum and EYFS Development Matters. We know that learning has to become part of a child's long-term memory for it to be effective, consequently, we know that intelligent repetition and skilled teaching is the key for this to be the case. We use high quality texts as a starting point for all our units of work. Whole class reading starts our units with a close focus on modelled reading strategies, reading skills and vocabulary. We know that quality texts inspire and motivate children and we encourage exposing children to a range of different texts.



In EYFS and Key Stage One, we teach reading skills using Read Write Inc (RWI). All our Reading Teachers are trained in RWI and this allows for high quality, consistent teaching across school. We also prioritise accurate decoding and fluency and hear our children read in RWI and 1-1 reading sessions. We encourage reading at home and are fortunate to have volunteers for reading in school.

We give children many opportunities to read– every classroom has a reading area and visits to the library are timetabled across the school. We know that good readers are good writers therefore we read to our children daily. Throughout the school, we place a strong emphasis on children reading stories and enjoying a range of literature. Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing.

We use the Talk for Writing approach to enable children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

During the initial 'imitation' stage of Talk for Writing, children learn to tell a story off by heart. They retell a text with expression and actions and make use of a story map to support their retelling. Once the story is learnt, children are encouraged to adapt it. At the 'innovation' stage, children make the story their own, for example, by changing the character or setting. Finally, at the 'invention' stage, children write their own text independently or as independently as possible appropriate to their stage of development.

We encourage a close focus on skills and age group expectations through termly moderations both internal and with other local schools. We are reflective and use this process to identify gaps in our own teaching and standardise our judgements.

All staff ensure that there are high expectations across school, with low threat and lots of genuine positive praise for positive behaviours, progress and success in all areas of school life.

English Curriculum Impact

At Heather Avenue Infant School, we use both formative and summative assessments to inform medium term and weekly planning. Assessments are also used at Pupil Progress meetings. Target children are identified and intervention planned and implemented. Achievement and progress of groups of learners is analysed. Lesson observations, book scrutinies, learning walks all used to monitor the teaching and learning of English across the school. Published data shows that the number of children



working at or above the expected level at Heather Avenue Infant School is above National and Local averages in Reading and Writing. Year 1 Phonic data shows a consistent achievement of 90% plus pass rate and due to the schools' expertise in phonics teaching we are one of 34 English Hubs in the country

[English Curriculum Map Overview](#)

EYFS		
Literacy		
We wish for our children to acquire the skills needed to be able to communicate and write through a range of texts, be able to and want to read for pleasure, and understand stories read to them. Together, this gives children sound knowledge to take them to the next phase of their education, learning to read, write and communicate through the teaching of English in KS1.		
Comprehension	Word Reading	Writing
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Write recognisable letters, most of which are correctly formed.
Anticipate (where appropriate) key events in stories.	Read words consistent with their phonic knowledge by sound-blending.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.



<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Write simple phrases and sentences that can be read by others.</p>
<p style="text-align: center;">Communication and Language</p> <p>By the end of Reception, we aim to give the children the skills they need to be able to communicate effectively. These skills are progressed across the KS1 National Curriculum later in school life. We support the development of these skills in various ways via our daily story session – sharing engaging texts with children, whole class input sessions – stimulating children’s interests and supporting learning, whole class discussions – enabling children’s natural curiosity, talking with children – supporting children to build confidence in sharing their own stories, ideas and questions.</p>		
<p style="text-align: center;">Listening and Attention</p>	<p style="text-align: center;">Speaking</p>	
<p>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.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	



<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>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.</p>

Year 1		
Spoken Word	Word Reading	Comprehension
<p>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</p>	<p>Pupils should be taught to: 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</p>	<p>Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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</p>



<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>
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Year 1			
Writing-Transcription	Writing -handwriting	Writing -Composition	Writing-Grammar, Vocabulary and Punctuation
Spelling (see English Appendix 1) Pupils should be taught to:	Handwriting Pupils should be taught to:	Pupils should be taught to: Write sentences by:	Pupils should be taught to: Develop their understanding of the



<p>Spell:</p> <p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un–</p> <p>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>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>concepts set out in English Appendix 2 by:</p> <p>Leaving spaces between words</p> <p>Joining words and joining clauses using and</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learning the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
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Year 2		
Spoken Word	Word Reading	Comprehension



<p>Pupils should be taught to:</p> <ul style="list-style-type: none">Listen and respond appropriately to adults and their peersAsk relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyArticulate and justify answers, arguments and opinionsGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsMaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasSpeak audibly and fluently with an increasing command of Standard EnglishParticipate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listener(s)Consider and evaluate different viewpoints, attending to and building on the contributions of othersSelect and use appropriate registers for effective communication.	<p>Pupils should be taught to:</p> <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 fluentRead accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemesRead accurately words of two or more syllables that contain the same graphemes as aboveRead words containing common suffixesRead further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordRead most words quickly and accurately, without overt sounding and blending, when they have been frequently encounteredRead aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRe-read these books to build up their fluency and confidence in word reading.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">Develop pleasure in reading, motivation to read, vocabulary and understanding by:<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 independentlyDiscussing the sequence of events in books and how items of information are relatedBecoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesBeing introduced to non-fiction books that are structured in different waysRecognising simple recurring literary language in stories and poetryDiscussing and clarifying the meanings of words, linking new meanings to known vocabularyDiscussing their favourite words and phrasesContinuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearUnderstand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacherChecking that the text makes sense to them as they read and correcting inaccurate readingMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what might happen on the basis of what has
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		<p>been read so far</p> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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Year 2			
Writing-Transcription	Writing -handwriting	Writing -Composition	Writing-Grammar, Vocabulary and Punctuation
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular)</p>	<p>Pupils should be taught to:</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or keywords, including new vocabulary</p> <p>Encapsulating what they want to say,</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>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>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and</p>



<p>[for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>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.</p>		<p>sentence by sentence Make simple additions, revisions and corrections to their own writing by: 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.</p>	<p>consistently including the progressive form subordination (using when, if, that, or because) and coordination (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.</p>
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Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.



Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the Graphic Phoneme Correspondences that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell



the /s/ sound in medicine with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.