

<u>English</u> Spoken Language & Reading elements	Meon Infant School Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)		
	Spoken Language	Word Reading	Comprehension (Understanding)
Year R	<p> Begins to use more complex sentences (and/because) Question why things happen & give explanations. Listens to others one to one or in small groups when conversation interests them. Uses intonation, rhythm & phrasing when speaking. Uses talk to organise, sequence & clarify thinking, ideas, feelings and events. Give their attention to what others say & respond. Children express themselves effectively showing awareness of the listener's needs. Uses language to imagine and recreate roles & experiences. Uses talk in pretend play situations. Introduces a storyline or narrative into their play. Uses vocabulary influences by range of books read. </p>	<p> Shows an interest in play with sounds, songs & rhymes. Hear and say initial sounds in words. Can segment sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Begin to read some common irregular words. </p>	<p> Listens to stories with increasing attention and recall. Joins in with repeated refrains & phrases in rhymes and stories. Uses talk to connect ideas, explain what is happening & anticipate what might happen next. Responds to instructions involving a two-part sequence. Understands simple humor. Listens and responds to ideas expressed by others in conversations or discussions. Enjoys an increasing range of books. </p>
Year 1	<p> Listen and respond appropriately to adults & peers. Ask relevant questions to extend understanding. Use relevant strategies to build vocabulary. Articulate & justify their answers. Give well-structured descriptions, expressing feelings. Maintain attention and participate in collaborate conversations staying on topic as well as initiating and responding to comments. Speak audibly and fluently. Participate in discussions, performances & role play Gain and maintain the interest of the listener(s). </p>	<p> Apply phonic knowledge and skills to decode words. Respond speedily with correct phoneme to grapheme for all sounds. Read accurately by blending sounds in unfamiliar words. Read common exception words noting unusual spelling and sound patterns. Read words with –s, -es, -ing, -ed, –er, & -est endings. Read words of more than one syllable with known sounds. Read contractions e.g. I'll, I'm, We'll knowing that the apostrophe represents omitted letters. Read aloud books that support phonic skills & blending. Re-read familiar books to build fluency and confidence. </p>	<p> Develop pleasure in reading by listening to and discussing poems, stories & non-fiction books. Link books and discussions to their own experiences. Become familiar with key stories, traditional tales being able to retell them. Recognise and join in with predictable phrases. Learn to appreciate rhymes & poems & recite by heart. Check text makes sense correcting inaccurate reading. Make inferences and make predictions based on what they have read so far. Participate in discussions about books, clearly explaining their understanding. </p>
Year 2	<p> Ask relevant questions to extend understanding & vocabulary. Articulate and justify answers, arguments & opinions. Give well-structured descriptions, explanations and narratives for different purposes. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in performances, improvisations & debates. Maintain & monitor the interest of the listener(s). Consider & evaluate the different viewpoints building on the contributions of others. Select & use appropriate registers for effective communication. </p>	<p> Continue to apply phonic knowledge and skills to decode words until reading is fluent. Read accurately words containing graphemes known. Read words of two or more syllables including alternative sounds for graphemes. Read words with common suffixes. Read further common exception words noting unusual spelling and sound patterns. Read most words quickly & accurately when been frequently encountered. Read aloud books matched to phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation. Re-read these books to build fluency and confidence in word building. </p>	<p> Develop pleasure in reading beyond independent level. Discuss the sequence of events in books and how information is related. Become increasingly familiar with and retell a wider range of stories, traditional tales & poems by heart. Know non-fiction books are structured in different ways. Recognise simple recurring literacy language. Discuss favourite words and phrases. Check text makes sense correcting inaccurate reading. Answer and ask questions about books reading. Make inferences and make predictions based on what they have read so far. Participate in discussions about books & poems taking turns and listening to others. Explain & discuss their understanding of texts. </p>

English Writing elements	Meon Infant School Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)			
	Transcription	Composition	Handwriting	Spelling, Grammar & Punctuation
Year R	<p>Give meaning to marks made on a page. Can segment the sounds in simple words and blend them together. Use phonic knowledge to write words which match spoken sounds. Link sounds to letters, naming and sounding out letters of the alphabet.</p>	<p>Attempts to write short sentences in a meaningful context. Write simple sentences that can be read by themselves & others.</p>	<p>Uses clearly identifiable letters to communicate meaning. Writes own name as well as labels and captions. Write some irregular common words.</p>	<p>Some words written are spelt correctly & some phonetically plausible.</p>
Year 1	<p>Spell words containing all 40+ phonemes taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet & use to distinguish between alternative spellings of same sound. Use -ing, -ed, -er, & -est endings where no change is required in the root word. Use prefix -un. Use the spelling rule for adding -s or -es to words to make plurals for nouns. Write from memory simple sentences dictated by the teacher with known words.</p>	<p>Rehearse what they want to write by saying it out loud first. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what has been written to check that it makes sense. Discuss their writing with peers & the teacher. Read aloud their writing clearly enough to be heard by peers & the teacher. Draw on experiences & vocabulary from reading. Use drama and role-play opportunities to develop and order ideas before writing.</p>	<p>Sit correctly at a table, holding any pencil comfortably & correctly. Begin to form lower case letters in the correct direction using school cursive handwriting. Form all capital letters accurately. Form all digits 0-9 accurately. Understand which letters belong to which handwriting families and practise these.</p>	<p>Leave spaces between words. Join words and sentences using 'and'. Begin to punctuate sentences with a capital letter & full stop, question mark or exclamation mark. Use a capital letter for names of people, place & days of the week. Use personal pronoun 'I'. Use simple grammatical terminology when discussing their writing.</p>
Year 2	<p>Segment spoken words into phonemes and represent by graphemes correctly. Learn new ways of spelling phonemes including common homophones. Learn to spell common exception words. Spell more words with contractions. Distinguish between homophones and near homophones. Use suffixes -ment, -ness, -ful, -less, -ly. Write from memory simple sentences dictated by the teacher with known words.</p>	<p>Build stamina for writing. Write narratives about personal experiences & those of others. Write poetry, about real events & for different purposes. Plan what is going to be written by writing down ideas/key words & consider what each sentence is going to say. Evaluate their work with peers & the teacher. Re-read what has been written to check that it makes sense. Proof-read to check for any errors in spelling, grammar & punctuation. Read aloud writing with appropriate intonation to make the meaning clear.</p>	<p>Form lower case letters in a consistent size. Start joining letters in common words. Write capital letters accurately and in relation to the size of lower-case letters. Write digits in a consistent size. Use spacing between words reflecting the size of the letters.</p>	<p>Learn to use familiar and new punctuation e.g. commas, apostrophes. Write sentences with different forms e.g. statement, question, command. Expand noun phrases to describe & specify. Use the present & past tense correctly. Write sentences containing when, if, that, or, because, and, but. Use some features of written Standard English. Use & understand widening grammatical terminology when discussing their writing.</p>