

English Curriculum End Points

EYFS End Point:

By the end of Foundation 2, children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will anticipate – where appropriate – key events in stories and will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Children will say a sound for each letter in the alphabet and at least 10 digraphs. They will read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing the sounds with a letter or letters and write simple phrases and sentences that can be read by others.

KS1 End Point:

Reading

By the end of Year 2 children should be taught to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. This enables our pupils to develop pleasure in reading, motivation to read, and acquire age related vocabulary.

Spelling

By the end of Year 2 we expect pupils to spell to the levels that are set out in the statutory programme of study (English Spelling Appendix 1)

Handwriting

Pupils should be taught to:

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

Writing

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about

- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing.

Grammar

Pupils should be taught to 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 marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify.
- the present and past tenses 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
- some features of written Standard English, use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

KS2 End Point

Reading

Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read as outlined by the English Programmes of Study.

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use a thesaurus.

Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed.

Writing

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

evaluate and edit by:

- assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects
- and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing and ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Grammar

Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2b.

Indicate grammatical and other features.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.