

## English Curriculum Map – Grammar, Spelling and Vocabulary

Our intention is to immerse children in high quality texts that help to build their vocabulary and understanding of grammar. Grammar is taught within the contexts of these quality books and through writing, as well as discreet teaching as needed.

By the end of Foundation Stage	By the end of Year 1	By the end of Year 2
<b>Grammar</b>		
<p>Children understand how words combine to make sentences.</p> <p>Children show the separation of words with spaces.</p> <p>Children use past, present and future tenses accurately when talking.</p> <p>Children can identify layout features in reading (author, title, caption, label)</p>	<p><b>Children will be able to demonstrate:</b></p> <p>Regular plural noun suffixes (-s or -es) <i>The bears went for walk. They made some wishes.</i></p> <p>How words combine to make sentences.</p> <p>Separation of words with spaces.</p> <p>Joining words and clauses using “and”.</p> <p>Sequencing sentences to form short narratives.</p> <p>Capital letters, full stops, question marks and exclamation marks</p> <p>How the prefix “un” changes the meaning of verbs and adjectives <i>School rules/captions: Be kind. Do not be unkind.</i></p> <p>Suffixes added to verbs where no change is made to the root word (e.g. helping, helped, helper) <i>I helped my dad... (e.g. recount)</i></p>	<p><b>Children will be able to demonstrate:</b></p> <p>Capital letters, full stops, question marks and exclamation marks</p> <p>Expanded noun phrases to describe: <i>The girl with golden hair.</i></p> <p>Expanded noun phrases to specify: <i>The sliced white bread</i></p> <p>Formation of adjectives using suffixes such as -ful, -less. <i>She saw a wonderful show. It was a hopeless task.</i></p> <p>Use of “ly” to turn adjectives into adverbs: <i>She walked slowly around the corner.</i></p> <p>Co-ordination: or, and, but Subordination: when, if that, because</p> <p>Past tense: <i>She got into bed and went to sleep.</i></p> <p>Past progressive: <i>She was eating her porridge when she heard a noise.</i></p>

	<p>Capital letter for the personal pronoun "I"</p> <p>Begin to use time words to aid sequencing e.g. <i>first, next</i></p> <p>Use capitals for proper nouns- e.g. <i>days of week in a Recount</i></p> <p>Use "because" orally to reason and justify. (e.g. <i>to explain in a Report/Instructions</i>) <i>The owl looks for food because it is hungry.</i></p>	<p>Present tense</p> <p><i>Present progressive: "She is sitting in my chair!" shouted Daddy Bear.</i></p> <p>Apostrophes</p> <p>Commas in a list: <i>You will need: bread, butter, cheese and a knife.</i></p> <p>Sentence types: Commands Questions: Why does a scooter go faster downhill? Exclamation sentences: <i>What a great day we had!</i></p> <p>Use time words to aid sequencing e.g. first, next</p>
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### Spelling

<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible</p>	<p><b>Children will be able to demonstrate:</b></p> <p>To spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly. Spelling linked to digraohs and trigraphs in phases 3 and 5</p> <p>Y1 Common exception words</p> <p>Compound words</p> <p>Division of words into syllables</p>	<p><b>Children will be able to demonstrate:</b></p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly (phases taught so far)</p> <p><b>New learning:</b></p> <ul style="list-style-type: none"> <li>• The /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y – gem, giant, badge, edge, bridge</li> <li>• The /s/ sound spelt c before e, i and y – race, ice, city, fancy</li> </ul>
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	<p>Adding the prefix –un</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>New consonant spellings ph and wh</p> <p>Words ending –y e.g. very, happy</p> <p>The /v/ sound at the end of words – e.g. have, give</p> <p>-tch</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>To spell the days of the week</p>	<ul style="list-style-type: none"> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words – gnome, knock</li> <li>• The /r/ sound spelt wr at the beginning of words – wrought, wren</li> <li>• The /l/ sound spelt –le at the end of words e.g. table, apple</li> <li>• The /l/ sound spelt –el at the end of words e.g. travel, towel</li> <li>• The /l/ sound spelt –al at the end of words e.g. metal, petal</li> <li>• Words ending –il e.g. fossil, pencil</li> <li>• The /igh/ sound spelt –y at the end of words e.g. fly, sky</li> <li>• The sound spelt a before l and ll - e.g. call, ball</li> <li>• The sound spelt o e.g. mother, brother</li> <li>• The /i:/ sound spelt –ey e.g. key, donkey</li> <li>• The /ɒ/ sound spelt a after w and qu e.g. want, watch</li> <li>• The /ɜ:/ sound spelt or after w e.g. word, work</li> <li>• The /ɔ:/ sound spelt ar after w e.g. war, warm, towards</li> <li>• The /ʒ/ sound spelt s e.g. television, treasure</li> </ul> <p>Y1 and Y2 Common exception words</p> <p>Homophones and near-homophones e.g. there, their, they're</p> <p>Adding –es to nouns and verbs ending in –y</p>
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