



Planning overview for English 2023-2024

EYFS and KSI



In EYFS and KSI at Ashton Gate, we teach English through a variety of exciting high quality stories, non-fiction texts, poetry and multimedia short clips. We use the Centre for Literacy in Primary Education (CLPE), and follow their Power of Reading scheme to enrich our curriculum. The Power of Reading is a scheme of work which encourages the teaching of writing (including grammar and punctuation) and reading to be thoroughly intertwined, through the experience of great texts.

Please refer to the overviews of the Power of Reading texts taught in each year group below. In addition to this document, you will also find the National Curriculum Spelling, Punctuation and Grammar expectation for Y1 and 2.

Planning overview for English 2022-2023

EYFS and KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception POR text & other linked quality texts	Super Duper You Sophy Henn The Same But Different Too Karl Newson	Goldilocks and the Three Bears Billy Goats Gruff	Jabari Tries Gaia Cornwall	Supertato Sue Hendra	Here we are Oliver Jeffers	Tad Benji Davies
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 POR text & other linked quality texts	All About Me Facts Walking Through the Jungle Julie Lacome Matisse the Snail Henri Matisse Rosa Parks	Puffin Peter Petr Horacek A Girl Called Mary GD Waters Poetry Christmas theme	SSGB Brunel Facts Amazing Grace Mary Hoffman Something Fishy Multimedia Someone swallowed Stanley Sarah Roberts	Vincent Van Gough Facts Kate and the Starry Night James Mayhew The Enormous Turnip Traditional tale	The Way Back Home Oliver Jeffers Poetry Space theme La Luna Multimedia	Man on the Moon Simon Bartram Moon Landing Facts Look Up! Nathan Bryon

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 POR text & other linked quality texts	Beegu Alex Deacon Poetry Autumn theme Seahorse Chris Butterworth	Emily Brown and the Thing and That Rabbit Belongs to Emily Brown Cressida Cowell & Neal Layton Lila and the secret of rain David Conway and Jude Daly Christmas decorations (Instructions)	Snowflake Laura Ellen Anderson & Kerrie Burnell Meerkat Mail Emily Gravett Catch- it Multimedia Poetry Great Fire of London/Fire theme	Masha and the Firebird Margaret Bateson-Hill Egg Drop Mini Grey Recount writing (local area walk)	Dougal's Deep Sea Diary Simon Bartram Sea Monster Chris Wormell Grace Darling	Light House Keeper's lunch & other stories David & Ronda Armitage Assessment and transition writing (letter to Y3 teacher) Poetry Sea theme

ELG: 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.

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)

Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command