



## Curriculum Framework for: **English**

Suitable for:  
**Pre-school,  
Reception,  
Kindergarten 1 & 2**

# Linguaphile Skills Hub

CURRICULUM FRAMEWORK SERIES

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*Inspiring The Genius  
In Every Child  
Through  
Individualised  
Differentiated  
Learning*





# Kindergarten Curriculum Framework

*Year 1 (includes Pre-school, Reception, Kindergarten 1 & 2)*

Age group: 2.5- 6 years ( can be pulled up to 7 years )

For children with Special Educational Needs: the curriculum can be taught up to age 10 years with varying degree of capability.

This is the baseline curriculum and all other years of learning will continue after completion of this framework.

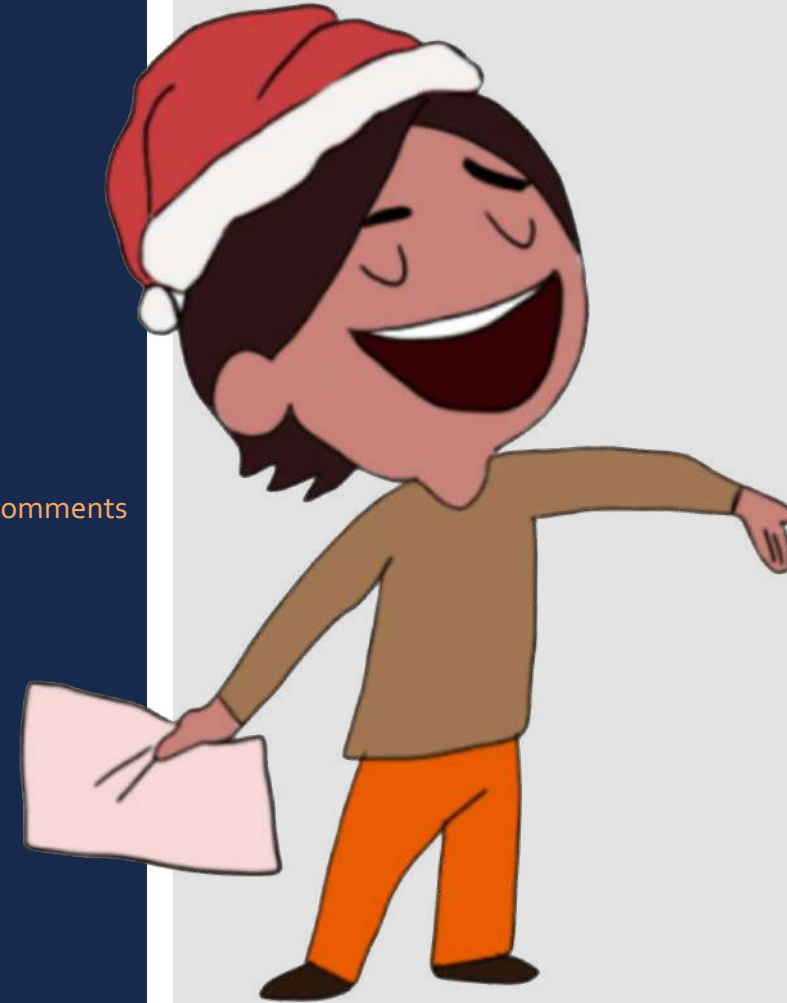




# English – Spoken Language

## 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
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- 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 discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

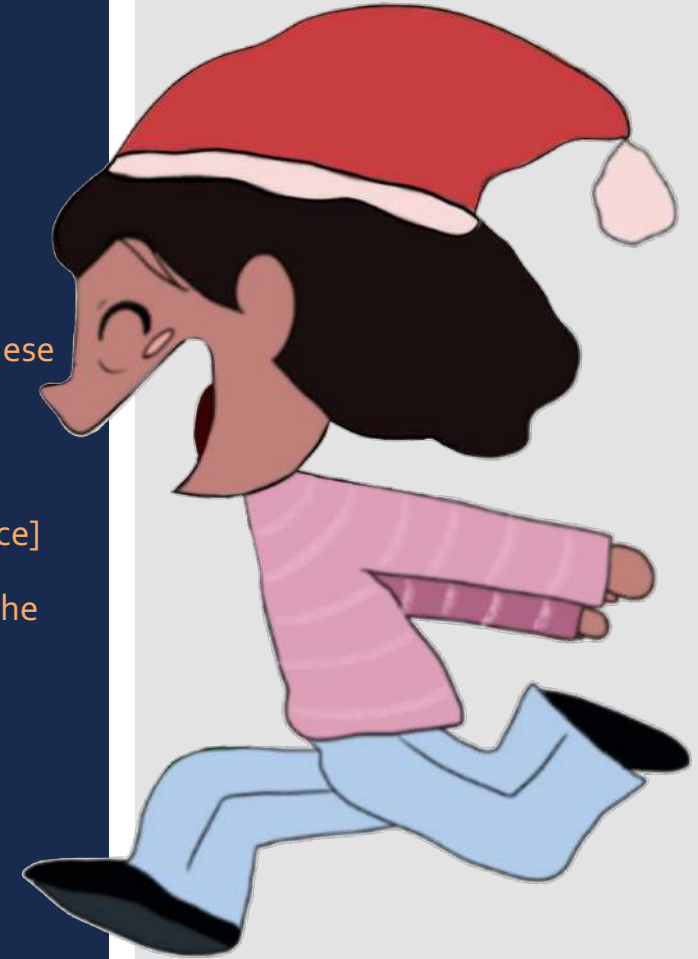




# English – Word Reading

Statutory requirements 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 correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs[Grapheme-Phoneme-Correspondence]
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- Re-read these books to build up their fluency and confidence in word reading.

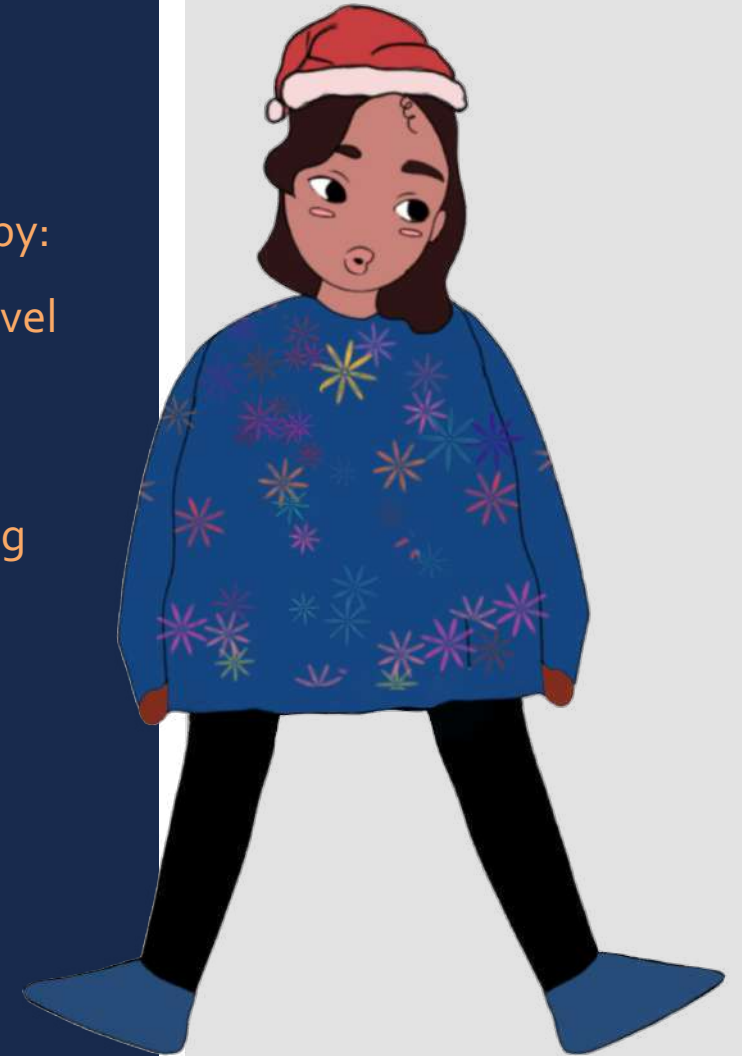




# English – Comprehension

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 traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known





# English – Book Reading

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.





# English – Spelling work for Year 1

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- All letters of the alphabet and the sounds which they most commonly represent
- Consonant digraphs which have been taught and the sounds which they represent
- Vowel digraphs which have been taught and the sounds which they represent
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Words with adjacent consonants
- Guidance and rules which have been taught







# English – Spelling work for Year 1...Continued

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. off, well, miss, buzz, back.

The /ŋ/ sound spelt n before k bank, think, honk, sunk Division of words into syllables Each syllable is like a 'beat' in the spoken word.

-tch The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions (not compulsory): rich, which, much, such. catch, fetch, kitchen, notch, hutch

The /v/ sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. have, live, give Adding s and es to words (plural of nouns and the third person singular of verbs)

If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es. cats, dogs, spends, rocks, thanks, catches Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word –ing and –er always add an extra syllable to the word and –ed sometimes does.





# English - Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new

ai, oi :The digraphs ai and oi are virtually never used at the end of English words. rain, wait, train, paid, afraid oil, join, coin, point, soil

ay, oy :ay and oy are used for those sounds at the end of words and at the end of syllables. day, play, say, way, stay boy, toy

a-e :made, came, same, take, safe

e-e these, theme, complete

i-e five, ride, like, time, side

o-e home, those, woke, hope, hole

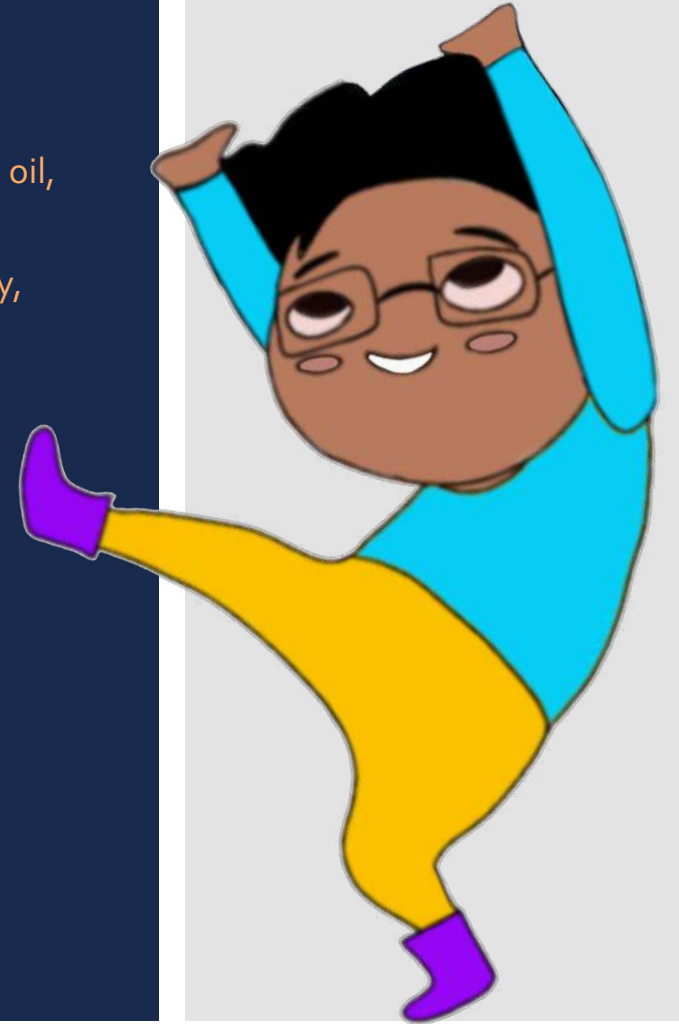
u-e Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e. June, rule, rude, use, tube, tune

ar car, start, park, arm, garden ee see, tree, green, meet, week

ea (/i:/) sea, dream, meat, each, read (present tense)

ea (/ɛ/) head, bread, meant, , read (past tense)

er (/ɜ:/) (stressed sound): her, term, verb, person





# English - Vowel digraphs and trigraphs ...continued

er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister

ir girl, bird, shirt, first, third

ur turn, hurt, church, burst, Thursday

oo (/u:/) Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo food, pool, moon, zoo, soon oo (/ʊ/) book, took, foot, wood, good

oa The digraph oa is very rare at the end of an English word. boat, coat, road, coach, goal

oe toe, goes

ou The only common English word ending in ou is you.

ow (/aʊ/) ow (/əʊ/) ue ew Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo. now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw

ie (/aɪ/) lie, tie, pie, cried, tried, dried

ie (/i:/) chief, field, thief

igh high, night, light, bright, right or for, short, born, horse, morning





# English - Vowel digraphs and trigraphs ...continued

ore more, score, before, wore, shore

aw saw, draw, yawn, crawl

au author, August, dinosaur, astronaut

air air, fair, pair, hair, chair ear dear, hear, beard, near, year

ear (/ɛə/) bear, pear, wear

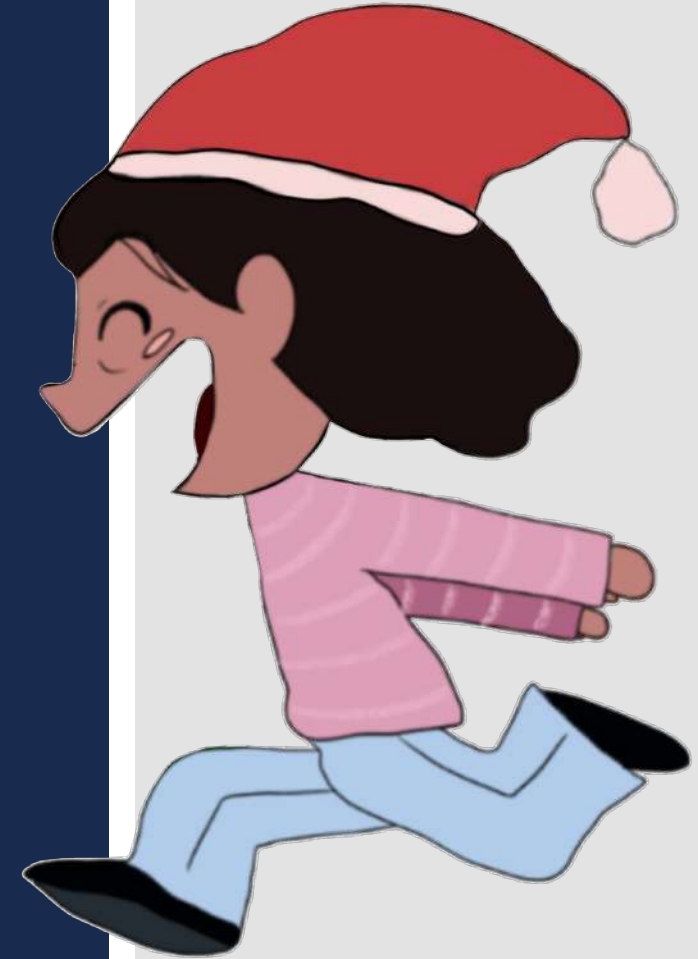
are (/ɛə/) bare, dare, care, share, scared

Words ending -y (/i:/ or /ɪ/) very, happy, funny, party, family

New consonant spellings ph and wh The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun). dolphin, alphabet, phonics, elephant when, where, which, wheel, while Using k for the /k/ sound The /k/ sound is spelt as k rather than as c before e, i and y. Kent, sketch, kit, skin.

Common exception words:

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used.





# English – Vocabulary, Grammar, Punctuations

**Word:** Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

**Sentence:** How words can combine to make sentences Joining words and joining clauses using “and”

**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”

**Terminology for pupils :**letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

