







Curriculum Connection
Subject Strands
English
National Curriculum

Strand	Pre KS1 - Core	KS1 -Core/Extended	KS2 - Extended	KS3 – Extended
Speaking, Language and Communication 	Pupils say a clause to complete sentences and make up their own sentences saying them aloud after discussion with a teacher. They can retell a simple past event and describe a picture using simple adjectives.	Pupils begin to ask questions and give their opinions. They speak with some fluency and attempt use of Standard English. They speak in familiar situations and begin take roles within performances through role-play.	Pupils ask relevant questions to extend their understanding, articulate, and justify answers, arguments and opinions. They speak audibly and fluently with an increasing command of Standard English. They participate in discussions, presentations, performances, role play/improvisations and debates	Pupils use Standard English confidently in a range of formal and informal contexts, including classroom discussion. They can give short speeches and presentations, expressing their own ideas and keeping to the point. They confidently participate in performances and role-play.
Listening, Attention and Understanding 	Pupils can understand questions such as what, where and who and respond instructions as part of a two part sentences. They hear and say the initial sounds in words and show understanding of prepositions.	Pupils respond to three part + instructions. They can maintain attention for longer periods and begin to participate in conversations about a topic of their choice and respond to comments.	Pupils can listen and respond appropriately to adults and their peers. They maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Pupils participate in formal debates and structured discussions, building on what has been said. Pupils understand how language, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Reading  Comprehension	Pupils begins to talk about events in stories read to them and link them to own experiences, sometimes retelling some of the story or recounting in sequences.	Pupils develop a pleasure in reading, learning to discuss sequences of events and being introduced to non-fiction books and beginning to make inferences and predictions.	Pupils read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books learning about literary heritage and books from other cultures and traditions.	Pupils read increasingly challenging materials such as 19 th Century and modern novels and Shakespeare plays. They make comparisons between different texts and authors perspectives.
Phonics 	Pupils can read sight words and say sounds up to 40 graphemes. Can read sounds in graphemes by up to 5 known graphemes and identify which letter makes an identified sound	Pupils begin to apply phonic knowledge to decode words reading accurately words of two or more syllables by blending sounds and becoming more fluent.	Pupils apply their growing knowledge of root words, prefixes and suffixes both reading aloud and understanding the meaning of new words. They begin to understand more challenging texts.	Pupils understand increasingly challenging texts through learning new vocabulary and language such as figurative language and structures of texts.
Writing Composition 	Pupils begin to write a short caption/phrase using known graphemes or a sentence that they have rehearsed and make marks with the intention of conveying meaning.	Pupils write narrative about personal experiences, real events, and poetry and begin to plan work by saying aloud what they will write. They start to check their own work by proof reading.	Pupils can plan their writing by identifying audience and purpose and selecting the appropriate form. They can select words to enhance meaning, use presentational devices and tenses consistently	Pupils write accurately, fluently, effectively and at length for a wide range of purposes and audiences. They plan, draft, edit and proof read their work, summarising and organising material.
Spelling, Punctuation and Grammar 	Pupils can spell words by saying them aloud then representing the sound with the correct grapheme e.g. f-r-o-g, ch-o-p. They begin to spell a few common exception words such as I, the, he, of	Pupils can segment spoken words and represent these with graphemes, spelling phonemes with more than one spelling and using suffixes and possessive apostrophes.	Pupils can spell words with silent letters, distinguish between homophones and understand that the spelling of some words needs to be learned specifically. They can use a dictionary and a thesaurus	Pupils apply all spelling patterns and rules set out and identify the impact of the grammatical features of texts they see. They understand the difference between spoken and written language and use Standard English confidently.