



# Boyne Hill Infant and Nursery School - Curriculum Outline Plans

Excite - Inform - Engage - Challenge - Inspire

## ENGLISH

### Writing – transcription (Spelling) – see also Phonics Knowledge & Skills Progression Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR 1</b>	<b>Common exception words and words containing taught phonemes, in line with Phonics Programme.</b>					
	<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order and the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spell the names of the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Compound words (two words joined together) e.g. <b>football, bedroom.</b></li> </ul>	<ul style="list-style-type: none"> <li>Words ending 'nk' e.g., <b>bank, think, sunk, honk.</b></li> </ul>	<ul style="list-style-type: none"> <li>Words ending in the 'v' sound (letter e usually needs to be added) e.g. <b>have, live, give.</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise words ending 'nk' e.g., <b>bank, think, sunk, honk.</b></li> </ul>
	<ul style="list-style-type: none"> <li>Clap syllables in words e.g., <b>pocket, rabbit, thunder, sunset.</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit clapping syllables in words e.g., <b>pocket, rabbit, thunder, sunset.</b></li> </ul>	<ul style="list-style-type: none"> <li>Spell the names of the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Spell the names of the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Spell the names of the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Revise words ending in the 'v' sound (letter e usually needs to be added) e.g. <b>have, live.</b></li> </ul>
<b>YR 2</b>	<ul style="list-style-type: none"> <li>Adding the prefix <b>un_</b> without any change to the spelling of the root word and how it changes the meaning of verbs and adjectives e.g. <b>unlock, undo, unload.</b></li> </ul>	<ul style="list-style-type: none"> <li>Revise adding the prefix <b>un_</b> without any change to the spelling of the root word and how it changes the meaning of verbs and adjectives.</li> </ul>				

### Writing – transcription (handwriting)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR 1</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table with feet flat on the floor and a flat hand width between table and tummy.</li> <li>Hold the pencil using a tripod grip.</li> <li>Form lowercase letters in print style, learnt as part of the Systematic Synthetic Phonics Programme.</li> <li>Form capital letters, learnt as part of the Systematic Synthetic Phonics Programme.</li> <li>Form digits 0-9.</li> </ul>					
<b>YR 2</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table with feet flat on the floor and a flat hand width between table and tummy.</li> <li>Hold the pencil using a tripod grip.</li> <li>Understand that in continuous cursive, every letter starts with the pencil on the line.</li> <li>Understand that in continuous cursive, you do not take your pencil off the paper to dot the 'i' or cross the 't' until you get to the end of the word.</li> <li>Form letters, learnt as part of the Systematic Synthetic Phonics Programme.</li> </ul>					

## Writing – composition

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR 1</b>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Say out loud, what they are going to write about.</li> <li>• Compose their sentence orally before writing it.</li> <li>• Discuss what they have written with the teacher.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Say out loud, what they are going to write about.</li> <li>• Compose their sentence orally before writing it.</li> <li>• Discuss what they have written with the teacher.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Say out loud, what they are going to write about.</li> <li>• Compose their sentence orally before writing it.</li> <li>• Discuss what they have written with the teacher.</li> </ul>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<b>YR 2</b>	<p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud, what they are going to write about.</li> <li>• Write down ideas and/or key words, including new vocabulary.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud, what they are going to write about.</li> <li>• Write down ideas and/or key words, including new vocabulary.</li> </ul> <p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Evaluate their writing with the teacher and other pupils.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Evaluate their writing with the teacher and other pupils.</li> </ul> <p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• How and when to use headings and sub-headings.</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> </ul> <p><b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Pupils will over-learn to:</b></p> <ul style="list-style-type: none"> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

## Writing – vocabulary, punctuation and grammar

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR 1</b>	<ul style="list-style-type: none"> <li>Learn that words can combine to make sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that a <b>Noun</b> is a word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun).</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and secure joining words and joining clauses using <b>and</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Nouns and Verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and secure joining words and joining clauses using <b>and</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>Learn that words in sentences are separated with spaces (finger spaces).</li> </ul>	<ul style="list-style-type: none"> <li>Learn that a <b>title</b> or <b>heading</b> tells us what the information below it will be about.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that a <b>verb</b> is a word used to describe an action.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>noun, verb</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit question marks to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit different sentence types – exclamation/question and introduce statement.</li> </ul>
	<ul style="list-style-type: none"> <li>Introduce capital letters and full stops to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of finger spaces to separate words in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce question marks to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that <b>Adjectives</b> describe words (before a noun, to make the noun's meaning more specific, i.e. to modify the noun) or after the verb 'be' as its complement.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit exclamation marks to demarcate sentences.</li> </ul>	
	<ul style="list-style-type: none"> <li>Learn to use capital letters for names and for the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit how to join words and join clauses using <b>and</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the use of finger spaces to separate words in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce exclamation marks to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>noun, verb, adjective</b>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Learn how to join words and join clauses using <b>and</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that we can sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit that we can sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b>.</li> </ul>	
	<ul style="list-style-type: none"> <li>Secure the terminology: <b>letter, capital letter, word, sentence, full stop</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark</b>.</li> </ul>			

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YR 2</b>	<ul style="list-style-type: none"> <li>Secure use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about alliteration as the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the use of commas to separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that <b>Adverbs</b> are words used to <u>tell more</u> about a verb and it almost always answers the questions: how?, when?, where?, how often?, and in what way?)</li> </ul>	<ul style="list-style-type: none"> <li>Learn that <b>Antonyms</b> are words which are opposites of each other.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the grammatical pattern in a sentence indicates its function as a command.</li> </ul>
	<ul style="list-style-type: none"> <li>Learn how to use expanded noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use subordination (using <b>when, if, that</b> or <b>because</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use co-ordination, e.g., using <b>or, and, but</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that <b>Synonyms</b> are words which have the same meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the use of commas to separate items in a list and the use of the present tense and past tense correctly in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>Nouns</b> and learn some collective nouns.</li> </ul>
	<ul style="list-style-type: none"> <li>Learn how to use the present tense and past tense correctly in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question or exclamation.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how and when to use bullet points, i.e., to organise and structure writing.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit alliteration as the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>Synonyms</b> as words which have the same meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.</b></li> </ul>
	<ul style="list-style-type: none"> <li>Revisit that a <b>verb</b> is a word used to describe an action and learn the use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g., <b>she is drumming, he was shouting.</b></li> </ul>	<ul style="list-style-type: none"> <li>Secure the terminology: <b>noun, noun phrase statement, question, exclamation, compound, suffix, adjective, verb tense (past, present), apostrophe, comma.</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use headings and sub-headings to organise writing.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit how to use expanded noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit bullet points and how and when they are used.</li> </ul>	

## Writing – application

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who am I and where do I live?	Putting on a Show	Achievers	The wonderful world of weather	Playtimes and Pastimes	Here, There and Everywhere!
YR 1	<ul style="list-style-type: none"> <li>• <b>Narrative (recount)</b> – Verbalise and complete the written sentence: <i>In the Summer holiday I...</i></li> <li>• <b>Descriptive</b> – With scaffolding and support, write some simple facts to describe themselves and their family: <i>I am a... (and)...</i> <i>My mum is... and...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative (Diwali Week)</b> – With scaffolding, retell part of the story of Rama and Sita (links with RE).</li> <li>• <b>Creative</b> – Create an acrostic poem on the theme of Autumn, with Autumn as the title or heading.</li> <li>• <b>Explanative (making lists)</b> – With support, make a vertical list of what is required to put on a show, e.g., stage, costumes, props etc. (nouns).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enquiry</b> – Write sentences in the form of questions.</li> <li>• <b>Explanative</b> – Write informative sentences in the form of answers to given questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative (imaginative): Visual Literacy</b> – Write sentences to create an extension to the ending of the story, applying nouns, verbs and adjectives.</li> <li>• <b>Creative</b> – Create a Spring poem, applying nouns, verbs and adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative (recount)</b> – Write complete sentences to recount what they did over the Easter holiday period using adjectives and verbs.</li> <li>• <b>Narrative (imaginative)</b> – Write a short story based on a soft toy's adventures.</li> <li>• <b>Descriptive</b> – Write factual sentences about a chosen toy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persuasive</b> – Write persuasive sentences to encourage people to visit Shanghai and/or Maidenhead. One or more may be an exclamatory sentence or statement.</li> <li>• <b>Narrative (recount)</b> – Write complete sentences to recount their Summer trip using nouns, adjectives and verbs.</li> </ul>
Text	<p>Grandma's Bill by Martin Waddell (fiction)</p> <p>My History (non-fiction)</p>	<p>The Shopping Basket by John Burningham (fiction)</p> <p>A selection of poetry books</p>	<p>You Choose by Nick Sharratt (non-fiction)</p>	<p>'Otherwise' BFI Visual Literacy short film (fiction)</p> <p>A selection of poetry books</p>	<p>Dogger by Shirley Hughes (fiction)</p> <p>Toys Around the World (non-fiction)</p>	<p>The Day the Crayons Quit by Drew Daywalt</p>

Theme	Town and Country	Fairgrounds and Festivals	Reach for the sky	Poles Apart	My home is my Castle	Coast to Coast
<b>YR 2</b>	<ul style="list-style-type: none"> <li>• <b>Narrative (recount)</b> – Write a short narrative about their Summer holiday using verbs and adjectives.</li> <li>• <b>Descriptive</b> – Write some factual sentences to describe the similarities and differences between the town and the countryside.</li> <li>• <b>Narrative (imaginative)</b> – Focus on different story openers and the structure of a story, e.g., beginning-middle-end and scaffold using a story mountain. Written work to include expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Descriptive – Visual Literacy:</b> Write descriptive sentences using adjectives to describe the setting and short, factual statements to describe the main characters.</li> <li>• <b>Creative</b> – Explore adjectives and alliteration to create a Firework poem.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enquiry</b> – Write sentences in the form of questions for what they would like to know about the history of flight (links with History).</li> <li>• <b>Descriptive (factual)</b> – Plan writing using bullet points and then write a short report, to include a heading and sub-heading, commas in a list and coordination about Amelia Earhart and/or the Wright Brothers (links with History).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative (imaginative)</b> - Write a fictional adventure story about a penguin or polar bear using adverbs and adjectives as well as synonyms.</li> <li>• <b>Creative</b> – Explore adjectives, adverbs and alliteration to create a Spring poem.</li> <li>• <b>Descriptive (opinions)</b> – Write Book Reviews to describe books read as part of World Book Day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Descriptive (opinions)</b> – Write sentences in the form of statements to give individual opinions about specific characters in the story and back them up with evidence. Sentences must contain some of the vocabulary, punctuation and grammar learnt so far. In planning, bullet points may be used.</li> <li>• <b>Narrative (recount)</b> – Write complete sentences to recount their Summer trip using nouns, verbs, adjectives and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructions (command)</b> – Write sequential instructions about designing and making a packed lunch for the lighthouse keeper.</li> </ul>
<b>Text</b>	<p>The Town Mouse and the Country Mouse – one of Aesop’s fables (fiction)</p> <p>Short film clip of the story</p>	<p>‘The Lucky Dip’ BFI Visual Literacy short film (fiction)</p> <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson (fiction)</p> <p>A selection of poetry books</p>	<p>A range of books about Amelia Earhart and the Wright Brothers (non-fiction)</p> <p>Film footage archive</p>	<p>Poles Apart by Jeanne Willis</p> <p>A selection of poetry books</p>	<p>Cinderella – Traditional Tale</p>	<p>The Lighthouse Keeper’s Lunch by David Armitage (fiction)</p>

## Reading

Pupils sit with an adult at least once a week for a guided reading session where the skills of reading with expression and fluency are taught; questions are asked to challenge understanding and pupils are given opportunities to discuss the features of the book, make inferences, predictions and deductions as well as share comparisons with other books they have read or heard. The books are chosen to suit the pupil's own reading ability at the time and as they develop these skills, the length and level of challenge of the book will increase.

**The teaching strategies below are ongoing throughout the year.**

	Range of reading	Familiarity with texts	Poetry & Performance	Word meanings	Understanding	Inference & Prediction
<b>YR 1</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Focus on words, phrases and their meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Become more familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognise and join in with predictable phrases.</li> <li>Link what they read or hear read to their own experiences.</li> <li>Introduce non-fiction books through shared and guided reading.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>Learn to appreciate rhymes and poems and to recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Develop strategies to check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them or what they have read themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the significance of the title and events.</li> <li>Make inferences on the basis of what is being said and done.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>
<b>YR 2</b>	<ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>Recognise simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>Discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> <li>Answer and ask questions.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus further on words, phrases and their meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links and connections with the books that are being read with other books that have been read.</li> <li>• Focus on how non-fiction books are structured and discuss features.</li> <li>• Make comparisons with other styles of books.</li> </ul>			<ul style="list-style-type: none"> <li>• Secure ability to check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>• Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	
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