



Map of the English EGPS Curriculum

What are the Knowledge, Skills and Understanding we want our pupils to gain?

SM, Oct 2019

Intent of our EGPS Curriculum- EGPS will be taught where the children will feel more confident in the rules of the English language and be able to apply them confidently in both their written work and their spoken word. Within our Pillar values of Literacy and Oracy, opportunities will be provided to embed, master and to recall key facts linked to the English language. The children will start by learning key phonics and will develop these skills to become confident spellers and confident with the EGPS terminology. Children will develop techniques to help memorise and quickly recall spelling patterns, rules and exceptions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	RWI set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Reading Tricky words – I, the, my, you, a	RWI set 1 sounds l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, Reading Tricky words – no, go, to, into, said	RWI set 2 sounds set 1 repetition (set 1 doubles: ss, ck, ff, ll, zz) ay, ee, igh, ow, oo, oo, Reading Tricky words – your, are, be, of, he	RWI set 2 sounds set 1 repetition ar, or, air, ir, ou, oy Reading Tricky words – she, we, me, put, was	RWI set 3 sounds set 1 & 2 repetition ee, oi, aw, are, ur, er, ow, ai, oa, ew, Reading Tricky words – all, what, so, they, some	RWI set 3 sounds set 1 & 2 repetition a-e, i-e, o-e, u-e ire, ear, ure Reading - consolidation
Year 1	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll,	o_e, u_e, i-e, ar, er, ir, ea	ea (making e sound) ur oo (short and long	lgh, ie, ou, ow ear, ear and are (bear,	ph and wh	ue aew ie(field, chief) The /k/ sound is spelt

	<p>ss, zz and ck. nk ai ay a_e oi oy e_e</p> <p>Tricky words – my, by he, she me, we to, do you, are no, go, so</p> <p>Nouns Use the conjunction 'and' to join words</p>	<p>Tricky words – there, where his, your, was come, some today, has ask friend</p> <p>To use past and present tense correctly Can spell verbs ending in -ing, -ed and -er</p>	<p>sound) oe, oa or, ore</p> <p>Tricky words of were said says one once school put</p> <p>Verbs – ending ing, ed, er Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>care)</p> <p>Tricky word our</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) Adding -er and -est to adjectives where no change is needed to the root word 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'. The prefix un- is added to the beginning of a word without any change to the spelling of the root word Words ending y</p>	<p>Phonics consolidation – preparation for Phonics screening</p>	<p>as k rather than as c before e, i and y. The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter</p> <p>Tricky words – pull full. Push, house</p> <p>. Compound words Division of words into syllables</p>
Year 2	<p>Capital letters Full stops Noun phrase Singular and plural</p> <p>Spellings- Strategies to learn</p>	<p>Word class Past tense/ present tense Commas for a list Recap term 1 (SPAG meetings)</p> <p>Spellings-</p>	<p>Exclamations/ exclamation marks Apostrophes for contraction and possession Pronouns Conjunctions- subordinating and co- ordinating</p>	<p>Prefixes and suffixes Compound and simple sentences Statement, command, questions Recap terms 1-3 (SPAG meetings)</p> <p>Spellings-</p>	<p>Past and present progressive Recap terms 1-4 (SPAG meetings)</p> <p>Spellings- Strategies to learn spellings The /l/ or /əl/ sound</p>	<p>Recap terms 1-5 (SPAG meetings)</p> <p>Spellings- Spellings and concepts that pupils need to secure Homophones CEW</p>

	<p>spellings Homophones /aɪ/ spelt 'i' in CEW e.g. child, mind Personal list</p>	<p>Strategies to learn spellings CEW words Personal words Homophones Last sound spelt as 'ge' and 'dge' and 'g' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words</p>	<p>Recap terms 1 and 2 (SPAG meetings)</p> <p>Spellings- Strategies to learn spellings /ai/ Sound spelt 'y' CEW Homophones Contractions 'l' or 'el' sound spelt '-le' at the end of words and following a consonant Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it /i:/ sound spelt 'ey' /r/ sound spelt 'wr' Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p>	<p>Strategies to learn spellings /ɒ/ spelt 'a' after 'w' and 'qu' Homophones /z/ spelt 's' Adding '-es' to nouns and verbs ending in 'y' The possessive apostrophe (singular nouns) Adding suffixes '-ful', '-less' and '-ly' Contractions Words ending '-tion'</p>	<p>spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' The /ɔ:/sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' Suffixes '-ment' and '-ness' The /ɜ:/ sound spelt 'or' after 'w' The possessive apostrophe (singular nouns) The /l/ or /əl/ sound spelt '-al' at the end of words CEW</p>	<p>/ʌ/ sound spelt 'o' /l/ or /əl/ sounds spelt 'il' at the end of words</p> <ul style="list-style-type: none"> •Revision of all the content from the Year 2 programme •Securing spelling strategies •At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced •After writing – developing proofreading and checking skills including using a dictionary •Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.
<p>Year 3/4</p> <p>Spellings- address any common spelling</p>	<p>Conjunctions- subordinate and co-ordinating Capital letters and full</p>	<p>Exclamations Grammatically correct sentences- tense, was/were</p>	<p>Determiners Subordinate and main clause Past and present</p>	<p>Standard and non-standard Perfect present and past tense</p>	<p>Synonyms and antonyms Commas for marking clauses</p>	<p>Rearranging clauses Recap terms 1-5 (SPAG meetings)</p>

<p>pattern the class is getting wrong throughout the year</p>	<p>stops Commands/statements /questions Plurals Past tense Commas for list Indefinite articles Inverted commas Word family Subordinate clause Word class Prepositions Root words</p> <p>Spellings- Revise Suffixes ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' Apostrophes for contractions The /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones Words ending /sure/</p>	<p>Adverbial phrase Apostrophe for possession Pronouns Expanded noun phrases Identifying tenses Preposition phrases Recap term 1 (SPAG meetings)</p> <p>Spellings- Homophones Prefixes 'mis-' and 're-' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>	<p>progressive Time conjunctions Recap term 1 and 2 (SPAG meetings)</p> <p>Spellings- Suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' Words with the /ʃ/ sound spelt 'ch') as well as 's', ss(ion/ure)' Suffixes 'less' and 'ly' The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones</p>	<p>Recap terms 1-3 (SPAG meetings)</p> <p>Spellings Prefixes 'super-' and 'auto-' Words with the /k/ sound spelt 'ch' Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Recap terms 1-4 (SPAG meetings)</p> <p>Spellings Suffix 'ly' with root words ending in 'le' and 'ic' Strategies for learning words: words from statutory and personal spelling lists Words with the /s/ sound spelt 'sc' Endings that sound like /ʃən/ spelt 'sion' Homophones</p>	<p>Spellings The /ʌ/ sound spelt 'ou' Homophones Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>
Year 5/6	Passive voice	Coordinating and	Relative clauses	Address any	Recap term 1-4	Address any

<p>Spellings- address any common spelling pattern the class is getting wrong throughout the year</p>	<p>Expanded Noun phrase Indefinite articles Embedded clauses Apostrophes Colons, semi colons and dashes</p> <p>Spellings- -Able/ably/ible/ibly -Adding suffixes to words ending in '-fer' -silent letters</p>	<p>subordinating conjunctions Prepositions Past/present progressive Subject and object Antonyms and synonyms Exclamations SPAG paper-review Recap term 1 (SPAG meetings)</p> <p>Spellings- -Homophone-'ce', 'se' -Cious, tious -plurals (adding '-s', '-es' and '-ies')</p>	<p>Subjunctive form SPAG paper-review Recap term 1-2 (SPAG meetings)</p> <p>Spellings- -Ough -Cial, tial -Homophones- desert, dessert for example - Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) -'ei' and 'ie' words - Building words from root words</p>	<p>misconceptions Recap term 1-3 (SPAG meetings) SPAG paper-review</p> <p>Spellings- Words ending in 'ant', '-ance and '-ancy' Words ending '-ent', '-ence' and '-ency'</p> <p>Daily revision over all the spelling patterns</p>	<p>(SPAG meetings) Daily revision over all the spelling patterns</p>	<p>misconceptions, both in SPAG and spellings</p>
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