

English Curriculum Document

Intent Statement

At Hartsfield, we believe that English is core to *every* child's education.

We believe a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society and to expand their horizons. Within our curriculum, we aim to provide opportunities for children to become confident learners; ready to move on to the next phase of their education.

We champion reading as a vital life skill. We want our children to become resilient, independent learners with a passion for reading that they will carry forward into their later lives. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We want all our children to have a secure grounding in phonics decoding, fluency and prosody, underpinning their early reading, alongside all aspects that enable a child to fully question and comprehend a text.

We want to nurture a culture where children take pride in their writing, write clearly and accurately and adapt their language and style for a range of contexts and to apply their powers of imagination, inventiveness and critical awareness within their work. Our children will need to write letters correctly using a common formation before moving onto a fluent and cursive style in Year 2 - a style that we will maintain throughout each child's time at Hartsfield. We will teach the children to plan, draft and edit their own writing across a range of genres. We intend to give all our children frequent opportunities to develop their writing both within English sessions and through cross-curricular writing opportunities. We want to embed learning about grammar, punctuation and spelling from the Early Years throughout children's time at Hartsfield

We want to inspire children to be confident in the art of speaking and listening, and to use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge base in English following a clear pathway of progression as they advance through the primary curriculum. They will learn to speak clearly, fluently and confidently to a range of audiences and will recognise and use a varied, nuanced vocabulary.

All our children, including disadvantaged or those with SEND will have the knowledge and cultural capital to succeed in life and will consistently achieve highly.

Implementation Statement

The English curriculum covers a wide range of knowledge and skills, progressing as the children move through their time at Hartsfield. Our curriculum is directed by the Early Years Framework and the National Curriculum for English, which set out statutory requirements for learning across the primary phase.

Teachers' subject knowledge in English will be excellent. Our own use of English, through speaking, listening, writing and reading will ensure children learn well.

The work will be planned and delivered to the children across the school working towards providing sufficient cumulative knowledge and skills for future learning.

Reading

Reading is prioritised.

Reading is a vital part of our curriculum and is integral to all of our lessons. No child will be disadvantaged when it comes to reading.

At Hartsfield we teach reading through:

Phonics:

Phonetic awareness is crucial for the development of reading by segmenting and blending sounds. In EYFS and Year 1 we will deliver our own bespoke phonics programme based on the phases 1 to 5 of Letters and Sounds. Children will be expected to have completed Phase 4 by the end of EYFS and Phase 5 by the end of Year 1. Children in Year 2 will complete our own spelling programme ready for *Essential Spellings* in years 3 to 6.

Any children with misconceptions, misunderstanding or having missed lessons due to absence will be quickly assessed and interventions put into place directly.

Comprehension:

At Hartsfield, we aim to teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate the books they choose to read and whole class, teacher inspired texts.

Guided reading:

At Hartsfield, we inspire our pupils to read for pleasure and to read widely. In these lessons, pupils will explore a book, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Discussion and critiquing are key aspects of these lessons. Teachers carefully select texts that are above each child's own reading ability and are of a high calibre.

Reading across the curriculum:

At Hartsfield, we maximise opportunities for pupils to read. We focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the topics being taught in all curriculum areas.

Independent Reading:

Hartsfield promotes Everyone Reading in Class (ERIC) to support independent reading. Children from EYFS to year 6 are expected to take home a book for pleasure from a selection of fiction and non-fiction books.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured summatively at the end of each year using comprehension tests and the statutory assessments at the end of Key Stage One and Two. Teachers are given the knowledge and expertise to continually assess the children and adapt learning, put interventions in place and to plan consolidation lessons. These results are measured against the reading attainment of children nationally.

Writing

Writing is an important part of our curriculum and is an integral part of all of our lessons. Writing is purposeful. No child will be at a disadvantage when it comes to writing.

We use an adapted 'The Write Stuff' approach for years 1 to 4. Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During EYFS children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. We use a systematic and progressive approach.

Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

Spelling, grammar and punctuation

Throughout the English curriculum, pupils will be taught key elements of spelling, punctuation and grammar, and will be given opportunities to apply these to their own writing. The National Curriculum (2014) sets out the statutory requirements across the primary phase, including key grammatical vocabulary and spelling rules.

In EYFS, children will be introduced to basic sentence punctuation such as capital letters and full stops. This will be discussed through reading, then also modelled and encouraged in group work.

In Key Stage 1 and 2, the children will be taught grammar, punctuation and spelling rules within their English lessons as well as using these within their own writing.

At Hartsfield, we follow the progression of knowledge and skills set out by the National Curriculum which sets out the statutory content to be introduced and the relevant vocabulary with which the children should be familiar. We teach the Common Exception Words and High Frequency Words spelling for Years 1 and 2. Herts Essential Spelling Programme is used in year 3 to 6, to support our teaching of spelling rules and the required word lists for each phase.

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. At Hartsfield we feel spoken language is of much greater importance than the National Curriculum gives weighting for. Continuous professional development has helped our drive to embed and model inspiring spoken language across the curriculum and create staff who are confident to maximise opportunities within their classrooms.



Whole School-Reading Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding children should:	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra) speedily</p> <p>read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs develop some fluency and expression,</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word</p> <p>reading note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

		pausing at full stops (extra)					
Range of reading children should:	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and</p> <p>read for a range of purposes make comparisons within and across books</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and</p> <p>read for a range of purposes make comparisons within and across books</p>
Familiarity with texts children should:	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>
Poetry and performance children should:	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes	earn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and	prepare poems and play scripts to read aloud and to perform, showing understanding	prepare poems and play scripts to read aloud and to perform, showing understanding	earn a wider range of poetry by heart, preparing poems and plays to read aloud and	learn a wider range of poetry by heart, preparing poems and plays to read aloud and

	singing some independently and performing in groups / independently for others. (C&L)		recite some, with appropriate intonation to make the meaning clear	through intonation, tone, volume and action recognise some different forms of poetry	through intonation, tone, volume and action recognise some different forms of poetry	to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understanding children should:	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference children should:	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent children should:				discuss words and phrases that capture the reader's interest and imagination	discuss words and phrases that capture the reader's interest and imagination	identify how language, structure and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning

				identify how language, structure, and presentation contribute to meaning	identify how language, structure, and presentation contribute to meaning	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books</p>	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
Discussing reading children should:	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>

Whole School-Writing Skills Progression

Key Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling children should:	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/ high frequency and familiar words. (LIT)</p>	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>learn new ways of spelling phonemes for which 1 or more spellings are already known, and</p> <p>learn some words with each spelling, including a few common homophones learn to spell common exception words</p> <p>distinguish between homophones and near-homophone</p>	<p>spell further homophones spell words that are often misspelt (Appendix 1)</p>	<p>spell further homophones spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
Other word building spelling children should:		<p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un-</p> <p>use -ing, -ed, -er and -est where no change</p>	<p>earning the possessive apostrophe (singular)</p> <p>learn to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to</p>

		<p>is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>show awareness of silent letters in spelling e.g. knight, write</p> <p>use –le ending as the most common spelling for this sound at the end of words</p> <p>apply spelling rules and guidelines from Appendix 1</p>	check its spelling in a dictionary	check its spelling in a dictionary	check its spelling in a dictionary	check its spelling in a dictionary
Transcription children should:		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting children should:	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ and to practise these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>another person can read writing with some mediation</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>
Contexts for Writing children should:	Child initiated writing (in role, and for purpose)	write narratives about personal experiences	write narratives about personal experiences	discuss writing similar to that which they are	discuss writing similar to that which they are	identify the audience for and purpose of the	identify the audience for and purpose of the

	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
Planning Writing children should:	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>
Drafting Writing children should:	<p>To check written work by reading and make changes where necessary.(LIT)</p>	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofread to check for errors in spelling,</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p>

			grammar and punctuation			ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf	use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility
Grammar children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)	use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and	use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because)	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)	use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark

		<p>sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>relationships of time and cause</p> <p>understand and use differences in informal and formal language understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>
Punctuation children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including and surrounding inverted commas) punctuation within</p>	<p>use commas to clarify meaning or avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p>	<p>use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>
Grammatical Terminology children should:	letter capital letter word sentence full stop	Letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound adjective verb suffix	adverb preposition conjunction word family prefix clause	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis

			adverb tense (past, present) apostrophe comma	subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')			hyphen colon semi-colon bullet points
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EYFS- Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
Main Topic	<ul style="list-style-type: none"> Do you want to be my friend? Let's Celebrate! 	<ul style="list-style-type: none"> Will you read me a story? Are we there yet? 	<ul style="list-style-type: none"> All Creatures Great and Small Transitions
Key Texts	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Colour Monster Ruby's Worry Owl Babies Kippers Birthday Rama and Sita Diwali story Kippers Birthday The Nativity Story 	<ul style="list-style-type: none"> The Gingerbread Man Cinderella The Three Little Pigs The Three Billy Goats Gruff The Chinese New Year Zodiac Story Man on the Moon Supertato The Gruffalo 	<ul style="list-style-type: none"> Handa's Surprise Tinga Tinga Tales What the Ladybird Heard Farmer Duck The Very Hungry Caterpillar What the Ladybird heard on Holiday Jack and the Beanstalk
Visits/Walks	<ul style="list-style-type: none"> Signs of Autumn walk Visit from fire brigade Signs of winter Walk 	<ul style="list-style-type: none"> Library Visit Signs of Spring walk Local trip (walking distance) 	<ul style="list-style-type: none"> Signs of Summer Walk School Trip
Weekly Topics	<ul style="list-style-type: none"> Settling in Fulltime Baseline Autumn and Harvest Spooky Things Diwali Fireworks Potions Friends Light and Dark Christmas Panto Week Our Performance 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff Chinese New Year The Gingerbread man The Gruffalo Space Supertato Superheros Easter 	<ul style="list-style-type: none"> Seasons Elmer Handa's Surprise Going to the Library Herrings Green The Queen's Jubilee Father's Day Sport's Week

<p>CL Communication and Language.</p>	<p>Listening and attention skills. Asking for help if needed. Talking about myself/ own experiences and past events</p> <p>Following simple instructions</p> <p>Developing a wider vocabulary.</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Develop social phrases. • Engage in story times. • Listening carefully to and learning rhymes and songs, paying attention to how they sound. • Learn new vocabulary and use it throughout the day. 	<p>Developing narrative adding detail and new vocabulary, consider the listener</p> <p>Developing confidence in speaking, asking and answering questions</p> <p>Follow more complex set of instructions</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail • Learn new vocabulary and use it throughout the day. 	<p>Take on roles with specific vocabulary</p> <p>Expanding vocabulary and using this effectively</p> <p>Continue to develop confidence in speaking</p> <p>Give and follow instructions.</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. • Use new vocabulary in different contexts. • Connect one idea or action to another using a range of connectives.
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<p>L Literacy.</p>	<p>Daily Phonics sessions – letter recognition, oral blending and segmenting.</p> <p>Introducing books to share at home, language of books and repetitive phrases.</p> <p>Fiction texts</p>	<p>Daily Phonics sessions – digraphs and trigraphs, writing and reading by segmenting and blending</p> <p>Guided Reading sessions – reading by blending applying phonic knowledge and hfw/tricky words</p>	<p>Daily Phonics sessions – digraphs and trigraphs, writing and reading by segmenting and blending</p> <p>Guided Reading sessions – reading by blending applying phonic knowledge and hfw/tricky words</p> <p>Continue to develop writing skills- captions and labels, questions and messages. applying phonic knowledge</p>
	<p>Mark making – exploring reasons for writing beginning to apply phonics</p> <p>Shared reading and writing</p> <ul style="list-style-type: none"> • Beginning to learn the sounds and letters that represent these. • To read simple words using sounds we have been learning. • Encouraging children to explore mark making, including writing their name and labels etc. 	<p>Introducing non-fiction books and specific vocabulary. Using to retrieve information</p> <p>Develop writing skills – applying phonic knowledge, breaking flow of speech into words.</p> <ul style="list-style-type: none"> • Continue to learn the phonic sounds and letters that represent these. • Read simple words/captions using sounds we have been learning. • Recognise and read all phase 2 and 3 tricky words • Encourage children to explore writing using their phonic knowledge. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter/ sound correspondences and where necessary a few exception words. • Read some letter groups that each represent one sound and say sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/ s. • Write short sentences with words with known sound to letter correspondences using a capital letter and full stop. Reread what has been written to check that it makes sense.

Year 1 English- Learning Objectives and Knowledge Overview

Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

- 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
- 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.

Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding:

- 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 Understand what they read, in books they can read independently, 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.

Writing: Transcription:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week Name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing: Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing: Composition:

- saying out loud what they are going to write about

- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

Year 1 - Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail;</p> <p>Reading Daily individual, group and whole class reading</p> <ul style="list-style-type: none"> •The Family Book - Todd Parr and Nathan Reed •Handa's Surprise – Eileen Browne •The Rainbow Fish – Marcus Pfister •Peace at Last – Jill Murphy •After the Storm – Nick Butterworth •The Smartest Giant – Julia Donaldson •Charlie and the Chocolate Factory – Roald Dahl •Elmer – David McKee •On a Magical Do Nothing Day – Beatrice Alemagne •Old Bear – Jane Hissey •Knuffle Bunny – Mo Willems •Bog Baby – Jeanne Willis 	<p>See weekly/daily plans for detail;</p> <p>Reading Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> •George's Marvellous Medicine by Roald Dahl •The Colour Monster by Anna Llenas •The Lion Inside by Rachel Bright and Jim Field •We're All Wonders by R.J. Palacio •Giraffes Can't Dance by Giles Andreae •Dear Greenpeace by Simon James •The Storm Whale by Benji Davies •The Dot by Peter H. •Reynolds The Bear and the Piano by David Litchfield <p>Phonics and Spelling</p> <ul style="list-style-type: none"> •Phase 5, daily phonics lessons. 	<p>See weekly/daily plans for detail;</p> <p>Reading Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> •The Lion, the Witch and the Wardrobe by C.S. Lewis •Max the Brave by Ed Vere •The Day Louis Got Eaten by John Fardell •Here We Are by Oliver Jeffers •There's a Tiger in the Garden by Lizzy Stewart •Look Up! by Nathan Bryon •The Toymaker by Martin Waddell •The Night Gardener by The Fan Brothers •Leon and the Place Between by Angela Mcallister and Grahame Baker-Smith •Rainbow Bear by Michael Morpurgo •Sophie's Snail by Dick King-Smith

<ul style="list-style-type: none"> •Stick Man – Julia Donaldson •The Snowman – Raymond Briggs •The Nutcracker – E.T.A.Hoffman •Christmas picture books <p>Phonics and Spelling</p> <ul style="list-style-type: none"> •Phase 4 and 5, daily phonics lessons. •Daily handwriting teaching and practise <p>Writing inspired by:</p> <ul style="list-style-type: none"> •Incredible You - Rhys Brisenden •Grandad's Island by Benji Davies •Last Stop on Market Street by Matt de la Pena •On Sudden Hill – Linda Sarah and Benji Davies •Perfectly Norman – Tom Percival •Jack and the Jelly Beanstalk – Rachael Mortimer •I Wanna Iguana – Karen Kaufmann Orloff •Penguins – Anne Schreiber •Firework Night by Andrew Collett •Bold Women in Black History by Vashti Harrison and Nathan Reed •The Family Book by Todd Parr •Oi Frog/Oi Dog by Kes Gray and Jim Field Harvey •Slumfenburger's •Christmas Present by John Burningham •The Christmas Story 	<ul style="list-style-type: none"> •Daily handwriting teaching and practise <p>Writing inspired by:</p> <ul style="list-style-type: none"> •Where the Wild Things Are by Maurice Sendak •If Sharks Disappeared by Lily Williams •Little Red Riding Hood by Lari Don •The Train Ride by June Crebbin On Safari! •The Way Back Home by Oliver Jeffers 	<ul style="list-style-type: none"> •The Tale of Peter Rabbit by Beatrix Potter <p>Phonics and Spelling</p> <p>Phase 5, daily phonics lessons.</p> <ul style="list-style-type: none"> •Daily handwriting teaching and practise <p>Writing, inspired by:</p> <ul style="list-style-type: none"> •Travel Journals •Wombat Goes Walkabout by Michael Morpurgo •Pinocchio by Carlo Collodi •Bold Women in Black History by Vashti Harrison <p>Song of the Sea a film</p>
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Year 1 Reading- Progression and Assessment

Year 1 Working Towards the expected standard

- To apply phonic knowledge to decode regular words.
- To apply phonic knowledge to attempt to read some common irregular words.
- To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for some of the 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- To read and understand simple sentences.
- To demonstrate a pleasure in reading and a motivation to read.
- To listen whilst others read to them and show understanding.
- To simply retell familiar stories.
- To recognize and join in with predictable phrases in a text.
- To check that a text makes sense to them as they read and begin to self-correct.
- To join in discussions about a text.

Year 1 Working at the expected standard

The pupil can:

- read accurately many words of two or more syllables containing graphemes taught so far¹ for all of the 40+ phonemes
- read most words containing common Year 1 suffixes*
- read most Year 1 common exception words* In age-appropriate¹ books, the pupil can:
- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately in a book they can already read fluently, the pupil can:
- check that it makes sense to them, correcting most inaccurate reading
- answer questions and make some inferences
- join in discussions about what has happened so far in what they have read

Year 1 Working at a Greater Depth

- To read texts that are more complex and beyond their chronological age.
- To read other words of more than one syllable that contain taught GPC's.
- To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.

- To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- To start to work on the Year 2 programme of study for word reading.
- To continually demonstrate a pleasure in reading and a motivation to read.
- To discuss their reading preferences including favourite authors and genres.
- To retell familiar stories in much detail and consider their particular characteristics.
- To clearly explain their understanding of both the texts they can already read accurately and fluently and those they listen to.
- To check that a text makes sense to them as they read and to self correct.
- To make sensible predictions supported by evidence.
- To make inferences based on what is being said and done.
- To use age appropriate non-fiction texts to extract information.
- To contribute confidently in discussions about a text, take turns and listen to what others say



Year 1 Writing- Progression and Assessment

Year 1 Working Towards the expected standard

The pupil can, after discussion with the teacher:

- say out loud what they are going to write about
- write a single sentence demarcated with capital letters and full stops
- segment many spoken words into phonemes and represent these by graphemes
- spell some common exception words*
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- recognise where spaces between words have been missed

Year 1 Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

Year 1 Working at a Greater depth

The pupil can, after discussion with the teacher:

- begin to write effectively and coherently for different purposes
- join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
- use capital letters and full stops mostly correctly
- spell most Y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words
- form most letters correctly.

Spelling – work for year 1

Revision of reception work

Statutory requirements

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements

-tch

The /v/ sound at the end of words

Adding s and es to words (plural of nouns and the third person singular of verbs)

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word

Adding -er and -est to adjectives where no change is needed to the root word

Rules and guidance (non-statutory)

Example words (non-statutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.

catch, fetch, kitchen, notch, hutch

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

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

-ing and **-er** always add an extra syllable to the word and **-ed** sometimes does.

The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **-ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.

grander, grandest, fresher, freshest, quicker, quickest

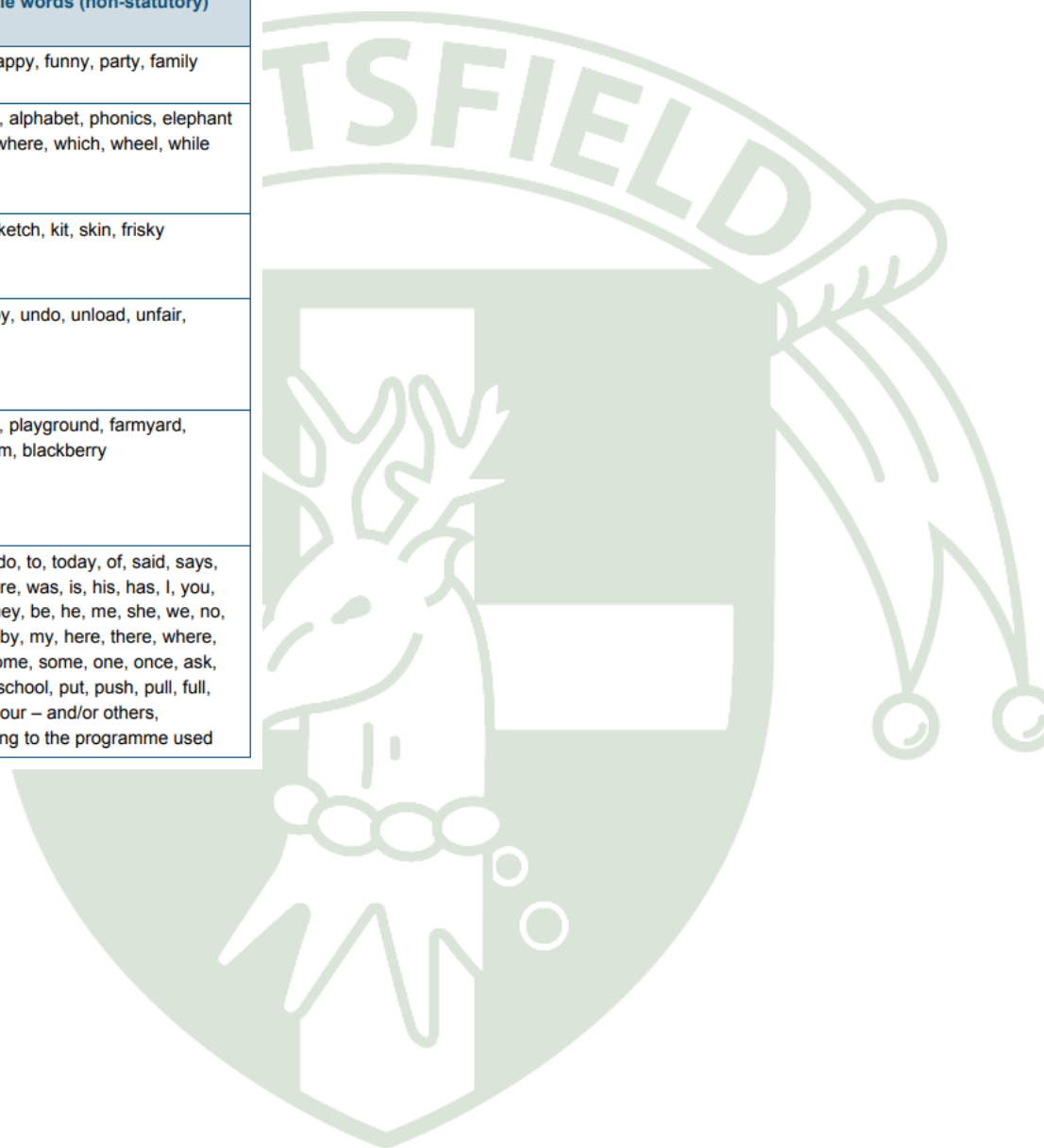
Vowel digraphs and trigraphs

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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
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, enjoy, annoy
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, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
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 .	out, about, mouth, around, sound
ow (/aʊ/)	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
ow (/əʊ/)		blue, clue, true, rescue, Tuesday
ue		new, few, grew, flew, drew, threw
ew		
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
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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. <i>fat, fill, fun</i>).	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, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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



Year 2 English- Learning Objectives and Knowledge Overview

Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading: Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing: Transcription:

Spelling (see English Appendix 1) Pupils should be taught to: spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing: Handwriting

Handwriting Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing: Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

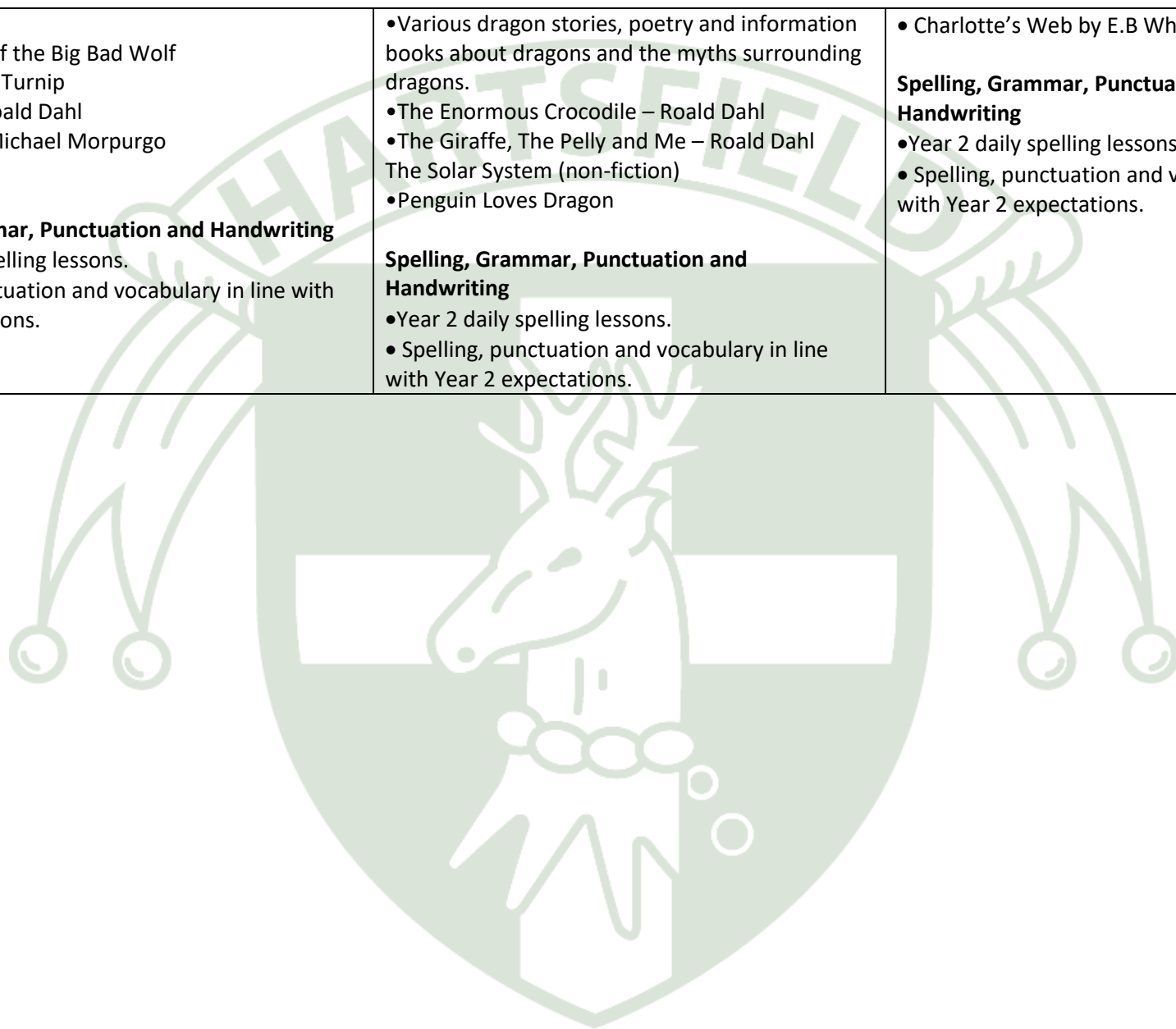
Writing: Vocabulary, Grammar & Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Sally and the Limpet – Simon James • Narrative - Little Red Riding Hood by Lucy Rowland • Narrative - My Christmas Star by the BBC • Stardust by Jeanne Willis • Grandad's Island • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> • Burglar Bill • Cops and Robbers • Patrick • Mr Magnolia • Amazing Grace • Emily Brown and the Thing • Meerkat Mail Gorilla 	<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Dragon stories and passages of text. • Poetry: Portrait of a Dragon If I were an Artist • Narrative – George and the Dragon by Christopher Wormell • The Owl Who was Afraid of the Dark - Jill Thomlinson Information Texts and Historical Fiction • The Great Fire of London (non-fiction). • Vlad and the Great Fire of London • Writing a diary from the point of view of a rat. • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Investigating fears • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole class reading, including:</p>	<p>See weekly/daily plans for detail:</p> <p>Writing inspired by:</p> <ul style="list-style-type: none"> • Big Cats – non chronological report writing • Desk Diddler – Poetry • A Crow's Tale - Naomi Howarth • The Building Boy - Ross Montgomery & David Litchfield • Pirates • The Day the Crayons Quit - Drew Darwell • SATs Preparation • Write simple information texts incorporating labelled pictures and diagrams. • Spelling, punctuation and vocabulary in line with Year 2 expectations. • Editing and presenting work. • Increasing vocabulary • Independent writing and editing • Writing with stamina • Writing their own versions of through their own work and making improvements and editing. • Using the spelling rules and knowledge learnt in phonics and spelling lessons to spell and to correct words. <p>Guided Reading and Comprehension Reading—Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> • The Giraffe, The Pelly and Me by Roald Dahl • The Enormous Crocodile by Roald Dahl • Charlie and the Chocolate Factory by Roald Dahl

<ul style="list-style-type: none"> •The Flower •Who's Afraid of the Big Bad Wolf •The Enormous Turnip •Mathilda by Roald Dahl •Pinocchio by Michael Morpurgo •Flat Stanley <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations. 	<ul style="list-style-type: none"> •Various dragon stories, poetry and information books about dragons and the myths surrounding dragons. •The Enormous Crocodile – Roald Dahl •The Giraffe, The Pelly and Me – Roald Dahl The Solar System (non-fiction) •Penguin Loves Dragon <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations. 	<ul style="list-style-type: none"> • Charlotte's Web by E.B White <p>Spelling, Grammar, Punctuation and Handwriting</p> <ul style="list-style-type: none"> •Year 2 daily spelling lessons. • Spelling, punctuation and vocabulary in line with Year 2 expectations.
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Year 2 Reading- Progression and Assessment

Year 2 Working Towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
- read many common exception words

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inference

Year 2 Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words* In age-appropriate¹ books, the pupil can:
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation In a book they can already read fluently, the pupil can:
- check that it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Year 2 Working at a Greater Depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

Year 2 Writing- Progression and Assessment

Year 2 Working Towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Year 2 Working at the expected standard

The pupil can, after discussion with the teacher,

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Year 2 Working at a Greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hɒt') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements
Homophones and near-homophones
Common exception words

Rules and guidance (non-statutory)	Example words (non-statutory)
It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 3 English- Learning Objectives and Knowledge Overview

Years 3 & 4 - Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones • spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing: Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2 *Indicate grammatical and other features by:*

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 3 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Instructions:</p> <ul style="list-style-type: none"> • Explore features of instructions and independent writing of a set of directions based on: • How to trap a dragon – Pie Corbett • Instructions by Neil Gaiman • Cook books <p>Fables:</p> <ul style="list-style-type: none"> • Explore the features of fables and write our own. • Aesop’s Hare and Tortoise • The Ant and the Grasshopper • The Lion and the Mouse • War and Peas – Michael Foreman <p>Poetry JC:</p> <ul style="list-style-type: none"> • Read, write and perform free verse • Autumn Poetry is Here – Write Stuff <p>Alternative Traditional Tales JC</p> <ul style="list-style-type: none"> • The True Story of the 3 Little Pigs. • Honestly, Little Red Riding Hood was Rotten. • Alternative Traditional Tales Play scripts: • The Twits – by Roald Dahl <p>Persuasive Writing</p> <ul style="list-style-type: none"> • Variety of letters • Range of Christmas adverts <p>Guided reading texts:</p> <ul style="list-style-type: none"> • The Twits Roald Dahl 	<p>See weekly/daily plans for detail:</p> <p>Writing Poetry:</p> <p>Structure of:</p> <ul style="list-style-type: none"> • Haiku • Tanka • Kennings. • Animal poems. • Vocabulary building <p>Explanation Texts JC:</p> <ul style="list-style-type: none"> • Exploring the features and creating our own. • Range of online texts. • The Street Beneath my Feet • The Sky Above Our Heads <p>Recounts/Diary</p> <ul style="list-style-type: none"> • Exploring the features and creating our own. • Range of online texts. • Diary of a Killer Cat – Anne Fine • Diary of a Lively Labrador <p>Adventure Stories</p> <ul style="list-style-type: none"> • Harry Potter • The Tunnel – Anthony Browne <p>Guided Reading:</p> <ul style="list-style-type: none"> • Harry Potter • Diary of a Lively Labrador • How to be an Anglo-Saxon in 13 Easy Steps <p>Reports:</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Non chronological Reports JC :</p> <ul style="list-style-type: none"> • Explore the features of a non-chronological report, practise writing and independent writing of a non-chronological report. • An Anthology of Intriguing Animals – Ben Hoare • Animal books from school library. • Range of websites and online texts. <p>Newsletters/newspapers/ recounts</p> <ul style="list-style-type: none"> • Exploring features and styles of each of these text types and writing their own. • Writing a newsheet of their trip to Celtic Harmony. • A range of online texts <p>Narrative JC Exploring the features and creating our own.</p> <ul style="list-style-type: none"> • The Secret of Black Rock • Moana extract • Range of books and websites to explore types of fish. • video clips <p>Persuasive Writing</p> <ul style="list-style-type: none"> • Recall persuasive writing of Autumn term and recall features. Explore other styles and write own. • The Great Kapol Tree

<ul style="list-style-type: none"> •Harry Potter and the Philosophers Stone. <p>Class readers</p> <ul style="list-style-type: none"> •Fortunately the Milk – Neil Gaiman •The boy who grew dragons –Andy Shepherd •The Christmasaurus – Tom Fletcher <p>Essentials Spelling for Year 3</p>	<ul style="list-style-type: none"> •Looking at the features and creating our own. •Persuasive texts – letters and adverts <p>Class Readers</p> <p>The Ice Monster – David Walliams</p> <p>Essentials Spelling for Year 3</p>	<ul style="list-style-type: none"> • Books and texts about the rainforest from library and online. <p>Poetry/One Poet - Michael Rosen</p> <ul style="list-style-type: none"> •Look at a range of MR poems and explore the patterns and playfulness of them. •Writing in the style of Michael Rosen and poetry to perform. <p>Guided Reading:</p> <p>How to Train your Dragon – Cressida Cowell</p> <p>Essentials Spelling for Year 3</p>
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Year 3 Reading- Progression and Assessment

Year 3 Working Below the expected standard

The pupil can:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation

In discussion with the teacher, the pupil can:

- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Year 3 Working at the expected standard

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words In age-appropriate1 books, the pupil can:
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions

Year 3 Working at Greater Depth

The pupil can, in a book they are reading independently:

- Demonstrates experience of a broader range of genres, authors and texts from different periods in time. Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
- Uses appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
- Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.
- Justifies inferences and deductions with evidence from the text.

Year 3 Writing- Progression and Assessment

Year 3 Working Towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

Year 3 Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list, * using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.

Year 3 Working at a Greater depth.

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Year 4 English- Learning Objectives and Knowledge Overview

Years 3 & 4 - Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones • spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing: Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2 *Indicate grammatical and other features by:*

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 4 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •The Ice Palace – Robert Swindells •Paddington – Michael Bond •The Lion, The Witch and The Wardrobe - C.S. Lewis •Alice’s Adventures in Wonderland - Lewis Carroll •Pipi Long Stocking - Astrid Lindgren •The Birds of Flanders Fields •The Egyptian Cinderella – Shirley Climo <p>Poetry</p> <ul style="list-style-type: none"> •A Poem to be Spoken Silently •The Magic of the Brain <p>Writing inspired by –</p> <ul style="list-style-type: none"> •Overheard on a Saltmarsh by Harold Monroe •The Small Dragon – Brian Patten •Sekhmet, Goddess of Vengeance – Egyptian myth <p>Writing myths</p> <ul style="list-style-type: none"> •Letters of persuasion – Chalk Rivers <p>Diary Entry/play scripts –</p> <ul style="list-style-type: none"> •Angel of Nitshill Road – Anne Fine •The Princess and the Pea – Lauren Child •The Longest Journey – John Lewis advert •Class reader - The Land of Roar <p>Essential Spelling – Year 4 Plan</p>	<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •The Girl who Stole an Elephant – Nizrana Farook •Grandpa’s Indian Summer – Jamila Garvin <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Poetry - The Bug Chant • ‘Matilda’ by Hilare Belloc •Indian Brochure •Street Children •The Iron Man – Ted Hughes •The Present – short film •The Girl who Stole an Elephant – Nizrana Farook •Class reader - The Wizards of Once <p>Essential Spellings - Year 4 Plan</p>	<p>See weekly/daily plans for detail:</p> <p>Guided Reading</p> <ul style="list-style-type: none"> •Kensuke’s Kingdom •Running Wild <p>Writing inspired by –</p> <ul style="list-style-type: none"> •The Green Ship – Quentin Blake: Stories with an imaginative setting. •Non –chronological Report – Animal of their choice •The Door •Recount of Hudnall •Romans in Britain: •Speech writing with a historical focus •Chelonian Green and One Tiny Turtle •Class reader – Same as GR to finish book. <p>Essential Spellings - Year 4 Plan</p>

Year 4 Reading- Progression and Assessment

Year 4 Working Towards the expected standard

The pupil can:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation.

In discussion with the teacher, the pupil can:

- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Year 4 Working at the expected standard

The pupil can:

- read accurately most polysyllabic and multi-morphemic words and further exception words
- read aloud fluently with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense, correcting when meaning is lost
- make plausible predictions about what might happen on the basis of what has been read so far
- summarise main ideas providing key details
- retrieve information from non-fiction
- draw inferences and justify their opinions through discussions
- make links between the book they are reading and other books they have read

Year 4 Working at a Greater Depth

The pupil can, in a book they are reading independently:

- Justifies inferences and deductions with evidence from the text.
- Uses appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
- Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background.
- Explains the reasoning of organisational devices, including glossaries. Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.
- Reads silently with increasing stamina and appraises the text. Shows awareness of the audience when reading out loud.

Year 4 Writing- Progression and Assessment

Year 4 Working Towards the expected standard

The pupil can:

- write for a range of purposes
- begin to use paragraphs
- create settings and characters in narrative
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)
- use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4^
- spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list
- write legibly.

Year 4 Working at the expected standard

The pupil can:

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
- create settings, characters and plot in narrative†
- use speech punctuation correctly most of the time
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- write legibly and with increasing fluency, paying attention to size and spacing
- maintain the use of joined handwriting² throughout independent writing.

Year 4 Working at a Greater Depth

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- develop character through description, actions and dialogue
- begin to make choices about using sentences of different lengths and types
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with –le , the –le is changed to –ly . (3) If the root word ends with –ic , –ally is added rather than just –ly , except in the word <i>publicly</i> . (4) The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te . –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: <i>attend – attention</i> , <i>intend – intention</i> . –cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
			Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
			Words with the /ei/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Word list – years 3 and 4			
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)	accident(ally)	early	knowledge	purpose
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	actual(ly)	earth	learn	quarter
			address	eight/eighth	length	question
			answer	enough	library	recent
			appear	exercise	material	regular
			arrive	experience	medicine	reign
			believe	experiment	mention	remember
			bicycle	extreme	minute	sentence
			breath	famous	natural	separate
			breathe	favourite	naughty	special
			build	February	notice	straight
			busy/business	forward(s)	occasion(ally)	strange
			calendar	fruit	often	strength
			caught	grammar	opposite	suppose
			centre	group	ordinary	surprise
			century	guard	particular	therefore
			certain	guide	peculiar	though/although
			circle	heard	perhaps	thought
			complete	heart	popular	through
			consider	height	position	various
			continue	history	possess(ion)	weight
			decide	imagine	possible	woman/women
			describe	increase	potatoes	
			different	important	pressure	
			difficult	interest	probably	
			disappear	island	promise	



Year 5 English- Learning Objectives and Knowledge Overview

Years 5 & 6 – Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading: Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing: Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing: Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- summarising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

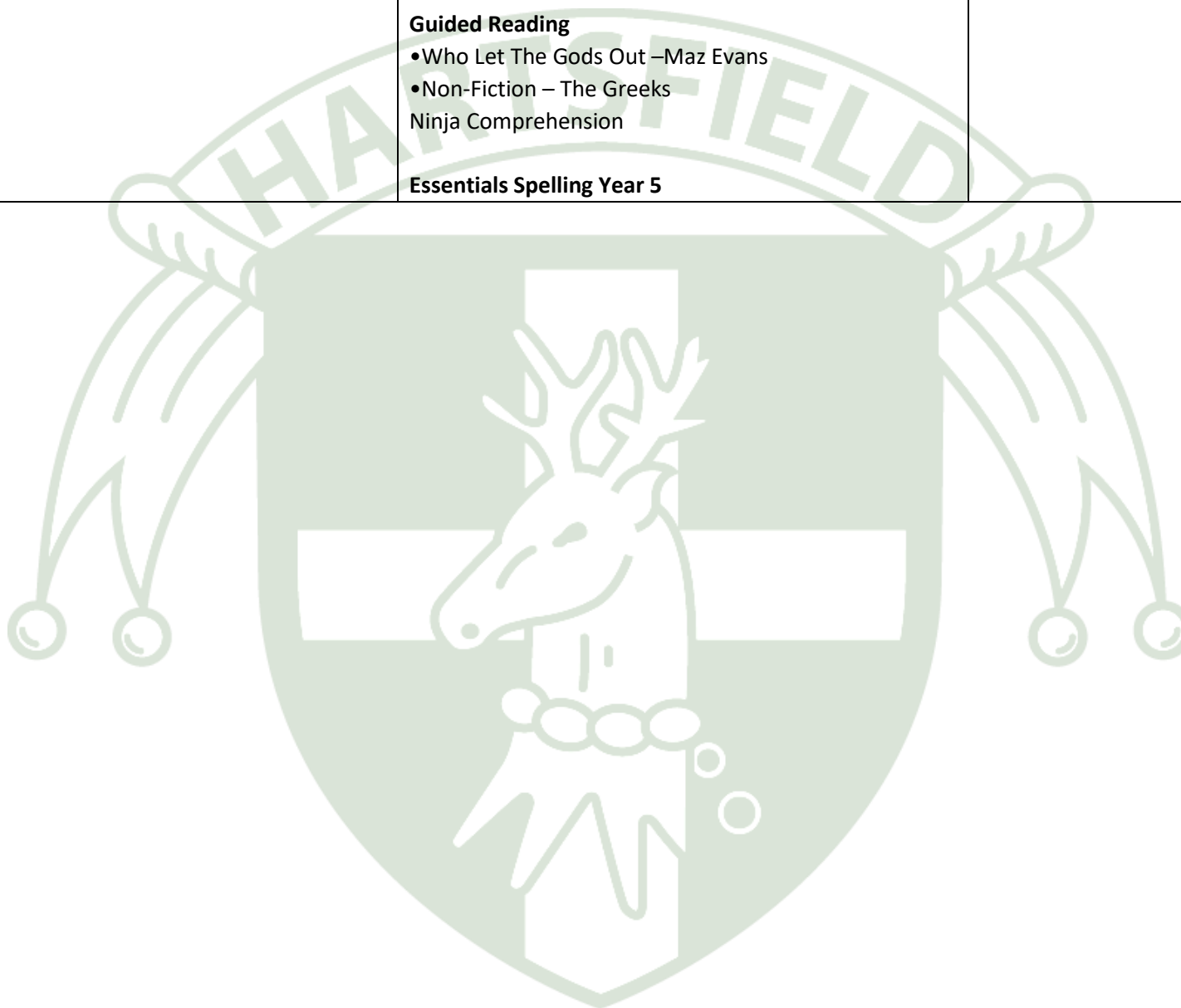
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 5 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Summer poetry •Mars Transmission •La Luna – Pixar short film •Pandora – Literacy Shed clip •Pie Corbett’s Magnificent Machines. •Road’s End – Short film by Bri Maya •Fingers on the back of the Neck – Margaret Mahy •Room 13 – Robert Swindell - Extract •The Hand – Extract •The Rain Player - David Wisniewski •Poetry – Wings – Pie Corbett •The Christmas story <p>Guided Reading</p> <ul style="list-style-type: none"> •The Boy at the Back of the Class – Onjali Rauf •Ninja Comprehension <p>Essentials Spelling Year 5</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Is screen use making children lazy? – The Write Stuff •The Trojan Horse •Fair Trade Persuasive Letter •Fair Trade Book –Juliana’s Bananas – Ruth Walton •Harry Kane Persuasive Letter •The Easter story <p>Biographies:</p> <ul style="list-style-type: none"> • Usain Bolt • Jurgan Klopp • Mary Anning • Andy Murray • David Walliams <p>Myths and Legends:</p> <ul style="list-style-type: none"> • King Arthur • Robin Hood • Ulysess and the Bag Window • Father Sky Mother Earth • The Greatest Flood • How fire came to Earth • The Boy who fell out of the sky • Stone Girl Bone Girl – Laurence Anholt • Performance Poetry – The Ant and The Grasshopper • A List of Small and Happy Things – Pie Corbett 	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by –</p> <ul style="list-style-type: none"> •Mediterranean / European Study •Treasure Island – Robert Louis Stevenson •Tom’s Midnight Garden – Philippa Pearce •Volcanoes •BBC Teach Clip – Mount Vesuvius <p>Poetry</p> <ul style="list-style-type: none"> • Cat Began – Andrew Matthews • Grace Nichols –You, Moon-Mad and Darkness and Light <p>Guided Reading</p> <ul style="list-style-type: none"> •There’s a Boy in Girls’ Bathroom – Louis Sachar •Ninja Comprehension <p>Essentials Spelling Year 5</p>

	Guided Reading <ul style="list-style-type: none">•Who Let The Gods Out –Maz Evans•Non-Fiction – The Greeks Ninja Comprehension Essentials Spelling Year 5	
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Year 5 Reading- Progression and Assessment

Year 5 Working Towards the expected standard

The pupil can:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Read further exception words.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation

In discussion with the teacher, the pupil can:

- Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Identify themes and conventions in a wide range of books.
- Drawing inferences from what has been read.
- Make predictions about what might happen from what has been read so far

Year 5 Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

Year 5 Working at a Greater Depth

The pupil can, in a book they are reading independently:

- Provide reasoned justifications for their views, linked to text.
- Participate in discussions about books building on their own and others' views and challenging views courteously.
- Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- Use scanning and text marking to find and identify key information.

Year 5 Writing- Progression and Assessment

Year 5 Working Towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4
- spell correctly common exception words and many words from Y3/4 spelling lists and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible
- write legibly.

Year 5 Working at the expected standard

The pupil can:

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere†
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list, * using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.

Year 5 Working at a Greater Depth- The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
 - sustain and develop ideas within paragraphs
- begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech).

Year 6 English- Learning Objectives and Knowledge Overview

Years 5 & 6 – Learning Objectives

Spoken Language

- 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading: Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing: Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing: Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- summarising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 6 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by :</p> <ul style="list-style-type: none"> •The Book of Butterflies •Letters From the Lighthouse – Emma Carroll •The Hairy Hands of Dartmoor •The Lighthouse - Literacy Shed •Flanders Field – Poem – John McCrae •We shall keep the Faith – Moira Micheal •For the Fallen – Laurence Binyon •Dolce et decorum est – Wilfred Owen •Rose Blanche – Christophe Gallaz and Roberto Innocent <p>Essentials Spelling Year 6</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by:</p> <p>The Highwayman - Alfred Noyes Holes – Louis Sachar The Day the Crayons Quit – Drew Dalwart</p> <p>Essentials Spelling Year 6</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by:</p> <p>‘The Piano’ (Literacy Shed animated short) - write stories with flashbacks</p> <ul style="list-style-type: none"> •Develop their speaking and listening skills by taking part in a Year Group Production. •Poetry performance for Leavers’ assembly •Present historical information about the Stone Age. •Non-fiction writing - residential write-up <p>Class reader: Wonder</p> <p>Essentials Spelling Year 6</p>

Year 6 Reading- Progression and Assessment

Year 6 Working Towards the expected standard

The pupil can:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Read further exception words.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation.

In discussion with the teacher, the pupil can:

- Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Identify themes and conventions in a wide range of books.
- Drawing inferences from what has been read.
- Make predictions about what might happen from what has been read so far

Year 6 Working at the expected standard

The pupil can:

- read age- appropriate1 books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books

Year 6 Working at a Greater Depth

The pupil can, in a book they are reading independently:

- Participate in discussions about books building on their own and others' views and challenging views courteously.
- Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- Use scanning and text marking to find and identify key information.
- Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
- Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
- Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.



Year 6 Writing- Progression and Assessment

Year 6 Working Towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters†
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly.

Year 6 Working at the expected standard

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech).

Year 6 Working at a greater Depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /fəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /f/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: <i>initial</i> , <i>financial</i> , <i>commercial</i> , <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /e/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence

Statutory requirements

Words ending in -able and -ible

Words ending in -ably and -ibly

Adding suffixes beginning with vowel letters to words ending in -fer

Use of the hyphen

Rules and guidance (non-statutory)

The **-able/-ably** endings are far more common than the **-ible/-ibly** endings. As with **-ant** and **-ance/-ancy**, the **-able** ending is used if there is a related word ending in **-ation**.

If the **-able** ending is added to a word ending in **-ce** or **-ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*) before the **a** of the **-able** ending.

The **-able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **-ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.

The **-ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).

The **r** is doubled if the **-fer** is still stressed when the ending is added.

The **r** is not doubled if the **-fer** is no longer stressed.

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

Example words (non-statutory)

adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), changeable, noticeable, forcible, legible

dependable, comfortable, understandable, reasonable, enjoyable, reliable

possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

co-ordinate, re-enter, co-operate, co-own

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling	Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. <u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).	advice/advise device/devise licence/license practice/practise prophecy/prophecy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough			
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight			

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

