



English curriculum

Intent

At Slaithwaite C.E J.I School we believe that the teaching of English is absolutely vital to the high-quality education that we provide. We endeavour to teach our pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others. We believe that through reading good literature pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually; reading exciting and inspiring literature enables pupils both to acquire knowledge, language and to build on what they already know. All the skills of language are essential to participating fully as a member of society and indeed our school.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment. At Slaithwaite we follow whole-heartedly. By providing excellent teaching and learning opportunities, we enable our pupils to experience and enjoy a rich curriculum which encourages all pupils to flourish at their own individual level.

We strive to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

At Slaithwaite C.E J. I. School English lies at the heart of all learning and across the curriculum. We provide engaging and enjoyable opportunities for

learners to develop and practise their literacy skills to enable them to become skilled communicators. The English curriculum at Slaithwaite C.E J.I. School is designed to follow National Curriculum guidelines. In order to help our pupils become educated citizens, we want to introduce them to the best that has been thought and said and help them to engender an appreciation of human creativity and achievement. To this end, throughout their primary school career, we introduce them to a number of well-known authors and texts. We immerse them in a world of vocabulary and language to enable them to speak confidently and articulately to children and adults alike. In English, they are encouraged to develop their imagination and creativity and are given many opportunities to develop these skills. We encourage them to express ideas and opinions, so that they are ready to go onto the next stage of their education with confidence in their own thoughts.

Reading

We believe that every child has the right to learn to read and our aim is for them to also develop a love of reading too. We promote enjoyment through the creative and engaging use of high-quality texts. Teachers aim to be reading role models in the way that they discuss and promote books as well as modelling reading for pleasure. They make careful selections both in the texts that they choose to use in the teaching of English and in those that they read aloud to pupils.

Children are read aloud to daily for fifteen minutes as well as during an assembly once a week. This not only allows children to encounter more demanding texts in a safe environment but also supports vocabulary growth.

Pupils are taught strategies to independently deduce the meaning of new words they encounter such as through considering context cues and exploring the morphology of words which allows for direct links to be made with spelling and grammar. Children also learn about the etymology of words and their relationships with other languages to help promote curious learners, a respect for other cultures and consolidates long-term learning.

In the early stages of reading, children's phonic knowledge is systemically developed in a fun, multi-sensory approach through discrete daily phonics sessions that follow the "Letters and Sounds" programme. Children are taught to decode the written word whilst building an understanding of comprehension alongside this - including in dedicated guided reading sessions. They have access to a wide range of books as we believe children become excellent, motivated readers through

being exposed to a rich range of authors and illustrators. Books are banded by their level of difficulty and children choose from an appropriate selection so they are always matched to a phonetically decodable book at their current level of reading development.

We support all our pupils and ensure that each child is challenged at their appropriate level and allow them access to a wide range of genres and themes of books exposing them to various authors and writing styles reflecting our drive to broaden their horizons, experiences and aspirations. Children are encouraged and - where necessary - supported, to become independent in their book choices.

All pupils have opportunities for differentiated shared reading and independent reading throughout the school day alongside working together in guided groups or as a whole class on detailed explorations of whole books and shorter texts. We strive for every pupil to leave us with the necessary skills to access the reading and vocabulary demands of the secondary curriculum and for them to be successful communicators throughout their lives. We believe that no child should be left behind or become a disenchanting reader so targeted interventions - both group and individual - are deployed appropriately, including using a number of resources. *LIST THEM?????*

Writing

We aim for all of our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and set out in an appropriate way. It is our hope for them that they will learn to enjoy writing, see the value of it and for them to leave us as confident, accomplished writers. We acknowledge the role that discussion and oral rehearsal plays in our understanding of the written word as well as the importance of teacher modelling of the writing process. Both of these aspects form an integral part of our teaching of writing through the "Talk for Writing" model which is implemented across the whole school. In this approach, children listen to and retell a variety of genres; learning some off by heart using actions. This helps them to internalise language patterns and learn new vocabulary giving them the confidence and tools to write themselves. Children first imitate, then innovate and finally invent their own version of a text. From early on in their learning journey, children explore a range of genres, see adults writing and experiment themselves through mark marking, symbols and conventional script. Through oral rehearsal, children learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

As they move through the school, children develop an understanding that writing is essential to thinking and learning but also enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. Powerful teaching techniques such as shared and guided writing mean children are exposed to high quality demonstration, exploration and discussion of the choices writers make. Children use the planning, drafting and editing process to improve their work and alongside effective feedback marking, are encouraged to become reflective, resilient learners.

We strongly believe in giving children first hand experiences to draw on information and emotions to enhance their learning and consequently make use of our local community regularly. Trips to local places of interest and visits from local figures are essential to provide an engaging starting point to enable the children to achieve high quality writing. We also feel that, wherever possible, children should write for a purpose and take pride in their learning; therefore we provide many opportunities for children to share their writing with the intended audience and to exhibit their work with the rest of our school community via prominent school displays.

We believe children require a secure understanding of spelling, punctuation and grammar to develop a true understanding of English and to be successful, so these concepts are taught discretely within English lessons in engaging ways. Through careful planning, teachers introduce new concepts in relation to the genre that the children are currently studying.

We also feel that children should be able to write with ease, speed and legibility so follow a consistent approach across the school to the teaching of handwriting.

Speaking and listening

Opportunities to develop and hone children's oracy skills are embedded not only in the English curriculum but also across the wider curriculum at Slaithwaite C.E J.I School. Teachers are resourceful in their planning of topics and look to include learning end points involving speaking and listening wherever possible such as through discussions, debates, performances and presentations. Children practise speaking for a variety of purposes and audiences, adapting their language appropriately as well as their intonation, tone, volume and actions, and are able to work individually or in small or larger groups with peers or older or younger children.

Differentiation

We recognise that in all classes and year groups there are children of widely different abilities in English. We seek to provide and plan for suitable learning opportunities for all children by matching the challenge of the task to the needs of the individual child. Resources and planning for learning, along with quality intervention allows our children to access the curriculum and make progress at their own level. Tasks which are open ended, personal and well monitored ensure our children enjoy their English at their own level.

SEND

By maintaining and ensuring we provide an inclusive learning environment, we strive to provide quality lessons which are accessible to all abilities. Multi-sensory approaches and resources which support individual needs are a key aspect to our teaching and learning here at Slaithwaite.

Mastery and Greater depth

Children can gain a greater level of understanding and achievement in English at Slaithwaite C.E J.I School due to the opportunities we provide as teachers and through a careful planned approach which supports and develops individual pupil needs. Children are always encouraged to "aim higher" and through our teaching and learning in English we aim to foster and create a learning environment which allows for this.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop

through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices - on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

A non-statutory *Glossary* is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Writing Progression at Slaithwaite C of E Junior and Infant School

	Year 1	Year2	Year3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	words containing each of the 40+ phonemes taught • common exception words the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sounds	learning to spell common exception words distinguishing between homophones and near-homophones segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	•spell further homophones • spell words that are often misspelt	spell further homophones • spell words that are often misspelt	• spell some words with 'silent' letters • 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	• spell some words with 'silent' letters • 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
Other word building spelling	•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 apply simple spelling rules	learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	• 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	sit correctly at a table, holding a pencil comfortably and correctly begin to form lowercase 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' and to practise these	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 lowercase letters use spacing between words that reflects the size of the letters.	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 increase the legibility, consistency and quality of their 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 unjoined. increase the legibility, consistency and quality of their handwriting	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	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

Contexts for writing		writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	saying out loud what they are going to write about composing a sentence orally before writing it	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices	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 <ul style="list-style-type: none"> precising 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 	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 <ul style="list-style-type: none"> precising 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
Editing writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation 	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 proofread for spelling and punctuation errors	<ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors 	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors 	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> 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 proofread for spelling and punctuation errors

Performing writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> 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 differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammar Terminology	<ul style="list-style-type: none"> letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma 	<ul style="list-style-type: none"> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, tense (past, present), apostrophe, comma (or 'speech marks') 	<ul style="list-style-type: none"> determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points

Reading Progression at Slaithwaite C of E Junior and Infant School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception word •read common suffixes (-s, -es, -ing, ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *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, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *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, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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
Range of Reading	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and nonfiction 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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *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 *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books

Familiarity with texts	*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	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*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	*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	*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 *identifying and discussing themes and conventions in and across a wide range of writing	*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 *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*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	*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
Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Understanding	*Drawing on what they already know or on background information and vocabulary provided by the teachers. *checking that the text makes sense to them as they read and correcting inaccurate reading	*Discussing the sequence of events in books and how items of information are related *Drawing on what they already know or on background information and vocabulary provided by the teachers *checking that the text makes sense to them as they read and correcting inaccurate reading	*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 *identifying main ideas drawn from more than one paragraph and summarising these	*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 *identifying main ideas drawn from more than one paragraph and summarising these	*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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*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	*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
Non- Fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from nonfiction	*retrieve and record information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing Reading	*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	participate in discussion about books, poems & other works that are read to them & 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	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide reasoned justifications for their views

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

What the National Curriculum requires in spoken language at KS1 and KS2

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Year 1 Curriculum

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical

structures, giving particular support to pupils whose oral language skills are insufficiently developed.

What the National Curriculum requires in reading at Y1

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.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:

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

Year 1 speaker	Year 1 reader -word reading	Year 1 comprehension
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can re-tell a well known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	<ul style="list-style-type: none"> • I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add -ing, -ed and -er to verbs. (Where no change is 	<ul style="list-style-type: none"> • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't.

	<p>needed to the root word)</p> <ul style="list-style-type: none"> I can read words of more than one syllable that contain taught GPCs. 	<ul style="list-style-type: none"> I can draw inferences from the text and/or the illustrations. (Beginning) I can make predictions about the events in the text.
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What the National Curriculum requires in writing at Y1

Writing - transcription

- spell:
 - 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, quicker, quickest]
- apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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

- write sentences by:
 - 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.

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum 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.

Appendix 2 Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives

Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 Transcript	Year 1 Composition	Year 1 Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can identify known phonemes in unfamiliar words. • I can use syllables to divide words when spelling. • I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. • I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • I can name all the letters of the alphabet in order. • I can use letter names to show alternative spellings of the same phoneme. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> • I can compose a sentence orally before writing it. • I can sequence sentences in chronological order to recount and event or experience. • I can re-read what I have written to check that it makes sense. • I leave spaces between words. • I know how the prefix 'un' can be added to words to change meaning. • I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing. 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can combine words to make a sentence. • I can join two sentences using 'and'. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I can sequence sentences to form a narrative. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can separate words using finger spaces. • I can use capital letters to start a sentence. • I can use a full stop to end a sentence. • I can use a question mark. • I can use an exclamation mark. • I can use capital letters for names. • I can use 'I'.

<ul style="list-style-type: none"> • I can form lower case letters in the correct direction, starting and finishing in the right place. • I can form capital letters and digits 0-9. 		
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KS1 Year 2 Curriculum

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently

advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

What the National Curriculum requires in reading at Y2

Word reading

- 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.

Comprehension

- 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.

Year 2 Speaker	Year 2-word reader	Year 2 Comprehension
<ul style="list-style-type: none"> • I can ask question to get more information and clarify meaning. 	<ul style="list-style-type: none"> • I can decode automatically and fluently. • I can blend sounds in words that contain the 	<ul style="list-style-type: none"> • I can talk about and give an opinion on a range of texts. • I can discuss the sequence of

<ul style="list-style-type: none"> • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<p>graphemes we have learnt.</p> <ul style="list-style-type: none"> • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read common exception words. • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence. 	<p>events in books and how they relate to each other.</p> <ul style="list-style-type: none"> • I use prior knowledge, including context and vocabulary, to understand texts. • I can retell stories, including fairy stories and traditional tales. • I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense. • I can find recurring language in stories and poems. • I can talk about my favourite words and phrases in stories and poems. • I can recite some poems by heart, with appropriate intonation. • I can answer and ask questions. • I can make predictions based
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		<p>on what I have read.</p> <ul style="list-style-type: none"> • I can draw (simple) inferences from illustrations, events, characters' actions and speech.
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What the National Curriculum requires in writing at Y2

Writing - transcription

- 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 Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- 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

- 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

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum 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.

Appendix 2 Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2 Transcription	Year 2 Composition	Year 2 Grammar and punctuation
<u>Spelling</u> <ul style="list-style-type: none"> I can segment spoken words into phonemes 	<ul style="list-style-type: none"> I can write narratives about personal experiences and those of others, 	<u>Sentence structure</u> <ul style="list-style-type: none"> I can use subordination and co-ordination.

<p>and record these as graphemes.</p> <ul style="list-style-type: none"> • I can spell words with alternatives spellings, including a few common homophones. • I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • I can identify phonemes in unfamiliar words and use syllables to divide words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can form lower-case letters of the correct size relative to one another. • I can begin to use some of the diagonal and horizontal strokes needed to join letters. • I show that I know which letters are best left unjoined. 	<p>both real and fictional.</p> <ul style="list-style-type: none"> • I can write for different purposes, including real events. • I can plan and discuss the content of writing and record my ideas. • I am able to orally rehearse structured sentences or sequences of sentences. • I can evaluate my own writing independently, with friends and with an adult. • I can proof-read to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • I can use expanded noun phrases. • I can say how the grammatical patterns in a sentence indicate its function. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I consistently use the present tense and past tense correctly. • I can use the progressive forms of verbs in the present and past tense. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • I correctly use question marks and exclamation marks, • I can use commas to separate items in a list. • I can use apostrophes to show where letters are missing and to mark singular possession in nouns.
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<ul style="list-style-type: none"> • I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • I use spacing between 		
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Lower KS2 curriculum Years 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be

consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

What the National Curriculum requires in reading at Y3 and Y4

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the National Curriculum, 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.

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.

Year 3 Speaker	Year 3 word reader	Year 3 Comprehension
<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make 	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> • I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring a

<p>relevant comments.</p> <ul style="list-style-type: none"> • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate. 		<p>characters' feelings, thoughts and motives from their actions.</p> <ul style="list-style-type: none"> • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
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Year 4 Speaker	Year 4 word reader	Year 4 Comprehension
<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I can sequence, develop and communicate ideas in an organised and 	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • I know which books to select for specific purposes, especially in relation to science, geography and history learning.

<p>logical way, always using complete sentences.</p> <ul style="list-style-type: none"> • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly). • I show that I know that language choices vary in different contexts. • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I can justify an answer by giving evidence. • I use Standard English when it is required. • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting 	<ul style="list-style-type: none"> • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify the (simple) themes in texts. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can explain the meaning of words in context. • I can ask relevant questions to improve my understanding of a text. • I can infer meanings and begin to justify
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<p>expression and tone.</p>		<p>them with evidence from the text.</p> <ul style="list-style-type: none">• I can predict what might happen from details stated and from the information I have deduced.• I can identify where a writer has used precise word choices for effect to impact on the reader.• I can identify some text type organisational features, for example, narrative, explanation and persuasion.• I can retrieve information from non-fiction texts.• I can build on others' ideas and opinions about a text in discussion
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What the National Curriculum requires in writing at Y3 and Y4

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.

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 unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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 and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - see Appendix 2 of the National Curriculum
 - 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 and 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.

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum 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.

Appendix 2 Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Appendix 2 Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark

	plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 3 Transcription	Year 3 Composition	Year 3 Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can spell words with additional prefixes and suffixes and understand how to add them to root words. • I recognise and spell homophones. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can spell words correctly which are in a family. • I can spell the commonly misspelt words from the Y3/4 word list. • I can identify the root in longer words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I use the diagonal and horizontal strokes that are 	<p>Composition</p> <ul style="list-style-type: none"> • I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. • I can compose sentences using a wider range of structures. • I can write a narrative with a clear structure, setting, characters and plot. • I can write non-narrative using simple organisational devices such as headings and sub-headings. • I can suggest improvements to my own writing and that of others. • I can make improvements to grammar, 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I am starting to use paragraphs. • I can use headings and sub headings. • I can use the present perfect form of verbs instead of the simple past. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use inverted commas to punctuate direct speech.

<p>needed to join letters.</p> <ul style="list-style-type: none"> • I understand which letters should be left unjoined. 	<p>vocabulary and punctuation.</p> <ul style="list-style-type: none"> • I use a range of sentences with more than one clause by using a range of conjunctions. • I use the perfect form of verbs to mark the relationship of time and cause. • I can proof-read to check for errors in spelling and punctuation 	
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Year 4 writer

Year 4 Transcription	Year 4 Composition	Year 4 Grammar and Punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can spell words with prefixes and suffixes and can add them to root words. • I can recognise and spell homophones. • I can use the first two or three letters of a word to check a spelling in a dictionary. • I can spell the commonly misspelt words from 	<ul style="list-style-type: none"> • I can compose sentences using a range of sentence structures. • I can orally rehearse a sentence or a sequence of sentences. • I can write a narrative with a clear structure, setting and plot. • I can improve my writing by changing grammar and vocabulary to 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • I can use fronted adverbials. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I can write in paragraphs.

<p>the Y3/4 word list.</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined. <p>My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>improve consistency.</p> <ul style="list-style-type: none"> • I use a range of sentences which have more than one clause. • I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • I can use direct speech in my writing and punctuate it correctly. 	<ul style="list-style-type: none"> • I make an appropriate choice of pronoun and noun within and across sentences. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use inverted commas and other punctuation to indicate direct speech. • I can use apostrophes to mark plural possession. • I use commas after fronted adverbials.
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What the National Curriculum requires in reading at Y5 and Y6

Word reading

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

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.

Year 5 Speaker	Year 5 Word reader	Year 5 Comprehension
<ul style="list-style-type: none"> • I can engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I can develop my ideas and opinions, providing relevant detail. • I can express my point of view. • I show that I understand the main points, including implied meanings in a discussion. • I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. • I use Standard English in formal situations. • I am beginning to use hypothetical language to 	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • I can re-read and read ahead to check for meaning 	<ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • I can identify significant ideas, events and characters; and discuss their significance. • I can recite poems by heart, e.g. narrative verse, haiku. • I can prepare poems and plays to read aloud and to perform, showing

<p>consider more than one possible outcome or solution.</p> <ul style="list-style-type: none"> • I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. • I begin to select the appropriate register according to the context. 		<p>understanding through intonation, tone, volume and action.</p>
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Year 6 speaker	Year 6 word reader	Year 6 Comprehension
<ul style="list-style-type: none"> • I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I ask questions to develop ideas and take account of others' views. 	<ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce 	<ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

<ul style="list-style-type: none"> • I explain ideas and opinions giving reasons and evidence. • I take an active part in discussions and can take on different roles. • I listen to, and consider the opinions of, others in discussions. • I make contributions to discussions, evaluating others' ideas and respond to them. • I can sustain and argue a point of view in a debate, using the formal language of persuasion. • I can express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that is matched to the context. 	<p>words correctly, e.g. <u>arachnophobia</u>.</p> <ul style="list-style-type: none"> • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • I can read fluently, using punctuation to inform meaning. 	<ul style="list-style-type: none"> • I can read books that are structured in different ways. • I can recognise texts that contain features from more than one text type. • I can evaluate how effectively texts are structured and presented. • I can read non-fiction texts to help with my learning. • I read accurately and check that I understand. • I can recommend books to others and give reasons for my recommendation. • I can identify themes in texts. • I can identify and discuss the conventions in different text types. • I can identify the key points in a text. • I can recite a range of poems by heart, e.g. narrative verse, sonnet. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation,
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<ul style="list-style-type: none"> • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. 		<p>tone, volume and action.</p>
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What the National Curriculum requires in writing at Y5 and Y6

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

Handwriting

- 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
 - précisising 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.

Vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in Appendix 2 of the National Curriculum 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.

Appendix 2 Year 5: Detail of content to be introduced (statutory requirement)	
word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating

	degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Appendix 2 Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of

	adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 Transcription	Year 5 Composition	Year 5 Grammar and Punctuation
<u>Spelling</u> <ul style="list-style-type: none"> I can form verbs with prefixes. I can convert nouns or adjectives into verbs by adding a suffix. I understand the rules for adding prefixes and suffixes. I can spell words with silent letters. 	<ul style="list-style-type: none"> I can discuss the audience and purpose of the writing. I can start sentences in different ways. I can use the correct features and sentence structure matched to the text type we are working on. I can develop characters 	<u>Sentence structure</u> <ul style="list-style-type: none"> I can use relative clauses. I can use adverbs or modal verbs to indicate a degree of possibility. <u>Text structure</u> <ul style="list-style-type: none"> I can build cohesion between paragraphs.

<ul style="list-style-type: none"> • I can distinguish between homophones and other words which are often confused. • I can spell the commonly misspelt words from the Y5/6 word list. • I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. • I can use a thesaurus. • I can use a range of spelling strategies. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can choose the style of handwriting to use when given a choice. • I can choose the handwriting that is best suited for a specific task. 	<p>through action and dialogue.</p> <ul style="list-style-type: none"> • I can establish a viewpoint as the writer through commenting on characters and events. • I can use grammar and vocabulary to create an impact on the reader. • I can use stylistic devices to create effects in writing. • I can add well-chosen detail to interest the reader. • I can summarise a paragraph. • I can organise my writing into paragraphs to show different information or events. 	<ul style="list-style-type: none"> • I can use adverbials to link paragraphs. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use brackets, dashes and commas to indicate parenthesis. • I can use commas to clarify meaning or avoid ambiguity.
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Year 6 Transcription	Year 6 composition	Year 6 Grammar and Punctuation
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Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly misspelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity

	<ul style="list-style-type: none">• I can sustain and develop ideas logically in narrative and non-narrative writing.• I can use character, dialogue and action to advance events in narrative writing.• I can summarise a text, conveying key information in writing.	
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