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**English Policy**

**Purpose of Study**

English has a pre-eminent place in education and in society. A high- quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build n what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read or write fluently and confidently are effectively disenfranchised.

**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. The national curriculum for English aims 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, 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, adopting 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.

**Subject Content**

**School curriculum**

We as a school are only required to teach the relevant programme of study by the end of the key stage. Within each key stage, we as a school, therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, we as a school can introduce key stage content during an earlier key stage, if appropriate.

**Foundation Stage**

The programme of study for the Foundation stage is set out in the EYFS Framework. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Spoken Language**

The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for the developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements can be found in Appendix 1 – Programmes of study

**Reading**

The Programme of Study for reading at Key Stages 1 and 2 consists of 2 dimensions:

* Word reading
* Comprehension

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

Skilled word reading involves both the speedy working out f thee 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 the spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school.

**Phonics**

All children from Class R to Year 3 will receive regular, daily phonics lessons.

They will be planned and delivered to match each child’s individual needs.

In order for this to be successful the class teachers will follow a structured, differentiated programme based on prior assessment.

**Phonics Planning**

Each class teacher will follow the Phonics Play Scheme and differentiate groups according to need.

Each group will follow the same format of lessons. i.e.

Revisit

Teach

Practice

Apply

Lessons will take place every day and identified on planning.

**Phonics Teaching**

An agreed, consistent, set of actions to letters and sounds is to be used by all class teachers and teaching assistants.

Children will be grouped according to need and work with Class teachers and TAs.

Teaching approaches will address both the visual, aural and kinaesthetic learners.

**Comprehension**

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 often increases pupils’ vocabulary because they encounter words they word rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious minds.

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

**Writing**

The Programmes of study for writing at Key Stage s 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 spelling structure of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for the 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 and Punctuation**

These areas are specifically addressed in 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 relationship 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 the meanings of unknown words and words with more than one meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English.

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.

**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 accompanying programme of study – Appendix 1

**Opportunities for Personal, Social Health Education**

Role play, drama and debate all lend themselves to this area of the curriculum.

In addition we encourage, wherever possible, opportunities for cross curricular writing.

**How is English taught throughout the school?**

Reading

A daily record is kept of children reading at home and school.

We use the Oxford Reading Scheme as a core reading scheme and supplement this with Collins Big Cats, Story World and Floppy’s Phonics.

Each week an identified period is given for guided reading and planned against the criteria set out in the programmes of study.

Each week identified English lesson address language and text type features of specific genre to be studied.

See Appendix 3- Long term planning

Writing

Daily English lessons are planned for against writing objectives as set out in the programmes of study.

Every 2 weeks teachers planed extended writing session.

Opportunities for cross curricular writing are encouraged to reinforce writing for different audiences and occasions.

**Grammar and Punctuation**

Regular Grammar and Punctuation are planned for and identified on planning according to the programme of study.

**Spelling**

Spellings are given as part of the children’s homework. These are differentiated according to the children’s needs and abilities.

Spelling lists include those words set out in the programme of study along with relevant topic words and maths vocabulary.

**Displays**

All classrooms should have a display of children’s writing relating to current English, cross curricular work or to targets specific to each year group / class needs.

**Inclusion and Equal Opportunities**

At our school we teach English to all children, whatever their ability. All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within English, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children’s needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific English related targets where a priority is appropriate.

**Assessment & Reporting**

See Appendix 2 - Assessment Grids

* Spelling tests weekly, Years 1-6
* Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.
* SAT’s – These take place in Years 2 and 6 and are analysed to inform planning. They are also used to report a level for English and Maths, to parents at the end of the school academic year.
* Marking and presentation – See section below.

Teachers are expected to adhere to the schools presentation policy when guiding children as to how to present their work. We assess children’s work in English by making informal judgements as we observe them during each English lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The English subject leader keeps samples of children’s work in a portfolio. These demonstrate what the expected end of year outcomes are in English for each year group.

**Homework**

**Refer to homework policy**

All children in Key stage 1 and 2 are given spellings to learn every week. These are differentiated according to need.

An English piece of homework is also set for children and will relate to either grammar, comprehension or text type that they are studying.

**Assessment & Reporting of phonics**

Children are assessed initially on entry in Class R and then tracked termly.

Children in year 1 will complete the Phonics Check in June and the results reported to parents in the end of year report.

For those children not passing the Phonics Check in Year 1 they will repeat the test in Year 2.

**Resources**

The school is well resourced for the teaching of English. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of English; however resources include materials from Scholastic, Nelson, Rising Stars and Collins.

**Monitoring and Review**

Monitoring of the standards of children’s work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the English subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The monitoring and review is completed through book scrutiny, lesson observations, pupil perceptions, staff discussions, training and audit of resources.

**Policy Review**

This policy was written September 2014 by the English Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1 Programme of study

**Year 1**

Spoken language

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 programme of study

| Reading – word reading |
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| Statutory requirements |
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| Pupils should be taught to:   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading. |

| Reading – comprehension |
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| Statutory requirements |
| --- |
| Pupils should be taught to:   * 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. |

| Writing – transcription |
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| Statutory requirements |
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| Spelling (see [English Appendix 1](#EnglishAppendix1Spelling)) Pupils should be taught to:   * 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, *–*erand *–*est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply simple spelling rules and guidance, as listed in [English Appendix 1](#EnglishAppendix1Spelling) * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. |
| Writing – composition |
| Statutory requirements | |
| Pupils should be taught to:   * 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. | |

| Appendix 1Spelling – work for year 1 |
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| Revision of reception work |
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| Statutory requirements |
| The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:   * all letters of the alphabet and the sounds which they most commonly represent * consonant digraphs which have been taught and the sounds which they represent * vowel digraphs which have been taught and the sounds which they represent * the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds * words with adjacent consonants * guidance and rules which have been taught |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck |  | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes. | off, well, miss, buzz, back |
| The /ŋ/ sound spelt n before k |  |  | bank, think, honk, sunk |
| Division of words into syllables |  | Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | pocket, rabbit, carrot, thunder, sunset |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| -tch |  | The /tʃ/ sound is usually spelt as **tch** if it comes straightafter a single vowel letter. **Exceptions**: rich, which, much, such. | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words |  | English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the ‘v’. | have, live, give |
| Adding s and es to words (plural of nouns and the third person singular of verbs) |  | If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as **–es**. | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word |  | **–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does.  The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**.  If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding –er and –est to adjectives where no change is needed to the root word |  | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

### Vowel digraphs and trigraphs

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

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| ai, oi |  | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraid oil, join, coin, point, soil |
| ay, oy |  | **ay** and **oy** are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay boy, toy, enjoy, annoy |
| a–e |  |  | made, came, same, take, safe |
| e–e |  |  | these, theme, complete |
| i–e |  |  | five, ride, like, time, side |
| o–e |  |  | home, those, woke, hope, hole |
| u–e |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**. | June, rule, rude, use, tube, tune |
| ar |  |  | car, start, park, arm, garden |
| ee |  |  | see, tree, green, meet, week |
| ea (/i:/) |  |  | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) |  |  | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) |  |  | (stressed sound): her, term, verb, person |
| er (/ə/) |  |  | (unstressed *schwa* sound): better, under, summer, winter, sister |
| ir |  |  | girl, bird, shirt, first, third |
| ur |  |  | turn, hurt, church, burst, Thursday |

| Vowel digraphs and trigraphs |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| oo (/u:/) |  | Very few words end with the letters **oo**,although the few that do are often words that primary children in year 1 will encounter, for example, *zoo* | food, pool, moon, zoo, soon |
| oo (/ʊ/) |  |  | book, took, foot, wood, good |
| oa |  | The digraph **oa** is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe |  |  | toe, goes |
| ou |  | The only common English word ending in **ou** is *you*. | out, about, mouth, around, sound |
| ow (/aʊ/)  ow (/əʊ/)  ue  ew |  | Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew***.* If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**. | now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw |
| ie (/aɪ/) |  |  | lie, tie, pie, cried, tried, dried |
| ie (/i:/) |  |  | chief, field, thief |
| igh |  |  | high, night, light, bright, right |
| or |  |  | for, short, born, horse, morning |
| ore |  |  | more, score, before, wore, shore |
| aw |  |  | saw, draw, yawn, crawl |
| au |  |  | author, August, dinosaur, astronaut |
| air |  |  | air, fair, pair, hair, chair |
| ear |  |  | dear, hear, beard, near, year |
| ear (/ɛə/) |  |  | bear, pear, wear |
| are (/ɛə/) |  |  | bare, dare, care, share, scared |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Words ending –y (/i:/ or /ɪ/) |  |  | very, happy, funny, party, family |
| New consonant spellings ph and wh |  | The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*). | dolphin, alphabet, phonics, elephant when, where, which, wheel, while |
| Using k for the /k/ sound |  | The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**. | Kent, sketch, kit, skin, frisky |
| Adding the prefix –un |  | The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word. | unhappy, undo, unload, unfair, unlock |
| Compound words |  | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard, bedroom, blackberry |
| Common exception words |  | Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used |

## Appendix 2 Vocabulary, grammar and punctuation – Year 1

| 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 2**

Spoken language

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 2 programme of study

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

| Reading – comprehension |
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| Statutory requirements |
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| Pupils should be taught to:   * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |

| Writing – transcription |
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| Statutory requirements |
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| Spelling (see [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling)) Pupils should be taught to:   * spell by: * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones * learning to spell common exception words * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly |
| * apply spelling rules and guidance, as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling) * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Statutory requirements |

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| **Handwriting**  Pupils should be taught to:   * form lower-case letters of the correct size relative to one another * start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * use spacing between words that reflects the size of the letters. |
| Writing – composition |

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

| Writing – vocabulary, grammar and punctuation |
| --- |

| Statutory requirements |
| --- |
| Pupils should be taught to:   * develop their understanding of the concepts set out in [English Appendix 2](#EnglishAppendix2Vocabulary) 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 1 Spelling – work for year 2 |
| --- |

| Revision of work from year 1 |
| --- |

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

| New work for year 2 |
| --- |

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

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

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

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) | |
| --- | --- | --- | --- | --- |
| Homophones and near-homophones |  | It is important to know the difference in meaning between homophones. | there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight | |
| Common exception words |  | Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.  *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. | door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.  **Note:** ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’. | |
| English Appendix 2: Vocabulary, grammar and punctuation | | | |

|  |  |
| --- | --- |
| **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** formof **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 3 and 4**

Spoken language

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.

## Years 3 and 4 programme of study

| Reading – word reading |
| --- |

| Statutory requirements |
| --- |
| Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |

| Reading – comprehension |
| --- |
| Statutory requirements |
| Pupils should be taught to:   * develop positive attitudes to reading and understanding of what they read by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books |
| * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |

| Writing – transcription |
| --- |

| Statutory requirements |
| --- |
| Spelling (see [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling)) Pupils should be taught to:   * 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. |

| Notes and guidance (non-statutory) |
| --- |
| Pupils should learn to spell new words correctly and have plenty of practice in spelling them.  As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary)).  Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. |

| Statutory requirements |
| --- |
| **Handwriting**  Pupils should be taught to:   * 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 |
| --- |

| Statutory requirements |
| --- |
| Pupils should be taught to:   * 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 ([[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary)) * 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. |

| Writing – vocabulary, grammar and punctuation |
| --- |

| Statutory requirements |
| --- |
| Pupils should be taught to:   * develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) 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 1Spelling – work for years 3 and 4 |
| --- |

| Revision of work from years 1 and 2 |
| --- |

Pay special attention to the rules for adding suffixes.

| New work for years 3 and 4 |
| --- |

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

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

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
|  |  | **Exceptions**:  (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. | happily, angrily |
|  |  | (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. | gently, simply, humbly, nobly |
|  |  | (3) If the root word ends with **–ic**,  **–ally** is added rather than just **–ly**, except in the word *publicly*. | basically, frantically, dramatically |
|  |  | (4) The words *truly*, *duly*, *wholly.* |  |
| Words with endings sounding like /ʒə/ or /tʃə/ |  | The ending sounding like **/**ʒə**/** is always spelt –**sure**.  The ending sounding like **/**tʃə**/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.* | measure, treasure, pleasure, enclosure  creature, furniture, picture, nature, adventure |
| Endings which sound like /ʒən/ |  | If the ending sounds like **/**ʒən**/**, it is spelt as **–sion**. | division, invasion, confusion, decision, collision, television |
| The suffix –ous |  | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word.  **–our** is changed to **–or** before **–ous** is added.  A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the  **–ous** ending, it is usually spelt as **i**, but a few words have **e**. | poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous  humorous, glamorous, vigorous  courageous, outrageous  serious, obvious, curious hideous, spontaneous, courteous |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian |  | Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.  **–tion** is the most common spelling. It is used if the root word ends in **t** or **te**.  **–ssion** is used if the root word ends in **ss** or –**mit**.  **–sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*  **–cian** is used if the root word ends in **c** or **cs**. | invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission  expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician |
| Words with the /k/ sound spelt ch (Greek in origin) |  |  | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) |  |  | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) |  |  | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) |  | In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/. | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey |  |  | vein, weigh, eight, neighbour, they, obey |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Possessive apostrophe with plural words |  | The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in  **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children’s*). | girls’, boys’, babies’, children’s, men’s, mice’s  (**Note:** singular proper nouns ending in an *s* use the ’s suffix e.g. Cyprus’s population) |
| Homophones and near-homophones |  |  | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |

| Word list – years 3 and 4 |
| --- |

|  |  |  |
| --- | --- | --- |
| accident(ally)  actual(ly)  address  answer  appear  arrive  believe  bicycle  breath  breathe  build  busy/business  calendar  caught  centre  century  certain  circle  complete  consider  continue  decide  describe  different  difficult  disappear  early  earth  eight/eighth  enough  exercise  experience  experiment  extreme  famous  favourite  February  forward(s)  fruit |  |  |

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought

through

**English Appendix 2: Vocabulary, grammar and punctuation**

| 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’) |

| 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 5&6**

Spoken language

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.

| Reading – word reading |
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| Statutory requirements |
| --- |
| Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words that they meet. |

| Notes and guidance (non-statutory) |
| --- |
| At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.  Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.  When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. |

| Reading – comprehension |
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| Statutory requirements |
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| Pupils should be taught to:   * maintain positive attitudes to reading and understanding of what they read by: * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
| * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience * understand what they read by: * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary * provide reasoned justifications for their views. |

| Writing – transcription |
| --- |

| Statutory requirements |
| --- |
| Spelling(see [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling)) Pupils should be taught to:   * 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. |

| Statutory requirements |
| --- |
| **Handwriting and presentation**  Pupils should be taught to:   * 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 |
| --- |

| Statutory requirements |
| --- |
| Pupils should be taught to:   * 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 * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * evaluate and edit by: * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors |
| * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |

| Writing – vocabulary, grammar and punctuation |
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| Statutory requirements |
| --- |
| Pupils should be taught to:   * develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) 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, thator 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. |

| Spelling – years 5 and 6 |
| --- |

| Revise work done in previous years |
| --- |

| New work for years 5 and 6 |
| --- |

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

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Words ending in –able and  –ible  Words ending in –ably and  –ibly |  | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.  As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.  If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their ‘hard’ sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.  The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.  The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | adorable/adorably (adoration),  applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)  changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Adding suffixes beginning with vowel letters to words ending in –fer |  | The **r** is doubled if the **–fer** is still stressed when the ending is added.  The **r** is not doubled if the **–fer** is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferred  reference, referee, preference, transference |
| Use of the hyphen |  | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter,  co-operate, co-own |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Words with the /i:/ sound spelt ei after c |  | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.  **Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | deceive, conceive, receive, perceive, ceiling |
| Words containing the letter-string ough |  | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought  rough, tough, enough  cough  though, although, dough  through  thorough, borough  plough, bough |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |  | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |

| Statutory requirements |  | Rules and guidance (non‑statutory) | Example words (non‑statutory) |
| --- | --- | --- | --- |
| Homophones and other words that are often confused |  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.  More examples:  aisle: a gangway between seats (in a church, train, plane). isle: an island.  aloud: out loud. allowed: permitted.  affect: usually a verb (e.g. *The weather may affect our plans*). effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means ‘bring about’ (e.g. *He will effect changes in the running of the business*).  altar: a table-like piece of furniture in a church. alter: to change.  ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*). | advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy  farther: further father: a male parent  guessed: past tense of the verb *guess* guest: visitor  heard: past tense of the verb *hear* herd: a group of animals  led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)  morning: before noon mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb ‘pass’ (e.g. *I passed him in the road*)  precede: go in front of or before proceed: go on |

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

| Word list – years 5 and 6 |
| --- |

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience\*

conscious\*

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (–ped, –ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht

| 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 |

**English Appendix 2: Vocabulary, grammar and punctuation**

| 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 |

Appendix 2

Assessment Grids

Reading Objectives

Year 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Objective | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| RW1 | To apply phonic knowledge and skills to decode words |  |  |  |  |  |  |
| RW2 | To respond speedily with the correct sound to all graphemes and phonemes including alternative sounds for graphemes |  |  |  |  |  |  |
| RW3 | To read accurately by blending sounds in unfamiliar words containing sounds they have been taught |  |  |  |  |  |  |
| RW4 | To read common exception words |  |  |  |  |  |  |
| RW5 | To read words containing GPCs and –s, -es, -ing, -ed, -er and est endings |  |  |  |  |  |  |
| RW6 | To read other words of more than one syllable that contain taught GPCs |  |  |  |  |  |  |
| RW7 | To read words with contractions and understand that the apostrophe represents and omitted letter |  |  |  |  |  |  |
| RW8 | To read aloud accurately books consistent with their phonic knowledge fluently |  |  |  |  |  |  |
| RW9 | To re read books to build up fluency and confidence |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| RC1 | To listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently |  |  |  |  |  |  |
| RC2 | To be encouraged to link what they read or hear read to their own experiences |  |  |  |  |  |  |
| RC3 | To become very familiar with key stories, fairy stories and traditional tales by retelling them and considering their particular characteristics. |  |  |  |  |  |  |
| RC4 | To recognise and join in with predictable phrases |  |  |  |  |  |  |
| RC5 | To appreciate rhymes in poems and to recite some by heart |  |  |  |  |  |  |
| RC6 | To discuss word meanings, linking new meanings to those already known |  |  |  |  |  |  |
| RC7 | To understand books read and listened to by drawing on what they already know or on background information and vocabulary given by CT |  |  |  |  |  |  |
| RC8 | To understand books read and listened to by checking that the text makes sense to them as they read ad correct inaccurate reading |  |  |  |  |  |  |
| RC9 | To understand books read and listened to by discussing the significance of the title and events |  |  |  |  |  |  |
| RC10 | To understand books read and listened to by making inferences on the basis of what is being said and done. |  |  |  |  |  |  |
| RC11 | To understand books read and listened to by predicting what might happen on the basis of what has been read so far |  |  |  |  |  |  |
| RC12 | To participate in discussion about what is read to them and taking turns and listening to what others say |  |  |  |  |  |  |
| RC13 | To explain clearly their understanding of what is read to them. |  |  |  |  |  |  |

Reading Objectives

Year 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Objective | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| RW1 | To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent |  |  |  |  |  |  |
| RW2 | To read accurately by blending sounds in words containing sounds they have been taught so far especially recognising alternative sounds for graphemes |  |  |  |  |  |  |
| RW3 | To read accurately words of 2 or more syllables that contain the same graphemes as above |  |  |  |  |  |  |
| RW4 | To read words containing common suffixes |  |  |  |  |  |  |
| RW5 | To read further common exception words noting unusual correspondences between spelling and sound when they occur |  |  |  |  |  |  |
| RW6 | To read most common words quickly and accurately ( without overt sounding and blending) after encountering them frequently |  |  |  |  |  |  |
| RW7 | To read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation |  |  |  |  |  |  |
| RW8 | To re read above books to build up fluency and confidence in word reading |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| RC1 | To listen to, discuss and express view about a wide range of contemporary and classic poems, stories and nonfiction at a level beyond that at which they can read independently |  |  |  |  |  |  |
| RC2 | To discuss the sequence of events in books and how in terms of information they are related |  |  |  |  |  |  |
| RC3 | To become increasingly familiar with a wider range of stories, fairy stories and traditional tales by retelling them and considering their particular characteristics. |  |  |  |  |  |  |
| RC4 | To become familiar with nonfiction books that are structured in different ways |  |  |  |  |  |  |
| RC5 | To recognise simple recurring literary language in stories and poetry |  |  |  |  |  |  |
| RC6 | To discuss and clarify the meaning of words, linking new meanings to known vocabulary |  |  |  |  |  |  |
| RC7 | To discuss their favourite words and phrases |  |  |  |  |  |  |
| RC8 | To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear |  |  |  |  |  |  |
| RC9 | To understand books read and listened to by drawing on what they already know or on background information and vocabulary given by the class teacher |  |  |  |  |  |  |
| RC10 | To understand books read and listened to by making checking that the text makes sense to them as they read and correcting inaccurate reading. |  |  |  |  |  |  |
| RC11 | To understand books read and listened to by making inferences on the basis of what is being said and done. |  |  |  |  |  |  |
| RC12 | To understand books read and listened to by answering and asking questions. |  |  |  |  |  |  |
| RC13 | To predict what might happen on the basis of what has been read so far. |  |  |  |  |  |  |
| RC14 | To discuss books poems and other works that are read to them and those they read themselves taking turns and listening to what others say |  |  |  |  |  |  |
| RC15 | To explain and discuss their understanding of books poems and other material,l both those that they listen to and read for themselves |  |  |  |  |  |  |



Reading Objectives

Year 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Objective | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| RW1 | To apply their knowledge of root words, prefixes and suffixes- Appendix 1. Read aloud and understand the meaning of new words |  |  |  |  |  |  |
| RW2 | To read further exception words, noting unusual correspondence between spelling and sound and where these occur in the word |  |  |  |  |  |  |
| RC1 | To develop positive attitudes to reading and understanding of what they have read by listening and discussing a wide range of texts including poetry, plays, fiction, non fiction and reference books |  |  |  |  |  |  |
| RC2 | To develop positive attitudes to reading and understanding of what they have read by reading books that are structured in different ways and reading for a range of purposes |  |  |  |  |  |  |
| RC3 | To develop positive attitudes to reading and understanding of what they have read by using dictionaries to check the meaning of words that they have read. |  |  |  |  |  |  |
| RC4 | To increase their familiarity of a wide range of books including fairy stories , myths and legends and retelling some of these orally |  |  |  |  |  |  |
| RC5 | To identify themes and conventions in a wide range of books |  |  |  |  |  |  |
| RC6 | To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. |  |  |  |  |  |  |
| RC7 | To discuss words and phrases that capture the reader’s interest and imagination |  |  |  |  |  |  |
| RC8 | To recognise different forms of poetry |  |  |  |  |  |  |
| RC9 | To understand what they read by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |  |  |  |  |  |  |
| RC10 | To understand what they read in books by reading independently and asking questions to improve their understanding of a text |  |  |  |  |  |  |
| RC11 | To understand what they read in books by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. |  |  |  |  |  |  |
| RC12 | To understand what they read in books by predicting what might happen from details stated and implied |  |  |  |  |  |  |
| RC13 | To understand what they read in books by identifying main ideas drawn from more than one paragraph and summarising these. |  |  |  |  |  |  |
| RC14 | To understand what they read in books by identifying how language, structure and presentation contribute to meaning |  |  |  |  |  |  |
| RC15 | To retrieve and record information from non fiction |  |  |  |  |  |  |
| RC16 | To participate in discussion about both books that are read to them and those they can read for themselves, taking turn and listening to what others say. |  |  |  |  |  |  |



Reading Objectives

Year 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Objective | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| RW1 | To apply their knowledge of root words, prefixes and suffixes(Morphology and etymology)- Appendix 1. to read aloud and understand the meaning of new words |  |  |  |  |  |  |
| RC1 | To maintain positive attitudes to reading and understanding of what they have read by continuing to read and discuss an increasingly wide range of texts including poetry, plays, fiction, non fiction and reference books |  |  |  |  |  |  |
| RC2 | To maintain positive attitudes to reading and understanding of what they have read by reading books that are structured in different ways and reading for a range of purposes |  |  |  |  |  |  |
| RC3 | To maintain positive attitudes to reading and understanding by increasing their familiarity of a wide range of books including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions |  |  |  |  |  |  |
| RC4 | To recommend books thy have read to their peers, giving reasons for their choices |  |  |  |  |  |  |
| RC5 | To identify and discuss themes and conventions in and across a wide range of writing |  |  |  |  |  |  |
| RC6 | To make comparisons in and across books |  |  |  |  |  |  |
| RC7 | To learn a wider range of poetry by heart |  |  |  |  |  |  |
| RC8 | To prepare poems and plays to read aloud or perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience |  |  |  |  |  |  |
| RC9 | To understand what they read by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |  |  |  |  |  |  |
| RC10 | To understand what they read by asking questions to improve their understanding |  |  |  |  |  |  |
| RC11 | To understand what they read in books by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. |  |  |  |  |  |  |
| RC12 | To understand what they read in books by predicting what might happen from details stated and implied |  |  |  |  |  |  |
| RC13 | To understand what they read in books by summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas |  |  |  |  |  |  |
| RC14 | To understand what they read in books by identifying how language, structure and presentation contribute to meaning |  |  |  |  |  |  |
| RC15 | To discuss and evaluate how authors use language , including figurative language, considering the impact on the reader. |  |  |  |  |  |  |
| RC16 | To distinguish between statements of fact and opinion |  |  |  |  |  |  |
| RC17 | To retrieve, record and present information from non fiction |  |  |  |  |  |  |
| RC18 | To participate in discussions about books they have read to them and those they read themselves building on their own and others’ ideas and challenging views courteously |  |  |  |  |  |  |
| RC19 | To explain and discuss what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |  |  |  |  |  |  |
| RC20 | To ask questions to improve their understanding of what they have read |  |  |  |  |  |  |
| RC 21 | To provide reasoned justifications for their views |  |  |  |  |  |  |

Writing Objectives

Year 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | **Writing Transcription Objective** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WT1 | To spell words containing each of the 40+ phonemes already taught |  |  |  |  |  |  |
| WT2 | To spell common exception words |  |  |  |  |  |  |
| WT 3 | To spell days of the week |  |  |  |  |  |  |
| WT 4 | To name the letters in the alphabet in order |  |  |  |  |  |  |
| WT 5 | To name the letters in the alphabet using letter names to distinguish between alternative spellings of the sae sound |  |  |  |  |  |  |
| WT6 | To add prefixes and suffixes rule for adding s, es as the plural marker for nouns and verbs |  |  |  |  |  |  |
| WT7 | To add prefix un |  |  |  |  |  |  |
| WT8 | To add the suffixes ing, ed, er, and est where no change to the spelling of root |  |  |  |  |  |  |
| WT9 | To apply simple spelling rules and guidelines as listed in Appendix 1 |  |  |  |  |  |  |
| WT10 | To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |  |  |  |  |  |  |
| WT 11 | To sit correctly at a table, holding a pencil comfortably and correctly |  |  |  |  |  |  |
| WT12 | To begin to form lower case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |
| WT13 | To form capital letters |  |  |  |  |  |  |
| WT14 | To form digits 0-9 |  |  |  |  |  |  |
| WT 15 | To understand which letters belong to which handwriting families and to practice these |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Writing Composition Year 1** |  |  |  |  |  |  |
| WC1 | To write sentences by saying out loud what they are going to write about |  |  |  |  |  |  |
| WC2 | To write sentences by composing a sentence orally before writing it |  |  |  |  |  |  |
| WC3 | To write sentences by sequencing sentences to form short narratives. |  |  |  |  |  |  |
| WC4 | To re-read what they have written and check that it makes sense. |  |  |  |  |  |  |
| WC5 | To discuss what they have written with the teacher or other children |  |  |  |  |  |  |
| WC6 | To read aloud their writing clearly to be heard by their peers and the class teacher |  |  |  |  |  |  |
| WC7 | To develop their understanding of the concepts laid out in appendix 2 by leaving spaces between their words |  |  |  |  |  |  |
| WC8 | To develop their understanding of the concepts laid out in appendix 2 by joining words and sentences using *and* |  |  |  |  |  |  |
| WC9 | To develop their understanding of the concepts laid out in appendix 2 by beginning to punctuate sentences using a capital letter and full stops, question mark or exclamation mark |  |  |  |  |  |  |
| WC10 | To develop their understanding of the concepts laid out in appendix 2 by using a capital letter for peoples’ names, places, days of the week and I |  |  |  |  |  |  |
| WC11 | * To understand and use plural noun suffixes, including the effect of these suffixes on the meaning of the word * To understand that suffixes can be added to verbs where no change is needed in the spelling of root words * To understand how the prefix *un* changes the meaning of verbs and adjectives |  |  |  |  |  |  |
| WC12 | To use grammatical terminology when discussing their writing   * Letter * Capital letter * Word * Singular * Plural * Sentence * Punctuation * Full stop * Question mark * Exclamation mark |  |  |  |  |  |  |

Writing Objectives

Year 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | **Writing Transcription Objective** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WT1 | To spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly |  |  |  |  |  |  |
| WT2 | To spell by learning new ways of spelling known phonemes ,including a few common homophones |  |  |  |  |  |  |
| WT 3 | To spell common exception words |  |  |  |  |  |  |
| WT 4 | To spell more words with contracted forms |  |  |  |  |  |  |
| WT 5 | To spell words using the possessive apostrophe ( singular) |  |  |  |  |  |  |
| WT6 | To spell by distinguishing between near homophones and homophones |  |  |  |  |  |  |
| WT7 | To add the suffixes such as *ment, ness, ful, less ly* |  |  |  |  |  |  |
| WT8 | To apply spelling rules and guidelines as listed in Appendix 1Including   * alternative spellings * Words ending in *il* * Adding suffixes to words ending in *y* and *e* * Plurals of words ending in *ey* * Words ending in *tion* |  |  |  |  |  |  |
| WT9 | To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |  |  |  |  |  |  |
| WT10 | To start using some of the diagonal and horizontal strokes to join letters and understand which letters adjacent to each other are not joined |  |  |  |  |  |  |
| WT 11 | To write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters |  |  |  |  |  |  |
| WT12 | To begin to form lower case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |
| WT13 | To use spacing between words that reflects the size of letters |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Writing Composition** |  |  |  |  |  |  |
| WC1 | To write narratives about personal experiences and those of others ( Real and fictional) |  |  |  |  |  |  |
| WC2 | To write about real events |  |  |  |  |  |  |
| WC3 | To write poetry |  |  |  |  |  |  |
| WC4 | To write for different purposes |  |  |  |  |  |  |
| WC5 | To plan or say out loud what they are going to write about |  |  |  |  |  |  |
| WC6 | To write down key ideas , words/vocabulary before writing |  |  |  |  |  |  |
| WC7 | To consider what they are going to write before beginning by thinking what they want to say sentence by sentence. |  |  |  |  |  |  |
| WC8 | To make simple additions, revisions and corrections to their own writing by evaluating it with their teacher and class peers |  |  |  |  |  |  |
| WC9 | To make simple additions, revisions and corrections to their own writing by re-reading to check that it makes sense and that verbs to indicate time are used correctly and consistently |  |  |  |  |  |  |
| WC10 | To proof read their work to check for errors in spelling punctuation and grammar |  |  |  |  |  |  |
| WC11 | To read aloud what they have written with appropriate intonation to make the meaning clear. |  |  |  |  |  |  |
| WC12 | Understand concepts set out in Appendix 2  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) |  |  |  |  |  |  |
| WC13 | To use sentences with different forms: statement, question, exclamation and command |  |  |  |  |  |  |
| WC14 | To learn how to expand noun phrases to describe and specify |  |  |  |  |  |  |
| WC15 | To learn how to use the present and past tenses correctly and consistently including the progressive form |  |  |  |  |  |  |
| WC 16 | To learn how to use the subordination- *when, if, that* or *because*  To learn to use coordination*- or, and* or *but* |  |  |  |  |  |  |
| WC17 | To use grammar in appendix 2 including   * Formation of nouns and adjectives using suffixes * Suffixes –*er*, and –*est* in adjectives * The use of *-ly* to turn adjectives into adverbs |  |  |  |  |  |  |
| WC18 | To learn how to use some features of written Standard English |  |  |  |  |  |  |
| WC19 | To use grammatical terminology when discussing their writing including   * Noun * Noun phrase * Statement * Question * Exclamation * Command * Adjective * Verb * Suffix * Adverb * Tense (past, present) * Apostrophe * comma |  |  |  |  |  |  |



Writing Objectives

Year 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | **Writing Transcription Objective** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WT1 | To use further prefixes and suffixes and understand how to add them ( Appendix 1) |  |  |  |  |  |  |
| WT2 | To spell further homophones |  |  |  |  |  |  |
| WT 3 | To spell words that are often misspelled |  |  |  |  |  |  |
| WT 4 | To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals |  |  |  |  |  |  |
| WT 5 | To use the first 2 or 3 letters of a word to check its spelling in a dictionary |  |  |  |  |  |  |
| WT6 | To write from memory simple sentence, dictated by the teacher, that include words and punctuation taught so far. |  |  |  |  |  |  |
| WT7 | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other should not be joined |  |  |  |  |  |  |
| WT8 | To increase the legibility, consistency and quality of their handwriting |  |  |  |  |  |  |
|  | **Writing Composition** |  |  |  |  |  |  |
| WC1 | To plan their writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, grammar and vocabulary. |  |  |  |  |  |  |
| WC2 | To plan their writing by discussing and recording ideas |  |  |  |  |  |  |
| WC3 | To draft and write by composing and rehearsing sentences orally , progressively building a varied and rich vocabulary and an increasing range of sentence structures ( appendix 2) |  |  |  |  |  |  |
| WC4 | To draft and write by organising paragraphs around a theme |  |  |  |  |  |  |
| WC5 | To draft and write by -creating setting, characters and plot |  |  |  |  |  |  |
| WC6 | To draft and write non narrative texts using simple organisational devices such as headings and subheadings |  |  |  |  |  |  |
| WC7 | To evaluate and edit by assessing the effectiveness of their own and other’s writing and suggesting improvements |  |  |  |  |  |  |
| WC8 | To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency and accuracy including the accurate us e of pronouns in sentences |  |  |  |  |  |  |
| WC9 | To proof read for spellings and punctuation |  |  |  |  |  |  |
| WC10 | To read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear |  |  |  |  |  |  |
| WC11 | To extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if , because although |  |  |  |  |  |  |
| WC12 | To use the present perfect form of verbs in contrast to the past tense |  |  |  |  |  |  |
| WC13 | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |  |  |  |  |  |  |
| WC14 | Use conjunctions, adverbs and prepositions to express time and cause |  |  |  |  |  |  |
| WC15 | To use fronted adverbials |  |  |  |  |  |  |
| WC16 | To use grammar as stated in Appendix 2 |  |  |  |  |  |  |
| WC17 | To use commas after fronted adverbials |  |  |  |  |  |  |
| WC18 | To indicate grammatical and other features by indicating possession by using the possessive apostrophe with singular and plural nouns |  |  |  |  |  |  |
| W19 | To indicate grammatical and other features by using and punctuating direct speech |  |  |  |  |  |  |
| W20 | To use and understand grammatical terminology accurately and appropriately – Appendix 2 |  |  |  |  |  |  |

Writing Objectives

Year 5 (amended)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Writing Transcription Objective | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WT1 | To use prefixes and suffixes and understand how to add them ( Appendix 1)  Including  cious and tiou, cial and tial, ant, ent, ancy, ance, ency, ence, able and ible, ably and ibly |  |  |  |  |  |  |
| WT2 | To spell some common words with silent letters |  |  |  |  |  |  |
| WT 3 | To distinguish between common homophones and other similar words which can be confused |  |  |  |  |  |  |
| WT 4 | To use knowledge of morphology and etymology in spelling see appendix 1 Including :  words with ee sound spelled ei after c  Words with the letter string ough |  |  |  |  |  |  |
| WT 5 | To use dictionaries to check the spelling and meaning of words |  |  |  |  |  |  |
| WT6 | To use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary |  |  |  |  |  |  |
| WT7 | To use a thesaurus with some accuracy and appropriateness |  |  |  |  |  |  |
| WT8 | To write more legibly and fluently |  |  |  |  |  |  |
| WT9 | To write more legibly and fluently using the best implement for task |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Writing Composition | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WC1 | To plan their writing showing the purpose of the writing, selecting the appropriate structure and using other similar writing as models for their own as covered in year 5 . |  |  |  |  |  |  |
| WC2 | To plan their writing by noting initial ideas, drawing on reading and research of similar texts where necessary |  |  |  |  |  |  |
| WC3 | To begin to plan and write narrative by considering how authors have developed characters and settings in what they have read, listened to or seen performed in year 5 |  |  |  |  |  |  |
| WC4 | To draft and write by selecting appropriate grammar and vocabulary taught and begin to show an understanding how such choices can change and enhance the meaning. |  |  |  |  |  |  |
| WC5 | To write narratives describing settings, characters and atmosphere and begin to integrate dialogue to convey character and advance the action. |  |  |  |  |  |  |
| WC6 | To draft and write by précising longer passages |  |  |  |  |  |  |
| WC7 | To draft and write by using a wide range of devices to build cohesion within and across paragraphs |  |  |  |  |  |  |
| WC8 | To draft and write by using organisational and presentational devices to structure text and to guide the reader.e.g subheadings |  |  |  |  |  |  |
| WC9 | To evaluate and edit by assessing the effectiveness of their own and other’s writing. |  |  |  |  |  |  |
| WC10 | To develop editing by proposing changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning |  |  |  |  |  |  |
| WC11 | To develop editing by checking the consistent a use of tense throughout a piece of writing |  |  |  |  |  |  |
| WC12 | To develop editing skills by checking subject and verb agreement when using singular and plural and beginning to distinguish between the language of speech and writing and choosing the appropriate register |  |  |  |  |  |  |
| WC13 | To proof read with some accuracy for spelling and punctuation errors |  |  |  |  |  |  |
| WC14 | To perform their own compositions using some appropriate intonation, volume and movement so that the meaning is clear |  |  |  |  |  |  |
| WC15 | Year 6 |  |  |  |  |  |  |
| WC16 | Year 6 |  |  |  |  |  |  |
| WC17 | To use expanded noun phrases with some accuracy |  |  |  |  |  |  |
| WC18 | Begin to use modal verbs and adverbs to indicate degrees of possibility |  |  |  |  |  |  |
| W19 | Begin to use relative clauses beginning with who, which, where, why, whose, that |  |  |  |  |  |  |
| W20 | Convert nouns /adjectives into words using suffixes  Verb prefixes |  |  |  |  |  |  |
| WC 21 | To begin to use commas to clarify meaning |  |  |  |  |  |  |
| WC 22 | To begin to use hyphens |  |  |  |  |  |  |
| WC 23 | To begin to use brackets, dashes or commas to indicate parenthesis |  |  |  |  |  |  |
| WC 24 | Year 6 |  |  |  |  |  |  |
| WC 25 | To begin to use a colon to introduce a list |  |  |  |  |  |  |
| WC 26 | To punctuate using bullet points with some accuracy |  |  |  |  |  |  |
| WC 27 | To begin to use terminology when discussing writing and reading  Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |  |  |  |  |  |  |
|  | **Writing Composition** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WC1 | To plan their writing by identifying the audience for purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |  |  |  |  |  |  |
| WC2 | To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary |  |  |  |  |  |  |
| WC3 | To plan and write narrative by considering how authors have developed characters and settings in what they have read, listened to or seen performed |  |  |  |  |  |  |
| WC4 | To draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance the meaning. |  |  |  |  |  |  |
| WC5 | To draft and write narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |  |  |  |  |  |  |
| WC6 | To draft and write by précising longer passages |  |  |  |  |  |  |
| WC7 | To draft and write by using a wide range of devices to build cohesion within and across paragraphs |  |  |  |  |  |  |
| WC8 | To draft and write by using further organisational and presentational devices to structure text and to guide the reader. |  |  |  |  |  |  |
| WC9 | To evaluate and edit by assessing the effectiveness of their own and other’s writing. |  |  |  |  |  |  |
| WC10 | To evaluate and edit by proposing changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning |  |  |  |  |  |  |
| WC11 | To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing |  |  |  |  |  |  |
| WC12 | To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |  |  |  |  |  |  |
| WC13 | To proof read for spelling and punctuation errors |  |  |  |  |  |  |
| WC14 | To perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear |  |  |  |  |  |  |
| WC15 | Year 6 |  |  |  |  |  |  |
| WC16 | Year 6 |  |  |  |  |  |  |
| WC17 | To use expanded noun phrases |  |  |  |  |  |  |
| WC18 | Use modal verbs and adverbs to indicate degrees of possibility |  |  |  |  |  |  |
| W19 | Use relative clauses beginning with *who, which, where, why, whose, that* or with an implied ( omitted ) pronoun |  |  |  |  |  |  |
| W20 | Convert nouns /adjectives into words using suffixes  Verb prefixes |  |  |  |  |  |  |
| WC 21 | Use commas to clarify meaning |  |  |  |  |  |  |
| WC 22 | Use hyphens |  |  |  |  |  |  |
| WC 23 | Use brackets, dashes or commas to indicate parenthesis |  |  |  |  |  |  |
| WC 24 | Year 6 |  |  |  |  |  |  |
| WC 25 | To use a colon to introduce a list |  |  |  |  |  |  |
| WC 26 | To punctuate using bullet points consistently |  |  |  |  |  |  |
| WC 27 | To use terminology accurately when discussing writing and reading  Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |  |  |  |  |  |  |

Writing Objectives

Year 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Code | **Writing Transcription Objective** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WT1 | To use further prefixes and suffixes and understand how to add them ( Appendix 1)  Including  cious and tiou, cial and tial, ant, ent, ancy, ance, ency, ence, able and ible, ably and ibly  adding suffixes beginning with vowel letters to words ending in fer |  |  |  |  |  |  |
| WT2 | To spell some words with silent letters |  |  |  |  |  |  |
| WT 3 | To distinguish between homophones and other similar words which can be confused |  |  |  |  |  |  |
| WT 4 | To use knowledge of morphology and etymology in spelling see appendix 1 Including :  words with ee sound spelled ei after c  Words with the letter string ough  See word list for 5&6- appendix 1 |  |  |  |  |  |  |
| WT 5 | To use dictionaries to check the spelling and meaning of words |  |  |  |  |  |  |
| WT6 | To use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary |  |  |  |  |  |  |
| WT7 | To use a thesaurus |  |  |  |  |  |  |
| WT8 | To write legibly, fluently with increasing speed joining letters as appropriate developing a personal style |  |  |  |  |  |  |
| WT9 | To write legibly, fluently with increasing speed using the best implement for task |  |  |  |  |  |  |

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|  | **Writing Composition Year 6** | Evidence | Evidence | Evidence | Evidence | Evidence | Evidence |
| WC1 | To plan their writing by identifying the audience for purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |  |  |  |  |  |  |
| WC2 | To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary |  |  |  |  |  |  |
| WC3 | To plan and write narrative by considering how authors have developed characters and settings in what they have read, listened to or seen performed |  |  |  |  |  |  |
| WC4 | To draft and write by selecting appropriate grammar and vocabulary understanding how such choices can change and enhance the meaning. |  |  |  |  |  |  |
| WC5 | To draft and write narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |  |  |  |  |  |  |
| WC6 | To draft and write by précising longer passages |  |  |  |  |  |  |
| WC7 | To draft and write by using a wide range of devices to build cohesion within and across paragraphs |  |  |  |  |  |  |
| WC8 | To draft and write by using further organisational and presentational devices to structure text and to guide the reader. |  |  |  |  |  |  |
| WC9 | To evaluate and edit by assessing the effectiveness of their own and other’s writing. |  |  |  |  |  |  |
| WC10 | To evaluate and edit by proposing changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning |  |  |  |  |  |  |
| WC11 | To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing |  |  |  |  |  |  |
| WC12 | To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |  |  |  |  |  |  |
| WC13 | To proof read for spelling and punctuation errors |  |  |  |  |  |  |
| WC14 | To perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear |  |  |  |  |  |  |
| WC15 | To develop their understanding of structures that are appropriate for formal speech and writing including subjunctive forms |  |  |  |  |  |  |
| WC16 | To use passive verbs to affect the presentation of information in a sentence |  |  |  |  |  |  |
| WC17 | To use perfect form of verbs to mark relationships of time and cause |  |  |  |  |  |  |
| WC18 | To use expanded noun phrases to convey complicated information concisely |  |  |  |  |  |  |
| W19 | To use modal verbs or adverbs to indicate degrees of possibility |  |  |  |  |  |  |
| W20 | To use relative clauses beginning with *who, which, where, why, whose, that* or with an implied relative pronoun |  |  |  |  |  |  |
| WC 21 | To build on the grammar set out on appendix 2 including   * To understand the difference between vocabulary typical of informal and formal speech and writing * To understand how words area related by meanings such as synonyms and antonyms * To link ideas across paragraphs using a wider range of connective devices |  |  |  |  |  |  |
| WC 22 | To use commas to clarify meaning and avoid ambiguity in writing |  |  |  |  |  |  |
| WC 23 | To use hyphens to avoid ambiguity |  |  |  |  |  |  |
| WC 24 | Use brackets, dashes or commas to indicate parenthesis |  |  |  |  |  |  |
| WC 25 | To use semicolons, colons or dashes to mark boundaries between independent clauses |  |  |  |  |  |  |
| WC 26 | To use a colon to introduce a list |  |  |  |  |  |  |
| WC 27 | To punctuate using bullet points consistently |  |  |  |  |  |  |
| WC 28 | To use terminology accurately when discussing writing and reading  Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semicolon, bullet pints |  |  |  |  |  |  |

**Appendix 3 Long term planning – text types to be covered**

 