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|  | | **Year 1** | **Year 2** | **Year 3/4** | **Year 5/6** |
| **Reading** | **Word Reading** | 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,   e.g. I’m, I’ll, we’ll and  understand that the apostrophe represents the omitted letter(s) | 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 | Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet * read further exception words,   noting the unusual  correspondences between spelling and sound, and where these occur in the word | Pupils should be taught to:   apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet |

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|  | | **Year 1** | | **Year 2** | | **Year 3/4** | | **Year 5/6** | |
| **Reading** | **Word Reading**  **continued** | * 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 | | * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * re-read these books to build up   their fluency and confidence in word reading | |  | |  | |
| **Comprehension** |          | 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 |        | 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 |          | 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 |        | 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 |

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|  | |  | **Year 1** |  | **Year 2** |  | **Year 3/4** |  | **Year 5/6** |
| **Reading** | **Comprehension**  **continued** |                  | 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 |                | 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 |                | 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 (e.g. 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 |                  | 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 |

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|  | |  | **Year 1** |  | **Year 2** |  | **Year 3/4** |  | **Year 5/6** |
| **Reading** | **Comprehension**  **continued** |    | 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 |              | 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 |              | 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 |                | 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 |

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|  | | **Year 1** | **Year 2** | **Year 3/4** | **Year 5/6** |
|  |  |  |  |  |  participate in discussions about books that are read to them and those they can read for themselves, building on their |
| **Reading** | **Comprehension**  **continued** |  |  |  | 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** | *Spelling (see English Appendix 1)*    Pupils should be taught to:   spell:   words containing each of the  40+ phonemes already taught   common exception words   the days of the week | *Spelling (see English Appendix 1)*    Pupils should be taught to:   spell by:   segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | *Spelling (see English Appendix 1)*    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) | *Spelling (see English Appendix 1)*    Pupils should be taught to:   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’   letters, e.g. knight, psalm, solemn   * continue to distinguish between homophones and other words which are often confused |

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|  | | **Year 1** | |  | **Year 2** |  | **Year 3/4** |  | **Year 5/6** |
| **Writing** | **Transcription**  **continued** |                      | Pupils should be taught to :  name the letters of the alphabet:  naming the letters of the alphabet in order  using letter names to distinguish between alternative spellings of the same sound  add prefixes and suffixes:  using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–  using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)  apply simple spelling rules and guidelines, as listed in English Appendix 1  write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |                  | 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, e.g. –ment, –ness, –ful,  –less, –ly  apply spelling rules and guidelines, listed in Appendix 1  write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far |      | 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 |        | 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 |
|  | | **Year 1** | | **Year 2** | | **Year 3/4** | |  | **Year 5/6** |
| **Writing** | **Handwriting** | * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters   in the correct direction, starting and finishing in the right place   * form capital letters * form digits 0-9 * understand which letters belong to which handwriting   ‘families’ (i.e. letters that are formed in similar ways) and to practise these | | * 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 | | * 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, e.g. 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 | |      | write legibly, fluently and with increasing speed by:  choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters  choosing the writing implement that is best suited for a task |
| **Composition** | 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 | 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 | 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 | 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 |

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| **Writing** | **Composition**  **continued** |    | 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 |                    | 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 (e.g. ends of sentences punctuated correctly)  read aloud what they have written with appropriate intonation to make the meaning clear |                  | draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices (for examples 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 |                | in writing narratives, considering how authors have developed characters and settings in what they 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 (e.g. headings, bullet points, underlining) |
|  | | **Year 1** | | **Year 2** | |  | **Year 3/4** |  | **Year 5/6** |
|  |  |  | |  | |    | 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 |      | 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 |
| **Writing** | **Composition**  **continued** |  | |  | |  |  |    | 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 |

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|  | | **Year 1** | | **Year 2** | | **Year 3/4** | | **Year 5/6** | |
| **Writing** | **Vocabulary, Grammar and Punctuation** |                | *VG&P (see English Appendix 2)*  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words  joining words and joining clauses using and  beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  learning the grammar for year 1 in English Appendix 2  use the grammatical terminology in English Appendix  2 in discussing their writing |              | *VP&G (see English Appendix 2)*  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  learning how to use:  sentences with different forms: statement, question, exclamation, command  expanded noun phrases to describe and specify, e.g. the blue butterfly  the present and past tenses correctly and consistently including the progressive form |              | *VP&G (see English Appendix 2)*  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although  using the present perfect form of verbs to mark relationships of time and cause  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 |                | *VP&G (see English Appendix 2)*  Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  using passive verbs to affect the presentation of information in a sentence  using the perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  learning the grammar for years 5 and 6 in English Appendix 2 |

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|  | | **Year 1** |  | **Year 2** |  | **Year 3/4** |  | **Year 5/6** |
| **Writing** | **Vocabulary, Grammar and Punctuation** |  |          | 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 |          | 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 |                | 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 main 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 |