



**RIVERSIDE
PRIMARY**



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English Curriculum Intent

Rationale

In our curriculum, the development of the pupils' spoken language, reading, writing and vocabulary are integral aspects of the teaching of every subject. English is both a subject in its own right and the medium/tool to learn and express oneself. Fluency in the English language provides access to the whole curriculum and is an essential foundation for success in all subjects. The knowledge and skills in our English curriculum are sequenced and designed to ensure continuity and progression. The English curriculum is taught to be remembered, not merely encountered. Children feel empowered through acquiring knowledge and making connections between the different parts of their learning.

We achieve this through understanding the cognitive science of the working memory and the power of retrieval. We understand that for knowledge to be stored in the children's long-term memory, we need to build on it, retrieve it and form wide and deep schemas.

Spoken language

Our pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons and use discussions to elaborate and explain clearly their understanding and ideas. We believe that one of the core focuses for developing pupils knowledge in English is the acquisition of new vocabulary. At Riverside, we explicitly teach tier 2 vocabulary and provide pupils with opportunities to practise their use of these new terms. Moreover, when reading we encourage an environment where pupils feel empowered to identify words that are new to them and then work together to clarify and display them for future reference. Pupils are encouraged to ask questions to check understanding and build knowledge. They negotiate and evaluate, and build on the ideas of others. They will select the appropriate register for effective communication and they will become competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debates. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. Consequently, this will enable them to clarify their thinking as well as organise their ideas for writing.

Reading

At Riverside Primary School, we use reading to expand our children's horizons, build their creativity and imagination as well as teach them new knowledge and skills. We strive to ensure every child can read fluently and with confidence by the time they leave primary education. We recognise that reading improves children's empathy and understanding of the world they live in. It connects them to new cultures and communities. It improves their future prospects and contributes to positive mental health and wellbeing. Through the delivery of our reading curriculum, we hope to create a reading culture where children's enthusiasm for reading creates lifelong readers who choose to read for pleasure and to develop their personal knowledge and understanding.

Our reading curriculum focusses on two dimensions;

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

We achieve this through our daily reading sessions. These lessons follow a whole class approach to teaching reading, thus ensuring every child is engaged in meaningful learning. During reading sessions, pupils will be exposed to high quality fiction, non-fiction and poetry texts which provide them with the opportunities to improve their ability to infer, retrieve, predict, explain and summarise what they have read. Alongside this, they will focus on key vocabulary and explore how to begin to define unknown words in context. During reading sessions, the children communicate in pairs or groups to discuss the texts, and are encouraged both to articulate their responses verbally as well as structuring written answers.

Phonics

Our aim in our teaching of phonics is not only to deliver a programme that allows the children to decode and apply phonics knowledge, but one that instils in the children confidence, a lifelong skill and a love of reading.

Phonics is taught discretely through daily phonics sessions. These sessions start in Foundation Stage, and are imbedded in our KS1 practice. Phonics is taught through Read Write Inc. The children are taught to recognise and recall individual sounds, learn to orally blend, read words and then whole sentences. Children are taught directly in targeted groups, allowing them to experience daily inputs aimed at individual or group needs. As children progress, they read whole books during their phonics sessions. These sessions not only allow children to practise their phonics skills, but act as something of a guided reading session, encompassing decoding, expression, comprehension and other reading skills. An emphasis is also placed on an enrichment of vocabulary. Programmes of intervention are established early on to ensure progress. The aim in this is to ensure progress is continual, keeping expectations high and allowing children to achieve to their utmost potential.

Teaching through a text

Reading and writing cannot be taught in a vacuum. We give our pupils the opportunity to practise and develop as readers and writers by reading texts that will inspire them to write. The texts selected in our curriculum have been carefully chosen to serve different purposes, depending on how they will be used within the curriculum. Some of the texts are our core texts e.g. they are explored through whole class reading and used to inspire writing. Others have been selected to support the core text e.g. non-fiction texts used to research a historical or geographical aspect of the story. Furthermore, reading in subjects other than English provides an excellent opportunity for children to put into practise what they have learnt. We use reading widely across the curriculum to develop vocabulary and gather knowledge.

Reading for pleasure

We understand the importance of children reading and also being read to. Therefore, each class builds in independent reading time, allowing the children to visit our school library and make their own choices, to follow their own interests and to build their reading stamina. We provide our children with the opportunity to read with no other purpose than for reading itself. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Alongside this, we also ensure that all children are read to by their class teacher. This might be from a whole class novel which does not have to be related to their topic. We use this to broaden their horizons, introduce fiction and non-fiction and enable them to encounter books that they might struggle to access on their own. For many children, if they aren't introduced to rich texts in school, they won't ever meet them. Listening to stories supports vocabulary development and improves knowledge. It is an opportunity for a teacher to model the skills of reading and for the children to

see it is an enjoyable activity. As a school, we also recognise that there are strong links between reading for pleasure and positive mental health and wellbeing. Higher levels of mental wellbeing and life satisfaction impact on academic achievement. Fiction helps to increase pupil's empathy, social skills, and inter-personal understandings. When our children engage deeply with characters and scenarios, they get a better understanding of our shared humanity and common struggles. Thus, we encourage children to read as a way to relax and take pleasure in their free time.

Writing

At Riverside Primary School, writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use the correct tone and form when composing for their intended audience.

At Riverside, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. The English curriculum is taught by focusing on one text type at a time which links to the year group topic. During each unit, the children are taught to develop an understanding of the text type through reading comprehension - exploring the key features, style and form of the text being studied. In conjunction with this, pupils are taught the grammar objectives from the National Curriculum which is taught to correspond to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

It is our intention that the children will develop their mastery approach to writing by using their skills and transfer these to write in other curriculum subjects. A topic based curriculum allows all students to see writing in a variety of subjects and through different mediums.

At Riverside children are encouraged to take pride in their work with all of them working towards shared goals of authorship and ownership whereby they produce pieces of writing which they are proud of and have the audience and purpose at the forefront of their writing design.

Year 1

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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread 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 to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year 2

Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above

- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading – comprehension

Pupils should be taught to:

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

Year 3 and 4

Word Reading

Pupils should be taught to:

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

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an 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 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 5 and 6

Word Reading

Pupils should be taught to:

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

Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an 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 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Year 1

Speaking & listening

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – word reading

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

Reading – comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding 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.

Spelling

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

Specific spellings/phonics

Refer to English Appendix 1 for more detail

- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck – eg, off, well, miss, buzz, back
- The /ŋ/ sound spelt n before k – eg, bank, think, honk, sunk
- Division of words into syllables – eg, pocket, rabbit, carrot, thunder, sunset
- -tch – eg, catch, fetch, kitchen, notch, hutch
- The /v/ sound at the end of words – eg, have, live, give
- Adding s and es to words (plural of nouns and the third person singular of verbs) – eg, cats, dogs, spends, rocks, thanks, catches
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word – eg, hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
- Adding –er and –est to adjectives where no change is needed to the root word – eg, grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs:

- ai, oi – eg, rain, wait, train, paid, afraid, oil, join, coin, point, soil
- ay, oy – eg, day, play, say, way, stay, boy, toy, enjoy, annoy
- Split digraphs;
 - a–e – eg, made, came, same, take, safe
 - e–e – eg, these, theme, complete these, theme, complete
 - i–e – eg, five, ride, like, time, side
 - o–e – eg, home, those, woke, hope, hole
 - u–e – eg, June, rule, rude, use, tube, tune
- ar – eg, car, start, park, arm, garden
- ee – eg, see, tree, green, meet, week
- ea (/i:/) – eg, sea, dream, meat, each, read (present tense)
- ea (/ɛ/) – eg, head, bread, meant, instead, read (past tense)
- er (/ɜ:/) – eg, (stressed sound): her, term, verb, person
- er (/ə/) – eg, (unstressed sound): better, under, summer, winter, sister
- ir – eg, girl, bird, shirt, first, third
- ur – eg, turn, hurt, church, burst, Thursday
- oo (/u:/) – eg, food, pool, moon, zoo, soon
- oo (/ʊ/) – eg, book, took, foot, wood, good
- oa – eg, boat, coat, road, coach, goal
- oe – eg, toe, goes
- ou – eg, out, about, mouth, around, sound
- ow (/aʊ/) now, how, brown, down, cow
- ow (/əʊ/) – eg, own, blow, snow, grow, show
- ue – eg, blue, clue, true, rescue, Tuesday
- ew – eg, new, few, grew, flew, drew, threw
- ie (/aɪ/) – eg, lie, tie, pie, cried, tried, dried
- ie (/i:/) – eg, chief, field, thief
- igh – eg, high, night, light, bright, right
- or – eg, for, short, born, horse, morning
- ore – eg, more, score, before, wore, shore
- aw – eg, saw, draw, yawn, crawl
- au – eg, author, August, dinosaur, astronaut
- air – eg, air, fair, pair, hair, chair
- ear – eg, dear, hear, beard, near, year
- ear (/ɛə/) – eg, bear, pear, wear
- are (/ɛə/) – eg, bare, dare, care, share, scared
- Words ending –y (/i:/ or /ɪ/) – eg, very, happy, funny, party, family

- New consonant spellings ph and wh – eg, dolphin, alphabet, phonics, elephant when, where, which, wheel, while
- Using k for the /k/ sound – eg, Kent, sketch, kit, skin, frisky
- Adding the prefix –un – eg, unhappy, undo, unload, unfair, unlock
- Compound words – eg, football, playground, farmyard, bedroom, blackberry
- Common exception words – eg, 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

Handwriting

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

Writing – composition

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

Writing – vocabulary, grammar and punctuation

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
- Join words and join clauses using *and*

Punctuation

- leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

Text

- Sequencing sentences to form short narratives

Terminology for pupils

- letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2

Speaking & listening

- 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
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Reading – word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
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- read accurately words of two or more syllables that contain the same graphemes as above
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Reading – comprehension

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 - being introduced to non-fiction books that are structured in different ways
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 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
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 - 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.

Spelling

Refer to English Appendix 1 for more detail

- spell by:
 - segment spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- /dʒ/ sound spelt as ge (eg, age, huge) and dge at the end of words (eg, badge, edge) and sometimes spelt as g elsewhere in words before e, i and y (eg, gem, giant, energy)
- /s/ sound spelt c before e, i and y – eg, cent, cinema, cycle

- /n/ sound spelt kn and (less often) gn at the beginning of words eg, knock, know, knee, gnaw
- /r/ sound spelt wr at the beginning of words eg, write, written, wrote, wrong, wrap
- /l/ or /əl/ sound spelt –le at the end of words – eg, table, apple, bottle, little, middle
- /l/ or /əl/ sound spelt –el at the end of words – eg, camel, tunnel, squirrel, travel, towel, tinsel
- /l/ or /əl/ sound spelt –al at the end of words – eg, metal, pedal, capital, hospital, animal
- Words ending –il – eg, pencil, fossil, nostril
- /aɪ/ sound spelt –y at the end of words – eg, cry, fly, dry, try, reply, July
- Adding –es to nouns and verbs ending in –y – eg, flies, tries, replies, copies, babies, carries
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it – eg, copied, copier, happier, happiest, cried, replied
- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it – eg, 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 – eg, patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
- /ɔ:/ sound spelt a before l and ll – eg, all, ball, call, walk, talk, always
- /ʌ/ sound spelt o – eg, other, mother, brother, nothing, Monday
- /i:/ sound spelt –ey – eg, key, donkey, monkey, chimney, valley
- /ɒ/ sound spelt a after w and qu – eg, want, watch, wander, quantity, squash
- /ɜ:/ sound spelt or after w – eg, word, work, worm, world, worth
- /ɔ:/ sound spelt ar after w – eg, war, warm, towards
- /z/ sound spelt s – eg, television, treasure, usual
- Suffixes –ment, –ness, –ful, –less and –ly – eg, enjoyment, sadness, careful, hopeless, badly
- Contractions – eg, can't, didn't, hasn't, couldn't, it's, I'll
- Possessive apostrophe (singular nouns) – eg, Megan's, the girl's, the child's, the man's
- Words ending in –tion – eg, station, fiction, motion, national, section
- Homophones and near-homophones – eg, 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 – eg, door, floor, poor, because, find, kind, mind, behind, child, 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.

Handwriting

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

Writing – composition

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

Writing – vocabulary, grammar and punctuation

Word

- Formation of nouns using suffixes such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- Formation of adjectives using suffixes such as *-ful*, *-less* (A fuller list of suffixes can be found on page 12 in the year 2 spelling section in English Appendix 1)
- Use of the suffixes *-er*, *-est* in adjectives and the use of *-ly* in Standard English to turn adjectives into adverbs

Sentence

- Subordination (using *when*, *if*, *that*, *because*)
- 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*]
- Sentences with different forms: statement, question, exclamation, command
- Some features of Standard English

Text

- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*]

Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling- eg couldn't, I'll
- Apostrophes 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

Speaking & listening

- 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

Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

- apply their growing knowledge of root words and prefixes (etymology and morphology) see below in Spelling section for more detail.
 - exploring these prefixes added to root words: in-, un-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-
 - word origin (etymology) : eg, Greek origin 'k' sound spelled ch (scheme, chorus, character) French origin 'sh' sound spelled ch (chef, machine) Latin origin 's' sound spelled sc (science, crescent, discipline)
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading – comprehension

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

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

Spelling

Refer to English Appendix 1 for more detail

- Use further prefixes and understand the rules of how to add them
- Adding prefixes to root words:
 - dis-: eg, disappoint, disagree, disobey
 - mis-: eg, misbehave, mislead, mislead
 - in-: eg, inactive, incorrect, inaccurate
 - il-: eg, illegal, illogical, illegitimate
 - im-: eg, immature, immortal, impossible, impatient, imperfect
 - ir-: eg, irregular, irrelevant, irresponsible
 - re-: eg, redo, refresh, return, reappear, redecorate
 - sub-: eg, subdivide, subheading, submarine, submerge
 - inter-: eg, interact, intercity, international
 - super-: eg, supermarket, superman, superstar
 - anti-: eg, antiseptic, anti-clockwise, antisocial
 - auto-: eg, autobiography, autograph
- Words with endings sounding like /ʒə/ - eg, measure, treasure, pleasure
- Words with endings sounding like /tʃə/ - eg, creature, furniture, picture, nature, adventure
- Words with the /k/ sound spelt ch (Greek in origin) – eg, scheme, chorus, chemist, echo, character
- Words with the /ʃ/ sound spelt ch (mostly French in origin) – eg, chef, chalet, machine, brochure
- Words ending with the /g/ sound spelt -gue (French in origin) – eg, league, tongue
- Words ending with the /k/ sound spelt -que (French in origin) – eg, antique, unique
- Words with the /s/ sound spelt sc (Latin in origin) – eg, science, scene, discipline, fascinate, crescent
- Words with the /ei/ sound spelt ei / eigh – eg, vein, weigh, eight, neighbour,
- Words with the /ei/ sound spelt ey – eg, they, obey
- 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.

Words to learn (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 grammar group guard guide heard heart height history imagine increase

important 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 various weight woman/women

Handwriting

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

Writing – composition

- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate 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

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

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Expressing time, place and cause using:
 - conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*],
 - adverbs [for example, *then*, *next*, *soon*, *therefore*],
 - 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
- Apostrophes to mark singular possession [for example, *Tom's football*]

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

Speaking & listening

- 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

Teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) see below in Spelling section for more detail.
 - exploring these suffixes added to root words: -ly, -ation, -er, -tion, -sion, -ssion, -cian, -ous,
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading – comprehension

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

Spelling

Refer to English Appendix 1 for more detail

- Use further suffixes and understand the rules of how to add them
- Add suffixes beginning with vowel letters to words of more than one syllable (doubling consonant if last syllable is stressed) – eg, forgetting, forgotten, beginning, beginner, preferred.
- Add suffixes beginning with vowel letters to words of more than one syllable (not doubling consonant if last syllable is unstressed) – eg, gardening, gardener, limiting, limited, limitation
- Adding suffixes to root words:
 - -ation : eg, information, adoration, sensation, preparation, admiration
 - -ly (added to root word with no spelling change) eg, sadly, completely, slowly etc

- -ly (root word ending in y, change to 'i', if more than one syllable) eg, happily, angrily, easily
 - -ly (root word ends with -le, le changed to ly) eg, gently, simply, wrinkly
 - -ly (root word ends with -ic, -ally is added rather than just -ly) eg, basically, frantically, dramatically
 - -sion : eg, division, invasion, confusion, decision, collision, television
 - -tion : eg, invention, injection, action, hesitation, completion
 - -ssion : eg, expression, discussion, confession, permission, admission
 - -cian : eg, musician, electrician, magician, politician, mathematician
 - -ous : with no spelling change - eg, poisonous, dangerous, famous, various
 - -ous : when -our is changed to -or before -ous is added : eg, humorous, glamorous, vigorous
 - -ous : retaining final 'e' eg, courageous, outrageous
 - -er : eg, teacher, catcher, richer, stretcher.
- Homophones and near-homophones – eg, 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
 - 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.

Words to learn (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 grammar group guard guide heard heart height history imagine increase important 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 various weight woman/women

Handwriting

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

Writing – composition

- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate 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

Word

- 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*]
- The grammatical difference between plural and possessive –s

Sentence

- Use Fronted adverbials [for example, *Later that day, I heard the bad news.*]
- 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*)

Text

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use of paragraphs to organise ideas around a theme.

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

Speaking & listening

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

Reading – word reading

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

Reading – comprehension

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Spelling

See English Appendix 1 for more detail

- 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.
- Endings which sound like /ʃəs/ spelt -cious – eg, vicious, precious, conscious, delicious, malicious, suspicious
- Endings which sound like /ʃəs/ spelt -tious – eg, ambitious, cautious, fictitious, infectious, nutritious
- Words ending in:
 - -ant & -ance/-ancy - eg, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), assistant, assistance
 - -ent, & -ence/-ency - eg, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), obedient, obedience & independent, independence
- Words which end in -able which can become '-ably' – eg, adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), changeable/changeably, noticeable/noticeably
- Words containing the letter-string ough (note and group into the different sounds made in these words)– eg, ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough
- Words with 'silent' letters – eg, doubt, island, lamb, solemn, thistle, knight
- Homophones – eg, father/farther, guessed/guest, heard/herd, led/lead, past/passed, affect/effect, allowed/aloud, principal/principle, stationary/stationery, steal/steel, who's/whose

Words to learn (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

Handwriting

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- choosing the writing implement that is best suited for a task.

Writing - composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - 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

- develop their understanding of the concepts set out in English Appendix 2 by:
 - 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 year 5 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using brackets, dashes or commas to indicate parenthesis
 - using a colon to introduce a list
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing – vocabulary, grammar and punctuation

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

Speaking & listening

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

Reading – word reading

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

Reading – comprehension

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

Spelling

See English Appendix 1 for more detail

- 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.
- Endings which sound like /fəl/ - eg, official, special, artificial, partial, confidential, essential
- Words which end in -able which can become '-ably' - eg, adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), changeable/changeably, noticeable/noticeably
- Words which end in -ible which can become 'ibly' - eg, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
- Adding suffixes beginning with vowel letters to words ending in -fer ('r' is doubled if '-fer' is stressed - eg, referring, referred, referral, preferring, preferred, transferring, transferred
- Adding suffixes beginning with vowel letters to words ending in -fer ('r' is not doubled because '-fer' is not stressed) - eg, reference, referee, preference, transference
- Use of the hyphen - eg, co-ordinate, re-enter, co-operate, co-own
- Words with the /i:/ sound spelt ei after c ('i before e except after c' rule) - eg, deceive, conceive, receive, perceive, ceiling (Exceptions: *protein, caffeine, seize*)
- Words with 'silent' letters - eg, doubt, island, lamb, solemn, thistle, knight
- Homophones - eg, father/farther, guessed/guest, heard/herd, led/lead, past/passed, affect/effect, allowed/aloud, principal/principle, stationary/stationery, steal/steel, who's/whose
- Homophones/words that are often confused - advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy

Words to learn (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

Handwriting

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - 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

- 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
 - learning the grammar for years 6 in English Appendix 2
- indicate grammatical and other features by:
 - using hyphens to avoid ambiguity
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing – vocabulary, grammar and punctuation

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