

# English Year 1

<u>Reading</u>	<u>Writing</u>
<p>Decode words using phonics  Match graphemes for all phonemes  Blend sounds in unfamiliar words containing taught Grapheme Phoneme Correspondence  Read: common 'exception' words; words with common suffixes; words of more than one syllable containing taught Grapheme Phoneme Correspondence; contractions  Read aloud phonics-based books; reread to develop fluency and confidence  Share and discuss poems, stories and non-fiction beyond own reading level  Link reading to own experiences  Retell familiar stories  Join in with predictable phrases  Recite some rhymes and poems by heart  Draw on prior knowledge to make sense of texts  Check for sense and correct reading errors  Discuss: word meanings; significance of title and events  Make inferences and predictions  Explain their understanding of what is read to them</p> <p style="text-align: center;"><b><u>Spoken Language</u></b></p> <p>Listen and respond appropriately  Ask relevant questions  Build vocabulary  Articulate and justify own ideas  Describe, explain and narrate for different purposes; express feelings  Participate actively in conversations  Speculate, hypothesise and explore ideas</p>	<p>Spell: words containing each of the phonemes; common 'exception' words; days of the week  Name letters of the alphabet  Use common prefixes and suffixes  Learn and apply spelling rules  Write simple dictated sentences  Form correctly: lower-case letters 'families'  Compose sentences orally before writing  Sequence sentences to form short narratives  Reread sentences to check they make sense  Discuss and read aloud own writing with/to peers or teacher  Leave spaces between words  Learn and apply grammar rules and terminology</p> <p style="text-align: center;"><b><u>GPS Topics</u></b></p> <p>Nouns  Verbs  Use capital letters to start sentences  Capital letters proper nouns  Begin to use basic punctuation (. ? !)  Adjectives  Join words and clauses using 'and'  Plural endings -s and -es  Verb tenses -ed and -ing  Capital letter for the personal pronoun I  Use capital letters to start sentences and for proper nouns  Suffix -er and -est  Singular and plural with in sentences</p>

<p>Speak clearly and fluently in Standard English</p> <p>Take part in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Keep listeners interested</p> <p>Explore different viewpoints</p> <p>Communicate effectively using appropriate register</p>	<p>Prefix un-</p> <p>Noun phrases</p> <p>Sequencing sentences</p> <p>Compound words</p>
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## English Year 2

<u>Reading</u>	<u>Writing</u>
<p>Decode words using phonics</p> <p>Match graphemes for all phonemes</p> <p>Blend sounds in unfamiliar words containing taught Grapheme Phoneme Correspondence</p> <p>Read: common 'exception' words; words with common suffixes; words of more than two syllables containing taught Grapheme Phoneme Correspondence; contractions</p> <p>Read words containing common suffixes</p> <p>Read aloud books linking to their phonics knowledge</p> <p>Read books to build fluency and confidence</p> <p>Listen to and discuss views about a wide range of poetry, stories and non-fiction</p> <p>Discuss the sequence of events in books</p> <p>Becoming familiar with and retelling a wide range of stories</p> <p>Draw on prior knowledge to make sense of texts</p> <p>Introduced to non-fiction texts with different structures</p> <p>Recognise simple reoccurring literary language in stories and poetry</p>	<p>Spell: words containing each of the phonemes; common 'exception' words; Use common prefixes and suffixes</p> <p>Learn and apply spelling rules</p> <p>Write simple dictated sentences</p> <p>Form correctly: lower-case letters 'families' including diagonal strokes to begin joining</p> <p>Capital letters and digits in the correct size in relation to each other</p> <p>Writing narratives based on their personal experiences</p> <p>Writing: narratives, poetry, real events, and for other purposes</p> <p>Saying out loud sentences before writing</p> <p>Reread sentences to check they make sense</p> <p>Discuss and read aloud own writing with/to peers or teacher</p> <p>Leave spaces between words</p> <p>Learn and apply grammar rules and terminology</p> <p>Check work for grammar and punctuation</p> <p><b>GPS Topics</b></p> <p>Nouns</p>

<p>Discuss: word meanings; favourite words and phrases</p> <p>Correcting inaccurate reading</p> <p>Making inferences based on what is being said and done and make predictions</p> <p><b>Spoken Language</b></p> <p>Listen and respond appropriately</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Articulate and justify own ideas</p> <p>Describe, explain and narrate for different purposes; express feelings</p> <p>Participate actively in conversations</p> <p>Speculate, hypothesise and explore ideas</p> <p>Speak clearly and fluently in Standard English</p> <p>Take part in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Keep listeners interested</p> <p>Explore different viewpoints</p> <p>Communicate effectively using appropriate register</p>	<p>Verbs</p> <p>Adverbs</p> <p>Use capital letters to start sentences</p> <p>Capital letters proper nouns</p> <p>Begin to use basic punctuation (. ? !)</p> <p>Adjectives</p> <p>Past and present tense</p> <p>Capital letter for the personal pronoun I</p> <p>Use capital letters to start sentences and for proper nouns</p> <p>Suffix –ment, –less, -ful, -ness and -ly</p> <p>Singular and plural with in sentences</p> <p>Prefix dis-, re-</p> <p>Expanded noun phrases</p> <p>Compound words</p> <p>Spelling contractions</p> <p>Possessive apostrophe</p> <p>Distinguish between homophones and near homophones</p> <p>Writing questions, commands, statements and exclamations</p> <p>Subordinating conjunctions</p> <p>Co coordinating conjunctions</p>
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## English Year 3

<u>Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes</li> <li>• Reading and discussing a wide range of fiction, non-fiction, poetry and play texts <ul style="list-style-type: none"> <li>• Using dictionaries to check the spellings of words</li> </ul> </li> <li>• Identifying themes and conventions in a wide range of books</li> </ul>	<p>Use further prefixes and suffixes and understand how to add them</p> <ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive accurately in words with regular plurals</li> </ul>

- Preparing poems and play scripts to read aloud
  - Recognising different forms of poetry
- Asking questions to improve their understanding of a text
  - Drawing inferences from a text
- Making predictions based upon what has been read so far
- Identifying how language, structure and presentation contribute to meaning
  - Participate in discussions about books

### Spoken Language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their knowledge and understanding
  - Use relevant strategies to build vocabulary
  - Articulate and justify answers, arguments and opinions
- Give well-structured descriptions and explanations for different purposes
  - Maintain attention and participate actively in discussions
    - Use spoken language to develop understanding
- Speak audibly and fluently with an increasing command on Standard English
  - Gain, maintain and monitor the interest of the listener
    - Consider and evaluate different viewpoints

- Use the first two or three letters in a word to check its spelling in a dictionary
  - Write from memory simple sentences dictated by the Teacher
- 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 handwriting
    - Discuss and record ideas
    - Compose and rehearse sentences orally
  - Draft and write by organising paragraphs around a theme
- Assess the effectiveness of their own and other writing and make suggestions for improvements
  - Proposing changes to grammar and vocabulary
  - Proof-read for spelling and punctuation errors
- Read aloud their own writing to a group or the whole class

Extend the range of sentences with more than one clause

- Using the present perfect form of verbs in contrast to past tense
  - Choosing nouns or pronouns appropriately
- Using conjunctions, adverbs and prepositions to express time and clause
  - Using fronted adverbials
  - Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
  - Using and punctuating direct speech

## English Year 4

<u>Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes               <ul style="list-style-type: none"> <li>• read further exception words</li> </ul> </li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook               <ul style="list-style-type: none"> <li>• reading books that are structured in different ways</li> </ul> </li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• preparing poems and play scripts to read aloud and to perform</li> <li>• discussing words and phrases that capture the reader's interest and imagination               <ul style="list-style-type: none"> <li>• recognising some different forms of poetry</li> </ul> </li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning               <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes               <ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> </ul> </li> <li>• place the possessive apostrophe accurately in words with regular plurals               <ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences</li> </ul> </li> <li>• use the diagonal and horizontal strokes that are needed to join letter               <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting</li> <li>• composing and rehearsing sentences orally</li> <li>• draft and write by organising paragraphs around a theme</li> <li>• assessing the effectiveness of their own</li> </ul> </li> <li>• proposing changes to grammar and vocabulary to improve consistency               <ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing</li> </ul> </li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions               <ul style="list-style-type: none"> <li>• using the present perfect form of verbs</li> <li>• choosing nouns or pronouns appropriately for clarity</li> </ul> </li> </ul> <p style="text-align: center;"><u>Spoken English</u></p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge               <ul style="list-style-type: none"> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates <ul style="list-style-type: none"> <li>• gain, maintain and monitor the interest of the listener</li> </ul> </li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>
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## Year 5 English

<u>Reading</u>	<u>Writing</u>
<p>Reading: • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • 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 • 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 • understanding through intonation, tone and volume so that the meaning is clear to an audience • checking that the</p>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet</li> </ul>

book makes sense to them, discussing their understanding and exploring the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • provide reasoned justifications for their views • retrieve, record and present information from non-fiction

**Spelling:**

• 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

points, underlining] • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • 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 • proof-read for spelling and punctuation errors

**Grammar and Punctuation:**

• 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 • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • using brackets, dashes or commas to indicate parenthesis • punctuating bullet points consistently

## English Year 6

<u>Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> <li>• Read books structured in different ways; read for a wide range of purposes</li> <li>• Check for sense and ask in-depth questions to improve understanding and empathy</li> <li>• Draw inference and make more logical predictions</li> <li>• Summarise main ideas</li> <li>• Identify how structure and presentation contribute to meaning</li> <li>• Discuss authors' use of language and its effect on the reader</li> <li>• Distinguish between fact and opinion</li> <li>• Read and discuss a broad range of texts</li> <li>• Recommend a wider variety of books to others</li> <li>• Apply knowledge of morphology and etymology more effectively when reading new words</li> <li>• Identify and discuss themes and conventions and make more in-depth comparisons between texts</li> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare a variety of poems/plays to read aloud and perform confidently</li> <li>• Retrieve, record and present information from more complex non-fiction texts</li> <li>• Justify their views using evidence</li> </ul> <p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p>Articulate accurately and justify their own ideas • Describe, explain and narrate for different purposes; express feelings • Participate and engage actively in conversations • Speak clearly, fluently and more confidently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Explore a wider range of different viewpoints • Listen and respond appropriately showing consideration to the speaker • Ask a wider range of relevant questions • Build and use more challenging vocabulary • Speculate, hypothesise and explore more complex ideas • Communicate more effectively using appropriate register</p>	<ul style="list-style-type: none"> <li>• Use: expanded noun phrases; modal and passive verbs; relative clauses • Use with greater accuracy: commas and hyphens to avoid ambiguity; brackets, dashes and commas for parenthesis; semi colons, colons or dashes between independent clauses; colons in lists; punctuation of bullet points</li> <li>• Learn and use grammar and terminology in Appendix 2 of the National Curriculum for English</li> <li>• When writing: select appropriate grammar and vocabulary; use linking, organisational and presentational devices effectively; in narratives use dialogue and develop character, setting and atmosphere to engage the reader</li> <li>• Spell: words with prefixes, suffixes and silent letters; homophones and other confusing words; use knowledge of morphology and etymology more accurately</li> <li>• Use a thesaurus/dictionary to check meanings/spellings</li> <li>• Write legibly, fluently and with increasing speed, and be able to adapt handwriting for different purposes</li> <li>• Plan writing: to suit audience and purpose; noting and developing initial ideas; considering how authors develop characters and settings, and the effect on the reader</li> <li>• Check writing for: accuracy correct and consistent tenses; subject/verb agreement; distinction between spoken/written language; appropriate register; correct spelling and punctuation</li> </ul>