



By the end of Reception, pupils will know and be able to:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Writing (ELG)

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

By the end of Year 1 pupils will know and be able to:

- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
- Say what their writing means and says, as well as check that it makes sense
- Produce own ideas for writing
- Show some control over word order producing logical statements using mostly accurate uses of past and present tense
- Use logical phonic strategies when trying to spell unknown words
- Make recognisable attempts at spelling words not known (almost all decodable without the child's help)
- Write simple texts such as lists, stories, reports and recounts (a paragraph or more)
- Begin to show an awareness of how full stops are used in writing
- Give letters a clear and regular size, shape and orientation (ascenders/descenders and upper/lower case usually accurate)
- Use ANY conjunctions (may just be 'and') to join two simple sentences, thoughts or ideas
- Use appropriate vocabulary (should be coherent and sensible) in more than three statements
- Use capital letters and full stops mostly accurately

By the end of Year 2 pupils will know and be able to:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops
- Show some correct use of question marks and exclamation marks
- Use present and past tense mostly correctly and consistently
- Use co-ordination (or / and / but) and some subordination (when / if / that / because)
- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spelling many of the common exception words*
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use space between words that reflects the size of the letters

By the end of Year 3 pupils will know and be able to:

- Begin to use paragraphs to organise ideas
- Describe settings and characters
- Use a range of adjectives
- Use a range of sentence openers for variety, such as fronted adverbials
- Include adverbs and prepositions to add detail and precision
- Use a range of conjunctions to join together clauses
- Use inverted commas for speech
- Use apostrophes for possession
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 3 content)
- Produce legible, joined handwriting

By the end of Year 4 pupils will know and be able to:

- Use paragraphs to organise ideas cohesively
- Describe settings and characters
- Use pronouns for cohesion
- Use a range of fronted adverbials, punctuated correctly
- Use standard English verb forms in their writing ('we were' or 'I did', rather than 'we was' or 'I done')
- Use expanded noun phrases and prepositional phrases to add detail and precision
- Use a wide range of conjunctions to show time, place and cause
- Use the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use apostrophes for possession mostly correctly (both singular and plural possession)
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 3 & 4 content)
- Produce legible joined handwriting

By the end of Year 5 pupils will know and be able to:

- In narratives, describe settings, characters and atmosphere
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly – depending on the purpose of the writing (show awareness of the audience and purpose)
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Use a wide range of clause structures, sometimes varying their position within the sentence (single, compound, complex, relative, embedded)
- Use the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use a range of punctuation for effect and clarity
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 5 content)
- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

By the end of Year 6 pupils will know and be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Describe settings, characters and atmosphere in narratives and integrating dialogue to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires (E.g. Contracted forms in dialogue in narratives, Passive verbs to affect how information is presented, Modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly
- Using the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use commas for clarity mostly correctly
- Use punctuation for parenthesis mostly correctly
- Use a range of advanced punctuation mostly accurately e.g. dashes, colons, semi-colons or hyphens
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 5 & 6 content)
- Maintain legibility in joined handwriting when writing at speed

Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms
					Passive Voice
					Subjunctive Form
					Hyphens
					Bullet points

Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
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, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

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

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate; –ise; –ify</i>] Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> 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

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

The Power of Reading

YEAR 1	<p>Autumn 1</p> <p>Here we are by Oliver Jeffers</p> <p>Odd dog out by Rob Biddulph</p> <p>Whatever Next by Jill Murphy</p> <p>You can do it sam by Amy Hest</p> <p>Oi Frog by Kim Grey and Jim Field</p>	<p>Autumn 2</p> <p>The way back home by Oliver Jeffers</p> <p>Mrs Armitage on Wheels by Quentin Blake</p> <p>The three little pigs</p>	<p>Spring 1</p> <p>The blue sock by Jillian Spiller</p> <p>Lost and found by Oliver Jeffers</p> <p>When Winter Comes by Nancy Van Laan</p> <p>One winter's day by M Christina Butler</p> <p>A monster's surprise – Twinkl story</p> <p>Giraffe's cant dance- Giles Andreae</p>	<p>Spring 2</p> <p>George's Marvellous Medicine by Roald Dahl</p>	<p>Summer 1</p> <p>The owl who was afraid of the dark by Jill Murphy</p> <p>The snail and the whale by Julia Donaldson</p> <p>Handa's surprise by Eileen Browne</p>	<p>Summer 2</p> <p>The Enchanted wood by Enid Blyton</p> <p>Rabbit and Bear</p>
Literary Form	Picture books	Picture books and Fairy Tales	E-books and Picture books	Picture books and Chapter books	Picture books and Chapter books	Chapter books
Link to Main NC Area of Learning	<p>Year 1 phonics</p> <p>Oi Frog – Rhyming words</p> <p>Writing simple sentences</p>	<p>Cross Curricular link to History (Transport) and DT (Chairs)</p> <p>Retelling a story</p>	<p>Lost and Found - Cross Curricular link to Geography (Antarctic)</p> <p>When Winter Comes – link to Science (Seasons)</p> <p>Retelling a story</p>	<p>Super sentences (capital letters, finger spaces, full stops)</p> <p>Character description, using adjectives and conjunctions.</p>	<p>Handa's Surprise – link to DT (Fruit salad)</p>	<p>The Enchanted Wood - Using their imagination, coming up with their own ideas for writing</p>
PSED & Human Themes	<p>Here We Are - Our world, our place in the world, caring/kindness/respect</p> <p>Odd Dog Out – being yourself</p> <p>You can do it Sam - independence</p>	<p>The way back home – Friendship</p>	<p>Giraffes's Can't Dance + The Blue Sock - Being yourself/believing in yourself</p> <p>One Winter's Day – friendship, kindness</p>		<p>The Owl who was afraid of the Dark – overcoming fears, changing and growing, learning</p>	<p>Rabbit and Bear - friendship</p>

Reading (NC Objectives):	Review phase 3 phonics	Phase 5 phonics	Phase 5 phonics	Phase 5 phonics	Phase 5 phonics	Phase 5 phonics
	Phase 4 phonics	Read and understand simple sentences	Read and understand simple sentences	Read and understand simple sentences	Read and understand simple sentences	Read and understand simple sentences
	Read and understand simple sentences	Letter sounds and phonics knowledge to work out words	Letter sounds and phonics knowledge to work out words	Letter sounds and phonics knowledge to work out words	Letter sounds and phonics knowledge to work out words	Letter sounds and phonics knowledge to work out words
	Letter sounds and phonics knowledge to work out words	Read common exception words	Read common exception words	Read common exception words	Read common exception words	Read common exception words
	Read common exception words	. re-read these books to build up their fluency and confidence in word reading	. re-read these books to build up their fluency and confidence in word reading	. re-read these books to build up their fluency and confidence in word reading	. re-read these books to build up their fluency and confidence in word reading	. re-read these books to build up their fluency and confidence in word reading
	. re-read these books to build up their fluency and confidence in word reading	To answer questions about what they have read.	To answer questions about what they have read.	To answer questions about what they have read.	To answer questions about what they have read.	To answer questions about what they have read.
		Predict what may come next	Predict what may come next	Predict what may come next	Predict what may come next	Predict what may come next
		Can identify main points from the story	Can identify main points from the story	Can identify main points from the story	Can identify main points from the story	Can identify main points from the story
				Can identify main points from the story	Can identify main points from the story	Can identify main points from the story
				Predict what may come next	Predict what may come next	Predict what may come next
				Can identify main points from the story	Can identify main points from the story	Can identify main points from the story
				Phase 5 phonics alternative pronunciations.	Phase 5 phonics alternative pronunciations.	Phase 5 phonics alternative pronunciations.
				Make inferences	Make inferences	Make inferences
				Makes links to own experience.	Makes links to own experience.	Makes links to own experience.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and Finger spaces.	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and Finger spaces.	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and Finger spaces.	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and Finger spaces.	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and	Write simple sentences that they can read by themselves and that can be read by others. Write a sentence with Full stop and Capital letters and

		Introduce adjectives.	Introduce adjectives. Use question marks, exclamation marks To use and identify conjunctions.	Introduce adjectives. Use question marks, exclamation marks To use and identify conjunctions	Finger spaces in most sentences . Use adjectives. Use question marks, exclamation marks. Identify nouns and use some verb ending(example: ed) To use and identify conjunctions Write a coherent paragraph	Finger spaces in most sentences . Use adjectives. Use question marks, exclamation marks. Identify nouns and use some verb ending(example: ed) To use and identify conjunctions Write a coherent paragraph
Writing (NC Objectives):	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>saying out loud what they are going to write about</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally</p>	<p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>write my own ideas</p>	<p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>write my own ideas</p>

		<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>		
Extended Writing Outcome	To sound out words they are unfamiliar with.	<p>To sound out words they are unfamiliar with.</p> <p>To use getting ready to write strokes consistently.</p>	<p>To be able to retell a story.</p> <p>To write non-fiction.</p>	<p>To be able to retell a story.</p> <p>To write non-fiction.</p>	<p>To write half a page or more of well-developed ideas.</p> <p>To begin to edit writing.</p> <p>To write their own ideas.</p>	<p>To write half a page or more of well-developed ideas.</p> <p>To begin to edit writing.</p> <p>To write their own ideas.</p>

YEAR 2 Autumn Term	Book 1 Out and About By Shirley Hughes	Book 2 Man on the Moon By Simon Bartram	Book 3 Necklace of Raindrops By Joan Aiken
Literary Form	Poetry	Picture book	Short stories – Fantasy & Magic
Link to Main NC Area of Learning	Science – Seasons and Plants Music – Rhythm and Beat	Geography – planet Earth	Art and Design
PSED & Human Themes	Family Environment	Environment Valuing differences	Actions and choices of individuals Feelings
Reading (NC Objectives):	<ul style="list-style-type: none"> 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 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 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 make inferences on the basis of what is said and done answer and ask questions explain and discuss understanding of poems; those they listen to and those read independently 	<ul style="list-style-type: none"> Increase familiarity with a range of books at a level beyond that which they can read independently; Discuss the significance of the title and events; Explain understanding of what is read; Discuss the sequence of events in books; Answer and ask questions; Predict what might happen on the basis of what has been read; Draw inferences on the basis of what is being said and done; express views about reading. 	<ul style="list-style-type: none"> Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; Discuss and evaluate how authors use language impacts upon the reader; Draw inferences about characters' feelings, thoughts, emotions and actions; Discuss opinions related to the themes in the text and present these as an argument.
Speaking and listening (NC Objectives):	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers ask relevant questions to extend knowledge and understanding 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; 	<ul style="list-style-type: none"> Participate actively discussion and debate; Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance;

	<ul style="list-style-type: none"> consider and evaluate viewpoints, attending to and building on the contributions of others participate in discussions, performances, role play, improvisations and debate about what has been read prepare and learn poems for performance use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers; Ask relevant questions; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. 	<ul style="list-style-type: none"> Select and use appropriate registers for effective communication.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Adjectives, Nouns and Verbs Conjunctions Capital letters and full stops. Vocabulary development Rhyme, rhythm & metre	Questions Capital letters and full stops Adjectives, Nouns and Verbs Vocabulary development Complete sentences	Capital letters and full stops Complete sentences Adjectives, Nouns and Verbs Conjunctions
Writing (NC Objectives):	<ul style="list-style-type: none"> develop positive attitudes and stamina for writing by writing poetry draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally write for different purposes including poetry reread and evaluate writing to check it makes sense and make simple revisions read writing aloud with appropriate intonation to make the meaning clear use new and familiar punctuation correctly use sentences in different forms expand noun phrases to describe and specify learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] learn how to use the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Re-read writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create characters and plot; Draft and write arguments based on themes explored in a text. Story mapping
Extended Writing Outcomes	Poetry Descriptive writing Speech and thought bubbles Review writing	Review writing Recount Information text Persuasive writing Story writing following the same structure as original text	Letter writing Descriptive writing For and against Instruction writing

YEAR 2 Spring Term	Oak National Academy The Unlucky Man <u>Lockdown Learning</u>	Oak National Academy Baba Yaga <u>Lockdown Learning</u>	Oak National Academy Fire Giants <u>Lockdown Learning</u>	Pie Corbett Superheroes <u>Lockdown Learning</u>		
Literary Form	Oral storytelling	Traditional folk tale	Oral Storytelling	Narrative story		
Link to Main NC Area of Learning						
PSED & Human Themes	Valuing what you have	Following good advice	Being brave and resilient	Personal strengths and skills		
Reading (NC Objectives) :	<ul style="list-style-type: none"> To make inferences based on what is said and done To map and sequence a story 	<ul style="list-style-type: none"> To make inferences based on what is said and done To map and sequence a story 	<ul style="list-style-type: none"> To make inferences based on what is said and done To map and sequence a story 	<ul style="list-style-type: none"> To make inferences based on what is said and done 		
Speaking and listening (NC Objectives) :	<ul style="list-style-type: none"> Tell a story from memory Listen and respond to a story 	<ul style="list-style-type: none"> Listen to a story and answer questions To use performance skills to retell a story (clear voice, actions and expression) 	<ul style="list-style-type: none"> Tell a story from memory Listen and respond to a story To use repetition to retell 	<ul style="list-style-type: none"> Listen to a story and answer questions 		
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Suffixes Consonants and vowels Comparative adjectives Sentence types and relevant punctuation (Statement, question, command and exclamation)	Suffixes Adjectives Prepositional phrases Possessive apostrophes Capital letters and full stops	Common exception words Imperative verbs Subordinating conjunctions 'when' and 'if' Suffixes Spelling using phonics	Complete sentences Types of sentence Vocabulary development Editing skills Adjectives Contractions Expanded noun phrases		
Writing (NC Objectives) :	<ul style="list-style-type: none"> Character descriptions Punctuating sentences accurately 	<ul style="list-style-type: none"> Story openings (hook) Character development 	<ul style="list-style-type: none"> Instructions Summarising 	<ul style="list-style-type: none"> Complete sentences with accurate punctuation Choosing vocabulary for impact 		

Extended Writing Outcomes	Descriptio	Story openings (action, setting and character focus) Setting descriptions	Instructions	List poems Fact file Character description	
YEAR 2 Summer Term	Book 1 - Rapunzel By Bethan Woolvin	Book 2 - The Secret Sky Garden By Linda Sarah & Fiona Lumbers	Book 3 - Anna Hibiscus By Atinuke	Book 4 - Magic Finger By Roald Dahl	
Literary Form	Traditional Tales	Picture book	Short stores	Narrative – Chapter book	
Link to MainNC-Area of Learning		Environment	Geography – Is it really round? / Continents	Science – Animals	
PSED/Human Themes	Resilience and independence	Friendship and relationships	Valuing differences Families and relationships	Our feelings and actions Environment	
Reading (NC Objectives):	<ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently • discuss the significance of the title and events • link what they hear or read to own experiences • explain understanding of what is read • discuss the sequence of events in books and how items of information are related • discuss favourite words and phrases • answer and ask questions • predict what might happen on the basis of what has been read • draw inferences on the basis of what is being said and done • participate in discussion about what is read, taking turns and listening to others • express views about reading 	<ul style="list-style-type: none"> • Increase familiarity with a range of books • Explain and discuss understanding of books • Discuss the sequence of events in books and how items of information are related • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done • Express views and opinions about reading • Listen to, discuss and express views about books at a level beyond that which they can read independently • Discuss the significance of the title and events • Link what they hear or read to own experiences • Discuss favourite words and phrases • Taking turns and listening to others 	<ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently; • discuss the significance of the title and events; • link what they hear or read to own experiences; • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related; • discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • draw inferences on the basis of what is being said and done; • participate in discussion about what is read, taking turns and listening to others; • express views about reading. 	<ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently; • discuss the significance of the title and events; • link what they hear or read to own experiences; • explain understanding of what is read; • discuss the sequence of events in books and how items of information are related; • discuss favourite words and phrases; • answer and ask questions; • predict what might happen on the basis of what has been read; • draw inferences on the basis of what is being said and done; • participate in discussion about what is read, taking 	

				turns and listening to others; express views about reading.
Speaking and listening (NC Objectives):	<ul style="list-style-type: none"> listen and respond appropriately to adults and peers ask relevant questions to extend knowledge and understanding consider and evaluate viewpoints, attending to and building on the contributions of others participate in discussions, performances, role-play, improvisations and debate about what has been read use spoken language to develop understanding through imagining and exploring ideas performance skills 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding Speak audibly and fluently with an increasing command of Standard English Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama 	<ul style="list-style-type: none"> listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Expanded noun phrases Tenses Complete sentences Capital letters and full stops Vocabulary development Adjectives Sentence types (commands, statements, exclamations, questions)	Complete sentences Capital letters and full stops Vocabulary development Adjectives Proper nouns Conjunctions	Complete sentences Questions Capital letters and full stops Adjectives Speech marks Sentence openers First person Past tense and future tense	Capital letters and full stops Questions Adjectives Nouns Expanded noun phrases Complete sentences
Writing (NC Objectives):	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences to form short narratives write for different purposes including about fictional personal experiences, poetry, 	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including about fictional personal experiences and fictional narratives 	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including; about fictional personal experiences, poetry, non-fiction and real events; re-read and evaluate writing to check it makes 	<ul style="list-style-type: none"> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different

	<p>non-fiction and real events</p> <ul style="list-style-type: none"> • reread and evaluate writing to check it makes sense and make simple revisions • read writing aloud with appropriate intonation to make the meaning clear • use new and familiar punctuation correctly • use sentences in different forms • expand noun phrases to describe and specify • use past and present tense correctly and consistently use simple conjunctions to link subordinate and co-ordinating clauses 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense and make simple revisions 	<p>sense and make simple revisions;</p> <ul style="list-style-type: none"> • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • expand noun phrases to describe and specify; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses. 	<p>purposes including about fictional personal experiences, poetry, non-fiction and real events;</p> <ul style="list-style-type: none"> • reread and evaluate writing to check it makes sense and make simple revisions; • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • expand noun phrases to describe and specify; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses.
<p>Extended Writing Outcomes</p>	<p>Predictions Diary writing Poetry following a structure List poems First person writing Instruction writing For and against Information poster Review</p>	<p>Information leaflet List poem Predictions First person writing Character descriptions For and against arguments What happened next story extension</p>	<p>Poetry Descriptive writing Predictions Information fact file Speech and thought bubbles Review Postcard in role Playscript</p>	<p>Persuasive writing Letter Playscript Diary Descriptive writing</p>

YEAR 3	Autumn 1 <i>The Green Ship</i> By Quentin Blake	Autumn 2 <i>I was a Rat</i> By Phillip Pullman	Spring 1 <i>Charlotte's Web</i> BY EB White	Spring 2 Varjak Paw By S F Said	Summer 1 One Plastic Bag By Miranda Paul	Summer 2 The Bluest of Blues By Fiona Robinson
Literary Form	Picture book Adventure story	Narrative Character development and relationships Fairytales	Narrative Classic Novel	Narrative Mystery novel	Non Fiction Biographical	Non-fiction Historical Biography
Link to Main NC Area of Learning	Science and the environment	PSHE: Family & Friends		PSHE: Relationships	Geography- Human and physical	Science – plants Computing/art – photography
PSED & Human Themes	Debates: is change always good? Should humans interfere with nature?	To write in role in order to explore and develop empathy for characters.	The life cycle of animals	Friendships and family values	The core theme of the book supports the facilitation of a wider consideration of the responsibility we have for taking care of our local environment to preserve our planet.	Pioneering women (background of rights of women to education and equal rights in society and in professional and scientific bodies); the Victorians' passion for natural history (including voracious collecting of plants, seashells, seaweed, fossils); the development of photography, and its special status as a combination of art and science

Reading (NC Objectives):	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	Increase familiarity with a range of books;	Develop positive attitudes to reading by listening to and discussing a wide range of fiction	Reading books that are structured in different ways and reading for a range of purposes	Increase familiarity with a range of books
	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	Identify themes and conventions;	Increase familiarity with a range of books Identify themes and conventions	identifying and discussing themes and conventions in and across a wide range of writing	Identify themes and conventions
	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	Show understanding through intonation, tone, volume and action;	Discuss words and phrases that capture readers' interest and imagination;	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Prepare play scripts to read aloud
	predicting what might happen from details stated and implied		Discuss words and phrases that capture readers' interest and imagination;	Draw inferences about characters' feelings, thoughts, emotions and actions	Asking questions to improve their understanding	Show understanding through intonation, tone, volume and action
			Draw inferences about characters' feelings, thoughts, emotions and actions	Ask questions to improve understanding of the text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Discuss words and phrases that capture readers' interest and imagination
				Draw inferences and justify inferences with evidence	Predicting what might happen from details stated and implied	Draw inferences about characters' feelings, thoughts, emotions and actions
				Identify how language and structure contribute to meaning	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	

					<p>Identifying how language, structure and presentation contribute to meaning</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> - using and punctuating direct speech - Pronouns - Possessive apostrophes - Full stops and capital letters 	<ul style="list-style-type: none"> - Possessive apostrophes - Expressing time, place and cause using conjunctions - Use of the present perfect form of verbs instead of the simple past. 	<ul style="list-style-type: none"> -Use of the forms a or an according to whether the next word begins with a consonant or a vowel -Expressing time, place and cause using conjunctions], adverbs, or prepositions. -Introduction to inverted commas 	<ul style="list-style-type: none"> - Paragraphs - Single and multi clauses -Extended noun phrases - Question marks - Subordinating Conjunctions - 	<ul style="list-style-type: none"> -Ensuring the consistent and correct use of tense throughout a piece of writing. -proof-read for spelling and punctuation errors. - 	<ul style="list-style-type: none"> Adverbials to set the scene - Past tense - First person - Paragraphs and cohesion - Conjunctions – expressing time, place and cause - Direct and indirect speech (quotes)

			to punctuate direct speech			- Chronology
Writing (NC Objectives):	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>in narratives, creating settings, characters and plot.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally;</p> <p>In narrative create settings, characters and plot</p>	<p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</p> <p>Plan writing by discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>Draft and write by organising paragraphs around a theme</p> <p>In non-narrative use simple organisational devices</p> <p>In narratives, create settings, characters and plot</p> <p>Write for different purposes including about fictional personal experiences</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to</p>	<p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>In narrative create settings, characters and plot</p> <p>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles</p>

				Proof-read for spelling and punctuation errors	vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Extended Writing Outcome	Adventure Narrative, based on the Green Ship (substituting key plot details).	To write a newspaper report.	To write a story from a character's point of view	To write a recount Newspaper report To write a narrative from a character's perspective	Presentation TED Talk script	Letter of persuasion Biography of Anna's life

YEAR 4	Autumn 1 Arthur and the Golden Rope By Joe Todd Stanton Monday 28 th September – 9 th November	Autumn 2 9th November – 4th December	Spring 1 Lockdown learning	Spring 2	Summer 1	Summer 2
Literary Form	Narrative (Adventure story)	N/A	N/A	Classic literature	N/A	
Link to Main NC Area of Learning	History - European Civilisations (Vikings – Y5)	History – Roman invasion of Britain (Romans – Y4)	N/A	History – Evacuation (WW2 – Y6) Drama Religion – Christian themes	N/A	
PSED & Human Themes	Children can explore themes such as determination and perseverance. Through their study of Arthur, children might explore issues around how the town judges Arthur, and Arthur's lack of selfishness in wanting to help his town. Beliefs in different cultures and the story telling tradition.	N/A	N/A	Children could explore themes such as wonder and fantasy. Other themes include – responsibility for one's actions, betrayal and sacrifice.	N/A	
Reading (NC Objectives):	Maintain positive attitudes to reading and understanding of what they read by:	Reading comprehension practice using assessment style questions. (Top tips) Preparing poems and	Set a daily reading task – weekly book report. Increasing their familiarity	Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with	Comprehension – making inferences.	Reading books that are structured in different ways and reading for a range of purposes.

	<p>Continuing to read and discuss an increasingly wide range of fiction.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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' 	<p>play scripts *speeches* to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>myths and legends, and retelling some of these orally. Recognising some different forms of poetry [for example, free verse, narrative poetry].</p>	<p>a wide range of books.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>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.</p>		<p>Retrieve and record information from non-fiction</p>
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	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying how language, structure and presentation contribute to meaning • provide reasoned justifications for their views 					
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<p>Descriptive adjectives to enhance sentences. Fronted adverbials. Speech punctuation. List writing.</p>	<p>Expanded noun and prepositional phrases. Using different types of fronted adverbial (where, how and when). Commas for fronted adverbials.</p>	<p>Using apostrophes for contraction and possession. Identifying word classes (nouns and determiners, adjectives, verbs and adverbs).</p>	<p>Using descriptive vocabulary. Variety of openers and different types of descriptive sentence (Alan Peat).</p>	<p>FANBOYS and Subordinating conjunctions.</p>	
Writing (NC Objectives):	<p>Children should plan their writing by:</p> <ul style="list-style-type: none"> • 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, 	<p>Seasonal poetry (acrostic)</p> <p>Speech writing and performance.</p>	<p>Nonsense poetry.</p> <p>Comic strips.</p> <p>Writing myths – Finn McCool.</p>	<p>Writing descriptive paragraphs and emulating the style of an author.</p> <p>Seasonal poetry (descriptive).</p> <p>Writing in character and understanding the emotions present by using inferences from the text.</p>	<p>Narrative writing – create a story about a caterpillar.</p> <ul style="list-style-type: none"> - Gather ideas for a plot. - Character description. - Setting description. - Building a successful plan. (Opening, build up, solution) - Making edits and recognising improvements. 	

	<p>listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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 					
Extended Writing Outcome	LO – To write a diary entry as the main character.	LO – To write an inspirational speech.	<p>LO – To write a myth.</p> <p>LO – To create a comic strip.</p> <p>LO – To use apostrophes accurately.</p> <p>LO – To add different word classes to a piece of writing.</p>	<p>LO – To write descriptive paragraphs.</p> <p>LO – To write a descriptive spring poem.</p> <p>LO – To write in character as Edmund during his meeting with Aslan.</p>	LO – To write a story.	

YEAR 5	Autumn 1 Adventures of Odysseus	Autumn 2	Spring 1	Spring 2	Summer 1 Kensuke's Kingdom	Summer 2
Literary Form	Narrative/ Traditional Tales	Non-Chronological Report	Home Learning – writing for different purposes	Historical Recount	Narrative – first person	
Link to Main NC Area of Learning	History – Ancient Greece		Geography - Alaska	History – Vikings , 1066	Geography – navigating , map work, environment History – World War 2	
PSED & Human Themes	Impact of actions on other people	Understanding ourselves			Seeing different perspectives	
Reading (NC Objectives):	<ul style="list-style-type: none"> ▪ reading books that are structured in different ways and reading for a range of purposes ▪ reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ ask questions to improve their 					

	<p>understanding</p> <ul style="list-style-type: none"> draw 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 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 					
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Relative clauses	Conjunctions Formal language	Parenthesis Expanded Noun phrases Relative clauses	Cohesion within a paragraph Cohesion across paragraphs	Modal verbs Word classes	Commas to clarify meaning
Writing (NC Objectives):	<ul style="list-style-type: none"> 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 they have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing 					
Extended Writing Outcome	Narrative – writing the next chapter.	Formal Non-chronological report on self or School	Persuasive letter Pie Corbett T4W Faction text – creative non-fiction	1066 Recount	Character led setting description creating atmosphere.	

YEAR 6	Autumn 1 <i>Wolf Brother</i> By Michelle Paver	Autumn 2 <i>Shackleton's Journey</i> By William Grill	Spring 1 <i>The Highwayman</i> By Alfred Noyes (Home Learning)	Spring 2 <i>Tales from the Caribbean</i> By Trish Cooke	Summer 1 <i>The Lighthouse / Ruin / The Ocean Maker (Literacy Shed – Not Power of Reading)</i>	Summer 2 SPaG and Comprehension Practice for Assessments
Literary Form	Narrative (Adventure story)	Non-fiction	Narrative Poem	Traditional Tales	Narrative (Literacy Shed video stimuli)	
Link to Main NC Area of Learning	History: Stone Age and Hunter Gatherers (Y3)	Science: Evolution and Adaptation	N/A	Geography: North America (key physical and human characteristics).		
PSED & Human Themes	Respect for others and assertiveness	Collaboration with others and reconciling conflict	Respond appropriately to the opinions of others To develop the ability to work collaboratively	Discussion of gender stereotypes Colonisation and slavery (link to Britain and Windrush).		
Reading (NC Objectives):	Increase familiarity with a range of books; Identify themes and conventions and compare these across books they have read; Show understanding through intonation, tone, volume and action;	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. Read books that are structured in different ways and reading for	Retrieve, select and describe information, events or ideas Deduce, infer and interpret information, events or ideas Respond imaginatively, using different strategies to engage with texts	Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction ▪ reading books that are structured in different ways and reading for a range of purposes ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books 		

	<p>Discuss words and phrases that capture readers' interest and imagination;</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions.</p> <p>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.</p> <p>Ask questions to improve their understanding</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Predict what might happen from details stated and implied.</p>	<p>a range of purposes</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Evaluate writers' purposes and viewpoints and the overall effect of the text on the reader</p>	<p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ 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 detail 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 ▪ 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 		
<p>National Curriculum Vocabulary, Grammar,</p>	<p>Word classes: nouns and verbs</p>	<p>Expanded Noun Phrases (inc. word classes of determiners, adjectives, nouns, verbs</p>	<p>Recognising vocabulary and structures that are appropriate</p>	<p>Prepositional Phrases</p> <p>Semi-Colons and Colons to separate independent clauses</p>		

<p>Punctuation (and Spelling)</p>		<p>and prepositional phrases).</p>				
<p>Writing (NC Objectives):</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Note and develop initial ideas, drawing on reading</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</p> <p>Use a range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar</p>	<p>Note and develop initial ideas, drawing on reading</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have heard or read.</p> <p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>Use a range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p>	<p>Use and adapt a variety of forms suited to different purposes and readers</p> <p>Make stylistic choices, including vocabulary, literary features and viewpoints or voice</p>	<p>Children should plan their writing by:</p> <ul style="list-style-type: none"> ▪ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ 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 		

	<p>and punctuation</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p> <p>Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</p>				
Extended Writing Outcome	<p>Narrative opening from a character's perspective, showing their inner feelings and emotions.</p>	<p>To write a reflective speech, in role as a crew member on Endurance.</p>	<p>To write a diary entry, in role as different characters from the original poem.</p>	<p>To write and perform a playscript (based on the tale 'The Elephant Drum').</p>		

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few ageappropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and righthand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling – work for year 1

Revision of reception work

Statutory requirements
<p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> ▪ all letters of the alphabet and the sounds which they most commonly represent ▪ consonant digraphs which have been taught and the sounds which they represent ▪ vowel digraphs which have been taught and the sounds which they represent ▪ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ▪ words with adjacent consonants ▪ guidance and rules which have been taught

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch

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

Vowel digraphs and trigraphs

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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side

o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, ZOO	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound

ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock

Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the graphemephoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Spelling – work for year 2

Revision of work from year 1

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

New work for year 2

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

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

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

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

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il-.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anticlockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as -sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>

<p>The suffix –ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>

Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)

Homophones and near-homophones

accept/except,
affect/effect, ball/bawl,
berry/bury, brake/break,
fair/fare, grate/great,
groan/grown, here/hear,
heel/heal/he'll, knot/not,
mail/male, main/mane,
meat/meet,
medal/meddle,
missed/mist, peace/piece,
plain/plane,
rain/rein/reign,
scene/seen,
weather/whether,
whose/who's

Word list – years 3 and 4

accident(ally)	early earth	knowledge	purpose
actual(ly)	eight/eighth	learn length	quarter
address answer	enough	library material	question
appear arrive	exercise	medicine	recent regular
believe bicycle	experience	mention minute	reign
breath breathe	experiment	natural naughty	remember
build	extreme	notice	sentence separate
busy/business	famous	occasion(ally)	special straight
calendar caught	favourite February	often opposite	strange strength
centre century	forward(s)	ordinary	suppose surprise
certain circle	fruit	particular	therefore
complete consider	grammar	peculiar	though/although
continue decide	group guard	perhaps	thought through
describe different	guide heard	popular	various weight
difficult	heart height	position	woman/women
disappear	history	possess(ion)	
	imagine	possible	
	increase	potatoes	
	important	pressure	
	interest	probably	
	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory) Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

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

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

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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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Homophones and other words that are often confused

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.

More examples:

aisle: a gangway between seats (in a church, train, plane).

isle: an island. aloud: out

loud.

allowed: permitted.

affect: usually a verb (e.g. *The weather may affect our plans*).

effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church.

alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal).

serial: adjective from the noun *series* – a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).

advice/advise devce/devise
licence/license practice/practise
prophecy/prophesy

farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)

morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*)

precede: go in front of or before proceed: go on

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

Word list – years 5 and 6

accommodate accompany	profession excellent
according achieve	programme existence
aggressive amateur ancient	pronunciation explanation
apparent appreciate	queue familiar recognise
attached available average	foreign recommend forty
awkward bargain bruise	relevant
category cemetery	frequently restaurant
committee communicate	government rhyme
community competition	guarantee rhythm harass
conscience* conscious*	sacrifice hindrance
controversy convenience	secretary identity
correspond	shoulder immediate(ly)
criticise (critic + ise) curiosity	signature individual
definite desperate determined	sincere(ly) interfere soldier
develop dictionary disastrous	interrupt stomach
embarrass persuade environment	language sufficient leisure
physical	suggest lightning symbol
equip (–ped, –ment) prejudice	marvellous system
es	mischievous temperature
pe	muscle thorough necessary
cia	twelfth neighbour variety
lly	nuisance vegetable occupy
pri	vehicle occur
vil	yacht
eg	opportunity
e	parliament
ex	
ag	
ge	
rat	
e	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).¹ The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	bad	/ɑ:/	father, arm
/d/	dog	/ɒ/	hot
/ð/	this	/æ/	cat
/dʒ/	gem, jug	/aɪ/	mind, fine, pie, high
/f/	if, puff, photo	/aʊ/	out, cow
/g/	gum	/ɛ/	hen, head
/h/	how	/eɪ/	say, came, bait
/j/	yes	/ɛə/	air
/k/	cat, check, key, school	/əʊ/	cold, boat, cone, blow
/l/	leg, hill	/ɪ/	hit
/m/	man	/ɪə/	beer
/n/	man	/i:/	she, bead, see, scheme, chief
/ŋ/	sing	/ɔ:/	launch, raw, born
/θ/	both	/ɔɪ/	coin, boy
/p/	pet	/ʊ/	book
/r/	red	/ʊə/	tour
/s/	sit, miss, cell	/u:/	room, you, blue, brute
/ʃ/	she, chef	/ʌ/	cup
/t/	tea	/ɜ:/	fern, turn, girl

¹ This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

/tʃ/	check	/ə/	farmer
/v/	vet		
/w/	wet, when		
/z/	zip, hens, buzz		
/ʒ/	pleasure		