

Year 1 English Overview

Autumn:

Key terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Autumn Spelling:

NB: The children should be able to spell/ be taught to spell words using the 40+ phonemes already taught. They should also be able to spell a range of common exception words.

Common exception words for year 1: 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

- Revision of Year R including:
- All letters of the alphabet and the sounds which they most commonly represent
- Consonant digraphs which have been taught and the sounds they represent
- Vowel digraphs which have been taught and the sounds they represent
- Words with adjacent consonants
- Guidance and rules which have been taught
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The /ŋ/ sound spelt n before k (think, drink)
- Division of words into syllables
- -tch (watch, match, kitchen)
- The /v/ sound at the end of words (have, live, give)
- Adding s (plural of nouns and the third person singular of verbs) (cats, dogs, spends, rocks, thanks)
- Vowel digraphs and trigraphs (revision and then exploration of new ones)
- Ai and oi (rain, wait, train, paid, afraid, oil, join, coin, point, soil)
- Ay and oy at the end of a word (day, stay, play, say, way)

Autumn Writing:

- Write from left to right across a page
- Sit correctly at a table, holding a pencil comfortably and correctly
- Name most of the letters in the alphabet
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Start to form capital letters accurately
- Compose a sentence orally before writing it
- Write sentences which can be read by themselves and others
- Begin to sequence sentences to form short narratives
- Begin to re-read what they have written to check that it makes sense
- Work on leaving a space between words
- Begin to punctuate sentences using a capital letter **and** a full stop
- Use a capital letter for names of people, places and the days of the week
- Use the suffix s within their writing (where there is no change to the root word)
- Begin to write from memory simple sentences dictated by the teacher that include words taught so far
- Begin to discuss what they have written with the teacher or other pupils
- Start to read aloud their writing clearly enough to be heard by their peers and the teacher

Year 1 Autumn Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Show an increasing ability to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Begin to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs
- Show an improving ability to read other words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- starting to link (with support) what they read or hear read to their own experiences
- Starting to become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems
- Starting to discuss word meanings, linking new meanings to those already known
- Showing an understanding of both the books they can already read accurately and fluently and those they listen to by:
- Showing an increasing ability to draw on what they already know or on background information and vocabulary provided by the teacher
- Is showing signs that they are able to check that the text makes sense to them as they read and correcting inaccurate reading
- Starting to discuss the significance of the title and events
- Beginning to make inferences on the basis of what is being said and done
- Beginning to predict what might happen on the basis of what has been read so far
- Showing a willingness to participate in discussion about what is read to them, taking turns and listening to what others say
- Is beginning to explain their understanding of what is read to them.

Spring

Spring Spelling:

- Adding s and es to words (plural of nouns and the third person singular of verbs) (cats, dogs, spends, rocks, thanks, catches)
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer)
- A-e (made, came, same)
- E-e (these, complete)
- I-e (five, ride)
- O-e (home, those)
- U-e (oo and yoo sounds) (June, rule, rude, use, tube, tune)
- Ar (car, start, park)
- ea (/i:/) (sea, dream, meat, each)
- ea (/ɛ/) (head, bread, meant, instead)
- er (/ɜ:/) (stressed sound : her, term, verb, person)
- er (/ə/) (unstressed *schwa* sound : better, under, summer, winter, sister)
- ir (girl, bird, shirt, first)
- ur (turn, hurt, church, burst)
- oo (/u:/) (food, pool, moon, zoo, soon)
- oo (/ʊ/) (book, took, foot, wood, good)

Year 1 Spring Writing:

- Use past, present and future verb forms accurately **when talking** about events that have happened or are to happen in the future
- Use phonic knowledge to write words in ways which match their spoken sounds and write some irregular common words
- Name the letters of the alphabet
- Use the spelling rule for adding s for verbs in 3rd person singular
- Continue to form capital letters accurately (might not be secure)
- Compose a sentence orally before writing it
- Write sentences which can be read by themselves and others
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter **and** a full stop or question mark
- Begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Begin to use 'and' to join sentences together
- Begin to use the suffixes: s, es, ed, er and ing within their writing (where there is no change to the root word)
- Write from memory simple sentences dictated by the teacher that include words taught so far
- Show more confidence when discussing what they have written with the teacher or other pupils
- Showing more confidence when reading aloud their writing so that it is clear enough to be heard by their peers and the teacher

Spring Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Start to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Continue to show an improving ability to read other words of more than one syllable that contain taught GPCs
- Begin to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Is encouraged to link what they read or hear read to their own experiences
- Is more familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Is able to recognise and join in with predictable phrases
- Is learning to appreciate rhymes and poems, and to recite some by heart
- Is more able to discuss word meanings, linking new meanings to those already known
- Shows a greater understanding of both the books they can already read accurately and fluently and those they listen to by:
- Draws on what they already know or on background information and vocabulary provided by the teacher
- More able to check that the text makes sense to them as they read and to correct inaccurate reading
- Can discuss the significance of the title and events
- Greater ability to make inferences on the basis of what is being said and done
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them, taking turns and listening to what others say
- More able to explain clearly their understanding of what is read to them.

Year 1 Summer

Summer Spelling:

- Adding –er and –est to adjectives where no change is needed to the root word (grander, grandest, fresher, frehest, quicker, quickest)
- Oa (boat, coat, road, coach, goal)
- Oe (toe, goes)
- Ou (out, about, mouth, around, sound)
- ow (/aʊ/) (now, how)
- ow (/əʊ/) (own, blow, snow, grow)
- ue (blue, clue, true, rescue, Tuesday)
- ew (new, few, grew, flew, drew)
- ie (/aɪ/) (lie, tie, pie, cried)
- ie (/i:/) (chief, thief, field)
- igh (high, night, light, bright)
- 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, wear, pear)
- are (/ɛə/) (bare, dare, care, share, scared)
- words ending in y (/i:/ or /ɪ/) (very, happy, funny, party, family)
- Using k for the /k/ sound (Kent, sketch, kit, skin)
- Adding the prefix un (unhappy, undo, unload, unfair, unlock)
- Compound words : football, playground, farmyard, bedroom, blackberry)

Summer Writing:

- Know how the prefix *un-* changes the meaning of verbs and adjectives [negation, for example, *unkind*, or *undoing*: *untie the boat*]
- Continue to use past, present and future verb forms accurately **when talking** about events that have happened or are to happen in the future
- Continue to use phonic knowledge to write words in ways which match their spoken sounds and write some irregular common words
- Form capital letters accurately
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Continue to compose a sentence orally before writing
- Continue to sequence sentences to form short narratives
- Continue to re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter **and** a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Use the suffixes: s, es, ed, er and ing within their writing (where there is no change to the root word)
- Write from memory simple sentences dictated by the teacher that include words taught so far
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Summer Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.
Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Links what they read or hear read to their own experiences
- Is familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognises and join in with predictable phrases
- Is able to appreciate rhymes and poems, and to recite some by heart
- Is able to discuss word meanings, linking new meanings to those already known
- Shows a greater understanding of both the books they can already read accurately and fluently and those they listen to by:
- Draws on what they already know or on background information and vocabulary provided by the teacher
- Able to check that the text makes sense to them as they read and to correct inaccurate reading
- Can discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Year 2 English Overview

Year 2 Autumn:

Key Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Autumn Spelling:

- **Common exception words for year 2 (to be learnt and revised over the year):** 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

Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
 - Revision of Year 1 (see the Year 1 Overview)
 - 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 (badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust)
 - The /s/ sound spelt before e, i and y (race, ice, cell, city, fancy)
 - The /n/ sound spelt kn and less often gn at the beginning of words (knock, know, knee, gnat, gnaw)
 - The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap)
 - The /l/ or /əl/ sound spelt -le at the end of words (table, apple, bottle, little, middle)
 - The /l/ or /əl/ sound spelt -el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)
 - The /l/ or /əl/ sound spelt -al at the end of words (metal, pedal, capital, hospital, animal)
 - Words ending -il (pencil, fossil, nostril)
 - The /aɪ/ sound spelt -y at the end of words (cry, fry, dry, try, reply, July)

Autumn Writing: Essential skills from last year:

- Punctuate sentences using a capital letter **and** a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Leave spaces between words
- Use 'and' to join sentences together

New skills to master:

- Begin to work on forming lower-case letters of the correct size relative to one another
- Be exposed to some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.
Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional)
 - Writing poetry
Consider what they are going to write before beginning by:
 - Being exposed to planning in a writing form or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
 - Starting to encapsulate what they want to say, sentence by sentence
Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher
 - Starting to show improved awareness when re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - Be exposed to the need to show a greater awareness of the need to proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written

- Begin to use a wider range of conjunctions to show subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*) with support
- Start to use expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] with some support.
- Begin to understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command with support
- Begin to apply an understanding of how to use the correct choice and consistent use of **present tense** and **past tense** in some writing

Autumn Reading:

- 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
- Show more confidence when reading words of two or more syllables that contain the same graphemes as above
- Continue to read words containing common suffixes
- Begin to read further common exception words, starting to note unusual correspondences between spelling and sound and where these occur in the word
- Show an increasing ability to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Show an increasing ability to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Start to recognise simple recurring literary language in stories and poetry
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- Begin to draw on what they already know or on background information and vocabulary provided by the teacher
- Show an improving ability to check that the text makes sense to them as they read and correcting inaccurate reading
- Showing an improving ability to make inferences on the basis of what is being said and done
- Answering questions about a text
- Continue to show an improving ability to predict what might happen on the basis of what has been read so far
- Show an improving ability to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Show a greater ability to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2 Spring

Spring Spelling:

- Common exception words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Adding –es to nouns and verbs ending in –y (flies, tries, replies, copies, babies, carries)
- Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny)
- The /ɔ:/ sound spelt a before l and ll (all, ball, call, walk, talk, always)
- The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)
- The /i:/ sound spelt –ey (key, donkey, monkey, chimney, valley)
- The /ɒ/ sound spelt a after w and qu (want, watch, wander, quantity, squash)
- The /ɜ:/ sound spelt or after w (word, work, worm, world, worth)
- The /ɔ:/ sound spelt ar after w (war, warm, towards)
- The /ʒ/ sound spelt s (television, treasure, usual)
- The suffixes –ment, -ness, -less, -ful and –ly (enjoyment, sadness, careful, playful, plainness, badly including exceptions such as : argument. Also, look at root words in –y with a consonant before it: merriment, happiness, plentiful, penniless, happily) (continue this in Summer?)

Year 2 Spring Writing:

- Continue to work on forming lower-case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.
Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional)
 - Writing about real events and writing poetry
Consider what they are going to write before beginning by:
 - Beginning to plan in a writing form or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
 - Showing a greater ability to encapsulate what they want to say, sentence by sentence
Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and, with support, other pupils
- Showing an improved awareness when re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Starting to show a greater awareness of the need to proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written and showing an awareness of the need to use the appropriate intonation to make the meaning clear
- Begin to use a wider range of conjunctions to show subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*)
- Use expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] with increasing independence.
- Begin to understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Begin to apply an understanding of how to use the correct choice and consistent use of **present tense** and **past tense** throughout writing
- Start to use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Year 2 Spring Reading:

- 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
- Confident when reading words of two or more syllables that contain the same graphemes as above
- Continue to read words containing common suffixes
- Continue to read further common exception words, starting to note unusual correspondences between spelling and sound and where these occur in the word
- Show an improving ability to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Show an increasing ability to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Start to recognise simple recurring literary language in stories and poetry
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- Begin to draw on what they already know or on background information and vocabulary provided by the teacher
- Show an improving ability to check that the text makes sense to them as they read and correcting inaccurate reading
- Showing an improving ability to make inferences on the basis of what is being said and done
- Answering questions and beginning to ask questions about a text
- Show an improving ability to predict what might happen on the basis of what has been read so far
- Start to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Begin to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 2 Summer

Summer Spelling:

- Common exception words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- Continue suffixes (from Spring)
- Contractions (can't, didn't, hasn't, couldn't, it's, I'll)
- Words ending in -tion (station, fiction, motion, national, section)
- The possessive apostrophe (singular nouns only) (Megan's, Ravi's, the girl's, the man's, the child's)

Year 2 Summer Writing:

- Form lower-case letters of the correct size relative to one another
 - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 - Use spacing between words that reflects the size of the letters.
- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional)
 - Writing about real events
 - Writing poetry
 - Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
 - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher and other pupils
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - Read aloud what they have written with appropriate intonation to make the meaning clear.
 - Use a wider range of conjunctions to show subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*)
 - Use expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
 - Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
 - Apply an understanding of how to use the correct choice and consistent use of **present tense** and **past tense** throughout writing
 - Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Year 2 Summer Reading:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - Discussing the sequence of events in books and how items of information are related
 - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - Being introduced to non-fiction books that are structured in different ways
 - Recognising simple recurring literary language in stories and poetry
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Checking that the text makes sense to them as they read and correcting inaccurate reading
 - Making inferences on the basis of what is being said and done
 - Answering and asking questions
 - Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3 English Overview

Autumn:

Key Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Autumn Spelling:

- Statutory words which do not fit the statutory objectives, but need to be learned in Year 3: answer, bicycle, build, breath, breathe, believe, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, early, experience, experiment, extreme, February, fruit, group, guard, height, history, imagine, knowledge, learn, length (long), material, minute, naughty, notice, often, opposite, purpose, quarter, recent, though/although, thought, through, weight, woman/women.
- Unusual GPC (answer, island, February, history, often, particular-all statutory words)
- Revisit and revise Year 2 spellings and rules and look at busy/business
- The /i/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)
- The /ʌ/ sound spelt ou (young, touch, double, trouble, country)
- Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, preferred)
- The suffix -ly (added to an adjective to form an adverb: finally, usually, sadly, completely, comically)
- Words with endings sounding like /ʒə/ (always end in -sure but check that they are not er or (t)ch endings e.g teacher, catcher, richer and stretcher -measure, treasure, pleasure, enclosure)
- Words with endings sounding like /tʃə/ (often end in ture creature, furniture, picture, nature, adventure)
- Form words with super, anti and auto

Autumn Writing: Essential requirements from last year/previous years

- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people places, days of the week and the personal pronoun 'I'
- Use present and past tense correctly and consistently, including the progressive form

New Learning:

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Begin to use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a* rock, *an* open box]
- Show an understanding of word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Begin to use the diagonal and horizontal strokes that are needed to join letters
- Show a greater understanding which letters, when adjacent to one and other, are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Start to compose sentences using a wider range of structures linked to the grammar objectives i.e. Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Write a narrative with a clear structure, setting, characters and plot with support
- Be introduced to the use of inverted commas (speech marks) in order to show speech.
- Write a non-narrative using simple organisational devices such as headings and sub-headings with support
- Suggest improvement to writing through assessing writing with peers and self-assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of complex sentences with more than one clause by using a wider range of subordinating conjunctions, *focus on when* and *because*
- Continue to practice the use of the perfect form of verbs to mark relationships of time and cause
- Show a greater awareness of the use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors
- Begin to use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Be introduced to the idea of a paragraph (and write examples with support)

Year 3 Autumn Reading:

- Begins to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Begins to read longer words with support and test out different pronunciations.
- Begins to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Possibly with support, more able to check that the text makes sense, discussing their understanding and explaining the meaning of words in context.
- Beginning to draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Starting to predict what might happen from details stated and implied.
- Is able to retrieve and record information from non-fiction (possibly with support)
- Starting to use contents pages and indexes to locate information.
- Begin to select appropriate information.
- Starting to improve their use of dictionaries to check the meaning of words they have read.
- Begin to discuss words and phrases that capture the reader's interest and imagination (through supported discussion).
- Begin to recognise different forms of poetry e.g. free verse or narrative poetry.
- Begin to identify how language, structure and presentation contribute to meaning.
- Begin to read books that are structured in different ways and reading for a range of purposes.
- Start to identify themes and conventions in a wide range of books.
- Begin to recognise (with support) themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Begin to learn the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings (through looking at selected genres)
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Continuing to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Begin to exercise choice in selecting books and be taught to do so.
- 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
- Begin to develop, agree on and evaluate rules for effective discussion
- Show a greater understanding of how to use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Be introduced to the idea of a paragraph in non-fiction

Spring

Spring Spelling:

- Prefixes (dis, mis (disappoint, disagree, disobey, disappear-statutory word, misbehave, mislead, misspell)
- Unstressed vowel sounds/syllables (calendar, decide, describe, different, difficult, exercise, experience, forward(s), grammar, sentence –all statutory words)
- Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist echo, character)
- Words with the /ei/ sound spelt ei, eigh, or ey (eight, eighth, weight- all statutory words, vein, neighbour, they, obey)
- Root word + prefix (accident, address, bicycle, increase, interest, important, remember, appear, arrive- all statutory words)

Year 3 Spring Writing:

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a* rock, *an* open box]
- Show an increasing understanding of word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one and other, are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Compose sentences using a wider range of structures linked to the grammar objectives i.e. Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Write a narrative with a clear structure, setting, characters and plot
- Show a greater awareness of the use of inverted commas (speech marks) in order to show speech.
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self-assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of complex sentences with more than one clause by using a wider range of subordinating conjunctions, e.g. *focus on if* and *although*
- Continue to practice the use of the perfect form of verbs to mark relationships of time and cause
- Show a greater awareness of the use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Be introduced to the idea of a paragraph independently

Spring Reading:

- Begins to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Begins to read longer words with support and test out different pronunciations.
- Begins to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Becoming more able to check that the text makes sense, discussing their understanding and explaining the meaning of words in context.
- More able to draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Begin to summarise the main ideas from a text, drawn from more than one paragraph.
- Begin to ask more detailed questions to improve their understanding of a text.
- Predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction
- Use contents pages and indexes to locate information.
- Begin to select appropriate information.
- Using dictionaries to check the meaning of words they have read.
- Begin to discuss words and phrases that capture the reader's interest and imagination.
- Begin to recognise different forms of poetry e.g. free verse or narrative poetry.
- Begin to identify how language, structure and presentation contribute to meaning.
- Begin to read books that are structured in different ways and reading for a range of purposes.
- Identifying themes and conventions in a wide range of books.
- Begin to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

- Begin to learn the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings.
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Continuing to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Begin to exercise choice in selecting books and be taught to do so.
- 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
- Begin to develop, agree on and evaluate rules for effective discussion

Year 3 Summer

Summer Spelling:

- Homophones and near-homophones (this is repeated in Year 4) (reign –statutory word, 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)
- Unstressed vowel sounds/syllables (separate, medicine, particular, peculiar, ordinary, popular, pressure, probably, purpose, regular –all statutory words)
- Revise apostrophes for possession from Year 2
- Possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's)
- Singular proper nouns ending in an s use the 's suffix (Cyprus's population)

Summer Writing:

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Confidently use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a* rock, *an* open box]
- Recognise and apply knowledge of word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Continue to spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one and other, are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Compose sentences using a wider range of structures linked to the grammar objectives i.e. Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Write a narrative with a clear structure, setting, characters and plot
- Use inverted commas (speech marks) in order to show speech.
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self-assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of complex sentences with more than one clause by using a wider range of subordinating conjunctions, e.g. *when*, *if*, *because*, *although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors
- Be introduced to the idea of a paragraph (and write examples with support)

Year 3 Summer Reading:

- Begins to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Begins to read longer words with support and test out different pronunciations.
- Begins to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- More able to check that the text makes sense, discussing their understanding and explaining the meaning of words in context.
- Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Begin to summarise the main ideas from a text, drawn from more than one paragraph.
- Begin to ask more detailed questions to improve their understanding of a text.
- Predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction
- Use contents pages and indexes to locate information.
- Begin to select appropriate information.
- Using dictionaries to check the meaning of words they have read.
- Begin to discuss words and phrases that capture the reader's interest and imagination.
- Begin to recognise different forms of poetry e.g. free verse or narrative poetry.
- Begin to identify how language, structure and presentation contribute to meaning.
- Begin to read books that are structured in different ways and reading for a range of purposes.
- Identifying themes and conventions in a wide range of books.
- Begin to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Begin to learn the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings.
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Begin to exercise choice in selecting books and be taught to do so.
- 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
- Begin to develop, agree on and evaluate rules for effective discussion

Year 4 English Overview

Autumn:

Key Terminology: determiner, pronoun, possessive pronoun, adverbial

Autumn Spelling:

- Statutory words which do not fit the statutory objectives, but need to be learned in Year 4: address, appear, arrive, earth, eight/eighth (revision from year 3), enough (Anglo Saxon: rough, tough), exercise, famous/various, island, favourite, guide, heard, heart, library, medicine, natural, particular, perhaps (tends not to be pronounced in a way that matches spelling), popular, possible, pressure, probably, potatoes, promise, reign, special, straight, surprise, strength (strong), suppose (with impose, oppose, position etc), therefore (before)
- Revise from Year 3 if necessary the suffix –ly (Accidentally actually occasionally – statutory words + sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.
The suffix –ly starts with a consonant letter, so it is added straight on to most root words)
- The suffix –ation (added to verbs to make nouns) (information, adoration, sensation, preparation, admiration, fascination, creation, education, medication, pollination, demonstration, dictation)
- 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)

Autumn Writing:

Essential Skills:

- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people places, days of the week and the personal pronoun 'I'
- Use present and past tense correctly and consistently, including the progressive form
- Use the perfect form of verbs to mark relationships of time and cause

New Learning:

- Continue to learn to spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters with a decreasing number of errors over the term
- Have a clearer understanding with regards to which letters, when adjacent to one and other, are best left unjoined.
- Continue to increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- Start to compose sentences using a wider range of structures
- Begin to use standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Starting to expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- Use paragraphs to organise ideas around a theme
- Start to use the appropriate **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
- Start to use inverted commas along with other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- To show an awareness of the grammatical difference between **plural** and **possessive** –s
- Begin to use apostrophes to mark plural possession [for example, *the girl's name, the girls' names*]
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences (with support)
- Continue to learn how to write a narrative with a clear structure, setting, characters and plot
- Start to make more detailed improvements by proposing changes to grammar and vocabulary to improve consistency (*accurate use of pronouns in sentences*)
- Use a range of complex sentences with more than one clause (with support)
- Begin to improve the use of appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Begin to use an increasing range of fronted adverbials (*Later that day, I went shopping*).
- Start to use expanded noun phrases with modifying adjectives and prepositional phrases (*The strict teacher with curly hair*)
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and continue to show an awareness of the use of after fronted adverbials (with support)

Autumn Reading:

- First choice is to read silently (or they are being taught/encouraged to do so) and can then discuss what they have read (with prompting/support)
- Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- More able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Starting longer words with support and tests out different pronunciations. For example, attempts to match what they decode to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation / tɛtʃnɪkəl / ('tetchnical') might not sound familiar but / tɛknɪkəl / ('teknical') should
- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- More able to check that the text makes sense, starting to discuss their understanding and explaining the meaning of words in context
- Showing a greater ability to draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Beginning to show an awareness with regards to how to summarise the main ideas from a text, drawn from more than one paragraph.
- Asking questions (with support) to improve their understanding of a text.
- A greater awareness when predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction
- More able to use the contents pages and indexes to locate information.
- Shows a wider knowledge with regards to what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.
- Often selects appropriate information
- Supported to use dictionaries to check the meaning of words they have read.
- Starting to discuss words and phrases that capture the reader's interest and imagination.
- Beginning to recognise the similarities and differences between different forms of poetry e.g. free verse or narrative poetry.
- More able to identify how language, structure and presentation contribute to meaning.
- Read books that are structured in different ways and reading for a range of purposes.
- Showing an awareness of the themes and conventions in a wide range of books
- Present a familiar story in their own words (with some support)
- A clearer recognition of the themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Starting to have a clearer understanding of the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings.
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems to read aloud and to perform, showing an improving understanding through intonation, tone, volume and action.
- Start to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Be taught to choose carefully when selecting books and supported to select these books
- Aware of the need to actively 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
- Start to think about how effective discussion is created

Year 4 Spring

Spring Spelling:

- The suffix –ous (Various famous –statutory words + poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –**our** is changed to –**or** before – **ous** is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –**ous** ending, it is usually spelt as **i**, but a few words have **e**.
- Endings which sound like /ʒən/ (division, invasion, confusion, decision, collision, television)
- Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef, chalet, machine, brochure)
- Prefixes: n- (interest, increase- statutory words, inactive, incorrect)
- Im- (important- statutory word, immature, immortal, impossible, impatient, imperfect)
- Il- (illegal, immobile)
- Ir- (irregular, irrelevant, irresponsible)
- Re- (remember- statutory word, redo, refresh, return, reappear, redecorate)
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (league, tongue, antique, unique)
- Revisit and revise possessive apostrophe and also with plural words (The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but *is* added if the plural does not end in –s (i.e. is an irregular plural – e.g. *children’s*).

Spring Writing:

- Continue to learn to spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters with few errors
- Have a clear understanding with regards to which letters, when adjacent to one and other, are best left unjoined.
- Continue to increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- In their independent work and in other lessons, compose sentences using a wider range of structures
- Have an increasing awareness of when to use standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Continue to expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher expanded to: the strict maths teacher with curly hair*)
- Use paragraphs to organise ideas around a theme
- Continue to use the appropriate **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
- Show an increasing ability to use inverted commas along with other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]
- To apply their understanding of the grammatical difference between **plural** and **possessive** –s
- Show a greater confidence when using apostrophes to mark plural possession [for example, *the girl’s name, the girls’ names*]
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences (with some support)
- Continue to learn how to write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency (*accurate use of pronouns in sentences*)
- Use a range of complex sentences with more than one clause (with some support)
- Continue to improve the use of appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use an increasing range of fronted adverbials (*Later that day, I went shopping*).
- Use expanded noun phrases with modifying adjectives and prepositional phrases (*The strict teacher with curly hair*)
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and continue to show an awareness of the use of *’* after fronted adverbials (with some support)

Year 4 Spring Reading:

- First choice is to read silently and can then discuss (possibly with some prompting) what they have read
- Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Reads longer words with support and tests out different pronunciations. For example, attempts to match what they decode to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation / tɛtʃnɪkəl / ('tetchnical') might not sound familiar but / tɛknɪkəl / ('teknical') should
Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.
- Improved ability to draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Continues to show an awareness with regards to how to summarise the main ideas from a text, drawn from more than one paragraph.
- Asking questions (possibly with some support) to improve their understanding of a text.
- A greater awareness when predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction
- Use contents pages and indexes to locate information.
- Shows a wider knowledge with regards to what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.
- Select appropriate information
- Using dictionaries to check the meaning of words they have read.
- Discuss words and phrases that capture the reader's interest and imagination.
- Continue to recognise the similarities and differences between different forms of poetry e.g. free verse or narrative poetry.
- Identify how language, structure and presentation contribute to meaning.
- Read books that are structured in different ways and reading for a range of purposes.
- Identifying themes and conventions in a wide range of books
- Present a familiar story in their own words
- Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Learn the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings.
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Begin to exercise a greater ability to choose carefully when selecting books
- Show a greater ability to 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
- Contribute to the development, agreement on and evaluation of the rules for effective discussion

Year 4 Summer

Summer Spelling:

- **sub-**: subdivide, subheading, submarine, submerge
- **inter-**: interact, intercity, international, interrelated (inter + related)
- **super-**: supermarket, superman, superstar
- **anti-**: antiseptic, anti-clockwise, antisocial
- **auto-**: autobiography, autograph
- Words with the /s/ sound spelt sc (Latin in origin) (science, scene, discipline, fascinate, crescent)
- Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (mention, position question occasion possession -statutory words + invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician) (Strictly speaking, the suffixes are **-ion** and **-ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word. **-tion** is the most common spelling. It is used if the root word ends in **t** or **te**. **-ssion** is used if the root word ends in **ss** or **-mit**. **-sion** is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention, intend – intention*. **-cian** is used if the root word ends in **c** or **cs**).

Summer Writing:

- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one and other, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- In their independent work and in other lessons, compose sentences using a wider range of structures (showing that they are able to use a wider range in a typical piece compared to previous terms)
- Use standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- Use paragraphs to organise ideas around a theme
- Use the appropriate **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
- Use inverted commas along with other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- Clear understanding of the grammatical difference between **plural** and **possessive -s**
- Confident when using apostrophes to mark plural possession [for example, *the girl's name, the girls' names*]
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency (*accurate use of pronouns in sentences*)
- Use a range of complex sentences (multi-clause sentences) with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials (*Later that day, I went shopping*).
- Use expanded noun phrases with modifying adjectives and prepositional phrases (*The strict teacher with curly hair*)

Year 4 Summer Reading:

- Reads silently and then discusses what they have read
- Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Reads longer words with support and tests out different pronunciations. For example, attempts to match what they decode to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation / tɛtʃnɪkəl / ('tetchnical') might not sound familiar but / tɛknɪkəl / ('teknical') should
Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Checking the text makes sense, discussing their understanding and explaining the meaning of words in context.
- Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarising the main ideas from a text, drawn from more than one paragraph.
- Asking questions to improve their understanding of a text.
- Predicting what might happen from details stated and implied.
- Retrieves and records information from non-fiction
- Use contents pages and indexes to locate information.
- Knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.
- Select appropriate information.
- Using dictionaries to check the meaning of words they have read.
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise different forms of poetry e.g. free verse or narrative poetry.
- Identify how language, structure and presentation contribute to meaning.
- Read books that are structured in different ways and reading for a range of purposes.
- Identifying themes and conventions in a wide range of books
- Present a familiar story in their own words
- Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Learn the conventions of different types of writing e.g. the greeting in letters, diary entries written in the 1st person, presentational devices such as numbers and headings.
- Increasing their familiarity of a wide range of books e.g. fairy stories, myths and legends and retelling some of these orally.
- Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks, including whole books and not just extracts.
- Exercise choice in selecting books and be taught to do so
- 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
- Develop, agree on and evaluate rules for effective discussion

Year 5 English Overview

Autumn:

Key Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Autumn Spelling:

- Statutory words which do not fit the statutory objectives, but need to be learned in Year 5: exaggerate especially amateur ancient, attached, bargain, bruise, determined, embarrass, foreign, forty, necessary, guarantee, rhyme, rhythm, stomach, individual, language, leisure, lightning, neighbour, persuade, privilege, programme, queue, restaurant, sincere(ly) shoulder, soldier, thorough, vehicle, yacht
- Revisit and Revise from Year 3/4 as appropriate for cohort, including: competition explanation pronunciation profession (likely to take a number of weeks)
- Endings which sound like /ʃəs/ spelt –cious or –tious (disastrous marvellous mischievous conscious conscience – all statutory words + vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious

Autumn Writing:

Essential Skills:

- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people places, days of the week and the personal pronoun 'I'
- Variety of sentence types including use of subordination and a range of sentence openings

New Learning:

- Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*]
- Start to use relative clauses beginning with *who, which, where, when, whose, that*.
- Begin to use devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
- Use commas to indicate parenthesis (for a relative clause)
- Use of commas to clarify meaning or avoid ambiguity
- Start to use verbs with prefixes. For example, *dis, de, mis, over* and *re*
- Show an awareness of how to convert nouns or adjectives into verbs by adding a suffix (*ate, ise, ify*)
- Spell identified commonly misspelt words from Year 5 and 6 word lists
- Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Be clearer as to the audience for and purpose of the writing
- Continue to use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught
- Begin to vary the use of sentence starters to highlight the main idea e.g. Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before], using different conjunctions, varying the use of nouns/pronouns at the start, using speech to start a sentence etc.
- Start to develop characters through action and dialogue
- Begin to establish viewpoint as the writer through commenting on characters or events
- Begin to show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader (with some support)

Year 5 Autumn Reading:

- Continues to apply a growing general knowledge of root words, prefixes and suffixes – read aloud and understand the meaning of new words that are met.
- Is more able to check that the book makes sense to the reader, discussing the individuals understanding and exploring the meaning of words in context.
- Is asking appropriate questions to improve understanding (with some support).
- Predict what might have happened from details stated and (with support) implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning (with support)
- More able to draw inferences from characters' feelings and actions and justify them with evidence from the text.
- Participates in discussions about books that are read to the child and those that can be read independently, building on their own and others ideas and challenge views courteously.
- More able to distinguish between statements of fact and opinion.
- Is more able to retrieve, record and present information from non-fiction.
- Starting to provide increasingly reasoned justifications for their views about a book.
- Continues to increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Is more able to recommend books that they have read to their peers, giving reasons for their choices.
- With some support, is able to identify and discuss themes and conventions in and across a wide range of writing.
- More able to make comparisons within and across books.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books / text books.
- Has experienced opportunities to read books that are structured in different ways and reading for a range of purposes.
- Continue to learn a wider range of poetry by heart.

Spring

Spring Spelling:

- Endings which sound like /ʃəl/ (official, special, artificial, partial, confidential, essential- all statutory words + financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*).
–**cial** is common after a vowel letter and –**tial** after a consonant letter, but there are some exceptions.
Exceptions: initial, financial
- Homophones and other words that are often confused: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further, father: a male parent, guessed: past tense of the verb *guess*
guest: visitor, heard: past tense of the verb *hear*, herd: a group of animals, led: past tense of the verb *lead*
lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*), morning: before noon
mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*), passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before, proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*), principle: basic truth or belief
profit: money that is made in selling things, prophet: someone who foretells the future, stationary: not moving
stationery: paper, envelopes etc., steal: take something that does not belong to you, steel: metal, wary: cautious
weary: tired, who's: contraction of *who is* or *who has*, whose: belonging to someone (e.g. *Whose jacket is that?*)
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 **(continued)**

(continued) Year 5 Spring Spelling

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

descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)

dessert: (stress on second syllable) a sweet course after the main course of a meal.

draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air.

- Words ending in –able and –ible and words ending in –ably and –ibly (available – statutory word adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly The –able/–ably endings are far more common than the –ible/–ibly endings.
- Unstressed vowel sounds/syllables (average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system – all statutory)

Spring Writing:

- Use relative clauses beginning with *who, which, where, when, whose, that*.
- Indicate degrees of possibility using **modal verbs** [for example, *might, should, will, must*]
- Continue to use devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
- Use brackets or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use verbs with prefixes. For example, *dis, de, mis, over* and *re*
- Convert nouns or adjectives into verbs by adding a suffix (*ate, ise, ify*)
- Spell identified commonly misspelt words from Year 5 and 6 word lists
- Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Know the audience for and purpose of the writing
- Continue to use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught
- Continue to use sentence starters to highlight the main idea e.g. Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader

Year 5 Spring Reading:

- Continues to apply a growing general knowledge of root words, prefixes and suffixes – read aloud and understand the meaning of new words that are met.
- Is more able to check that the book makes sense to the reader, discussing the individuals understanding and exploring the meaning of words in context.
- Is asking appropriate questions to improve understanding.
- Predict what might have happened from details stated and (with some support) implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning (with some support)
- Often is able to draw inferences from characters' feelings and actions and justify them with evidence from the text.
- Starting to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Starting to 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 (with support).
- Participates in discussions about books that are read to the child and those that can be read independently, building on their own and others ideas and challenge views courteously.
- Distinguish between statements of fact and opinion.
- Retrieves, records and presents information from non-fiction.
- Provides increasingly reasoned justifications for their views about a book.
- Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books / text books.
- Read books that are structured in different ways and reading for a range of purposes.
- Continue to learn a wider range of poetry by heart.
- Prepare poems and plays to be read aloud and performed, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Year 5 Summer

Summer Spelling:

- Words containing the letter-string ough (ought, bought, thought, nought, brought, fought, rough, tough, enough cough though, although, dough, through, thorough, borough, plough, bough) **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.
- Use of the hyphen (co-ordinate, re-enter, co-operate, co-own : 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)
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight
- Unstressed vowel sounds/syllables: (dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system –all statutory words)

Summer Writing:

- Use relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
- Use devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]
- Use brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- Use verbs with prefixes. For example, *dis, de, mis, over* and *re*
- Convert nouns or adjectives into verbs by adding a suffix (*ate, ise, ify*)
- Spell identified commonly misspelt words from Year 5 and 6 word lists
- Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught
- Use sentence starters to highlight the main idea e.g. Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Vary the use of sentence starters to highlight the main idea e.g. Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before], using different conjunctions, varying the use of nouns/pronouns at the start, using speech to start a sentence etc.

Year 5 Summer Reading:

- Applies a growing general knowledge of root words, prefixes and suffixes – read aloud and understand the meaning of new words that are met.
- Check that the book makes sense to the reader, discussing the individuals understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Predict what might have happened from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Draw inferences from characters' feelings and actions and justify them with evidence from the text.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- 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.
- Participates in discussions about books that are read to the child and those that can be read independently, building on their own and others ideas and challenge views courteously.
- Distinguish between statements of fact and opinion.
- Retrieves, records and presents information from non-fiction.
- Provides reasoned justifications for their views about a book.
- Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books / text books.
- Read books that are structured in different ways and reading for a range of purposes.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to be read aloud and performed, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Year 6 English Overview

Autumn:

Key Terminology: subject, object, active, passive, synonym, antonym, ellipsis (You must refer to glossary for this as it is not just...), hyphen, colon, semi-colon, bullet points.

Autumn Spelling:

- Statutory words which do not fit the statutory objectives, but need to be learned in Year 6: achieve, aggressive, communicate, community, committee, definite, dictionary (dictate, diction), familiar, muscle (muscular), physical, rhyme, rhythm, sacrifice, signature (sign, design, signal), twelfth (two, twelve, twenty), symbol, occupy, occur, variety.
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (Convenience hindrance existence nuisance relevant frequently excellent sufficient conscience –statutory words, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence Use –**ant** and –**ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue. Use –**ent** and –**ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt!
- Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference The **r** is doubled if the –**fer** is still stressed when the ending is added. The **r** is not doubled if the –**fer** is no longer stressed.
- Root word + suffix (Criticise environment government equipment parliament immediately temperature –statutory words) Over-pronunciation e.g. critic+ise

Autumn Writing:

Essential Skills:

- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences, commas for lists and to demarcate clauses
- Use brackets, dashes or commas to mark parenthesis
- Use a capital letter for names of people places, days of the week and the personal pronoun ‘I’
- Variety of sentence types including use of subordination and a range of sentence openings

New Learning:

- Begin to convert verbs into nouns by adding suffixes. For example, tion, ure
- Continue to distinguish between homophones and other words which are often confused
- Continue to spell identified commonly misspelt words from Year 5 and 6 word list
- Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the appropriate form and register for the audience and purpose of the writing
- Show an improved ability to use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Start to discuss and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- Use a range of sentence starters for specific effects (adverbials, conjunctions, ing, ed) (with some support to aid development of the sentences)
- Continue to develop the use of noun phrases to add detail to sentences
- Regularly use commas to mark phrases and clauses (with some support)
- Improve ability to sustain and develop main ideas logically in narrative and non-narrative writing
- Continue to use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information (with some support)
- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- Begin to recognise how words are related by meaning as synonyms [for example, *big, large*,
- Start to link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Show an improving understanding of different layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Begin to use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Start to use the colon to introduce a list and use of semi-colons within lists

Year 6 Autumn Writing Continued:

- Be aware of how to punctuate using bullet points to list information
- Revise knowledge from Year 5 with regards to how hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Autumn Reading:

- Applies a growing general knowledge of root words, prefixes and suffixes – read aloud and understand the meaning of new words that are met.
- Check that the book makes sense to the reader, discussing the individuals understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Predict what might have happened from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Draw inferences from characters' feelings and actions and justify them with evidence from the text.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- 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.
- Participates in discussions about books that are read to the child and those that can be read independently, building on their own and others ideas and challenge views courteously.
- Distinguish between statements of fact and opinion.
- Retrieves, records and presents information from non-fiction.
- Provides reasoned justifications for their views about a book.
- Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books / text books.
- Read books that are structured in different ways and reading for a range of purposes.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to be read aloud and performed, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Spring

Spring Spelling:

- Use of the hyphen co-ordinate, re-enter, co-operate, co-own 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.
- Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. **Exceptions:** *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).

Spring Writing:

- Convert verbs into nouns by adding suffixes. For example, tion, ure
- Continue to distinguish between homophones and other words which are often confused
- Continue to spell identified commonly misspelt words from Year 5 and 6 word list
- Chose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect e.g. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- Use a range of sentence starters for specific effects (adverbials, conjunctions, ing, ed)
- Continue to develop the use of noun phrases to add detail to sentences
- Begin using the passive voice to present information with a different emphasis
- Regularly use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Continue to use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information
- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- Begin to recognise how words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Continue to master the use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuate using bullet points to list information
- Know how hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Spring Reading:

NB: It is the same as Autumn reading and this is a chance to revise understanding and apply to different contexts.

Summer

Summer Spelling:

- Revision, including of: homophones and other words that are often confused: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further, father: a male parent, guessed: past tense of the verb *guess* guest: visitor, heard: past tense of the verb *hear*, herd: a group of animals, led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*), morning: before noon mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*), passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before, proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*), principle: basic truth or belief
profit: money that is made in selling things, prophet: someone who foretells the future, stationary: not moving stationery: paper, envelopes etc., steal: take something that does not belong to you, steel: metal, wary: cautious weary: tired, who's: contraction of *who is* or *who has*, whose: belonging to someone (e.g. *Whose jacket is that?*) 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 **(continued)**

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

descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)

dessert: (stress on second syllable) a sweet course after the main course of a meal.

draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air.

Summer Writing:

- Convert verbs into nouns by adding suffixes. For example, tion, ure
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Chose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect e.g. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- Use a range of sentence starters for specific effects (adverbials, conjunctions, ing, ed)
- Use developed noun phrases to add detail to sentences
- Use the passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information
- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuate using bullet points to list information
- Know how hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Summer Reading:

NB: It is the same as Autumn reading and this is a chance to revise understanding and apply to different contexts.