



Literacy at Spring Bank Primary School

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Literacy at Spring Bank Primary School

At Spring Bank Primary School, we believe that literacy and communication are key life skills. Across the curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

We ensure that children are taught to:

- Read, write and speak with confidence, fluency and understanding;
- Have an avid interest in books and read for enjoyment;
- Become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts;
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- Understand the connections between the spoken and written word;
- Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying preferences about a wide range of fiction and non-fiction texts using appropriate technical vocabulary.

Across school, children will be given opportunities to:

- Discuss aspects of literacy learning;
- Interact with each other and the teacher, contributing to discussions, offering positive criticisms leading to the improvement of reading and writing;
- Edit and evaluate their own and others' contributions;
- Be ambitious and have high expectations for personal success.

Age Related Expectations

This document lays out an overview of the reading, writing and spoken language skills that are taught across school from Reception to Year 6. This include the EYFS statutory framework and English programmes of study from the National Curriculum that must be taught in KS1 and KS2.



Year 1 English Overview

Spoken Language (Years 1-6)

Pupils should be taught to:

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

Reading - Word Recognition

Pupils should be taught to:

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

Reading - Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.]



| Writing - Transcription | Writing - Handwriting | Writing - Vocabulary, Grammar and Punctuation | Writing - Composition |
|--|---|--|--|
| <p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un- ▪ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher. |



Spelling - work for year 1 (Revision of reception work)

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt **ff**, **ll**, **ss**, **zz** and **ck**

The /ŋ/ sound spelt n before k
Division of words into syllables

Rules and guidance (non-statutory)

The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions:** if, pal, us, bus, yes.

Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.

Example words (non-statutory)

off, well, miss, buzz, back

bank, think, honk, sunk

pocket, rabbit, carrot, thunder, sunset

Statutory requirements

-tch

The /v/ sound at the end of words

Adding **s** and **es** to words (plural of nouns and the third person singular of verbs)

Adding the endings **-ing**, **-ed** and **-er** to verbs where no change is needed to the root word

Adding **-er** and **-est** to adjectives where no change is needed to the root word

Rules and guidance (non-statutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.

English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the **v**.

If the ending sounds like /s/ or /z/, it is spelt as **-s**. If the ending sounds like /ʒ/ and forms an extra syllable or 'beat' in the word, it is spelt as **-es**.

-ing and **-er** always add an extra syllable to the word and **-ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **-ed**.

If the verb ends in two consonant letters (the same or different), the ending is simply added on.

As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.

Example words (non-statutory)

catch, fetch, kitchen, notch, hutch

have, live, give

cats, dogs, spends, rocks, thanks, catches

hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

grander, grandest, fresher, freshest, quicker, quickest



Vowel digraphs and trigraphs

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

| Vowel digraphs and <u>trigraphs</u> | Rules and guidance (non-statutory) | Example words (non-statutory) |
|-------------------------------------|--|---|
| oi | The digraphs oi and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraid, oil, join, coin, point, soil |
| oy | oy and oy are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay, boy, toy, enjoy, annoy |
| a-e | | made, came, same, take, safe |
| e-e | | these, theme, complete |
| i-e | | five, ride, like, time, side |
| o-e | | home, those, woke, hope, hole |
| u-e | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e. | June, rule, rude, use, tube, tune |
| oc | | car, start, park, arm, garden |
| ee | | see, tree, green, meet, week |
| ea (/i:/) | | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) | | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) | | (stressed sound): her, term, verb, person |
| er (/ə/) | | (unstressed schwa sound): better, under, summer, winter, sister |
| ir | | girl, bird, shirt, first, third |
| ur | | turn, hurt, church, burst, Thursday |

| Vowel digraphs and <u>trigraphs</u> | Rules and guidance (non-statutory) | Example words (non-statutory) |
|-------------------------------------|---|----------------------------------|
| oo (/u:/) | Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo | food, pool, moon, zoo, soon |
| oo (/u/) | | book, took, foot, wood, good |
| oo | The digraph oo is very rare at the end of an English word. | boat, coat, road, coach, goal |
| oe | | toe, goes |
| ou | The only common English word ending in ou is you. | out, about, mouth, around, sound |
| ow (/oʊ/) | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. | now, how, brown, down, town |
| ow (/əʊ/) | If words end in the /oo/ sound, ue and ew are more common spellings than oo. | own, blow, snow, grow, show |
| ue | | |



| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) |
|------------------------------|------------------------------------|--|
| ew | | blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw |
| ie (/aɪ/) | | lie, tie, pie, cried, tried, dried |
| ie (/i:/) | | chief, field, thief |
| igh | | high, night, light, bright, right |
| or | | for, short, born, horse, morning |
| ore | | more, score, before, wore, shore |
| aw | | saw, draw, yawn, crawl |
| au | | author, August, dinosaur, astronaut |
| air | | air, fair, pair, hair, chair |
| ear | | dear, hear, beard, near, year |
| ear (/ɛə/) | | bear, pear, wear |
| are (/ɛə/) | | bare, dare, care, share, scared |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|-----------------------------------|---|--|
| Words ending -y (/i:/ or /ɪ/) | | very, happy, funny, party, family |
| New consonant spellings ph and wh | The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun). | dolphin, alphabet, phonics, elephant when, where, which, wheel, while |
| Using k for the /k/ sound | The /k/ sound is spelt as k rather than as c before e, i and y . | Kent, sketch, kit, skin, frisky |
| Adding the prefix -un | The prefix un- is added to the beginning of a word without any change to the spelling of the root word. | unhappy, undo, unload, unfair, unlock |
| Compound words | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard, bedroom, blackberry |
| Common exception words | Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used |



Year 1: Detail of content to be introduced (statutory requirement)

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

Year 2 English Overview

Spoken Language (Years 1-6)

Pupils should be taught to:

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

Reading - Word Recognition

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading - Comprehension

Pupils should be taught to:

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

| Writing - Transcription | Writing - Handwriting | Writing - Vocabulary, Grammar and Punctuation | Writing - Composition |
|---|---|---|---|
| <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl's book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including ment, -ness, -ful, -less, -ly ▪ apply spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ learn how to use: <ul style="list-style-type: none"> ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English Appendix 2 ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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. |



Spelling - work for year 2

Revision of work from year 1

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

New work for year 2

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|--|--|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e , i and y | The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e , i and y . The /dʒ/ sound is always spelt as j before a , o and u . | 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 c before e , i and y | | race, ice, cell, city, fancy |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. | knock, know, knee, gnat, gnaw |
| The /r/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The /l/ or /əɹl/ sound spelt -le at the end of words | The -le spelling is the most common spelling for this sound at the end of words. | table, apple, bottle, little, middle |
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
| The /l/ or /əɹl/ sound spelt -el at the end of words | The -el spelling is much less common than -le . The -el spelling is used after m , n , r , s , v , w and more often than not after s . | camel, tunnel, squirrel, travel, towel, tinsel |
| The /l/ or /əɹl/ sound spelt -al at the end of words | Not many nouns end in -al , but many adjectives do. | metal, pedal, capital, hospital, animal |
| Words ending -il | There are not many of these words. | pencil, fossil, nostril |
| The /əɹl/ sound spelt -y at the end of words | This is by far the most common spelling for this sound at the end of words. | cry, fly, dry, try, reply, July |
| Adding -es to nouns and verbs ending in -y | The y is changed to i before -es is added. | flies, tries, replies, copies, babies, carries |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|--|--|
| Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it | The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied ...but copying, crying, replying |
| Adding the endings -ing , -ed , -er , -est and -y to words ending in -e with a consonant before it | The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking, hiked, hiker, nicer, nicest, shiny |
| Adding -ing , -ed , -er , -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound spelt a before l and ll | The /ɔ:/ sound ('or') is usually spelt as a before l and ll. | all, ball, call, walk, talk, always |
| The /ʌ/ sound spelt o | | other, mother, brother, nothing, Monday |

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



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

| Year 2: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 3 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs |
| Sentence | Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command |
| Text | Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] |
| Punctuation | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] |
| Terminology for pupils | <i>noun, noun</i> phrase <i>statement</i> , question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma |

Year 3 and 4 English Overview

Spoken Language (Years 1-6)

Pupils should be taught to:

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

Reading - Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - Comprehension

Pupils should be taught to:

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

| Writing - Transcription | Writing - Handwriting | Writing - Vocabulary, Grammar and Punctuation | Writing - Composition |
|--|---|---|---|
| <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |





Spelling - work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3/4 and 4

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

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



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|---|---|
| | <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3/4) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p> | <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p> |
| Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. <i>teacher, catcher, richer, stretcher</i>.</p> | <p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p> |
| Endings which sound like /ʒən/ | <p>If the ending sounds like /ʒən/, it is spelt as -sion.</p> | <p>division, invasion, confusion, decision, collision, television</p> |
| The suffix -ous | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p> | <p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> |



Year 5 and 6 English Overview

Spoken Language (Years 1-6)

Pupils should be taught to:

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

Reading - Word Recognition

Reading - Comprehension

Pupils should be taught to:

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

Pupils should be taught to:

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



| Writing - Transcription | Writing - Handwriting | Writing - Vocabulary, Grammar and Punctuation | Writing - Composition |
|--|--|---|---|
| <p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific little ▪ choosing the writing implement that is best suited for a task. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for years 5 and 6 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|--|---|--|
| Endings which sound like /ʃəs/ spelt -cious or -tious | Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious. | vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious |
| Endings which sound like /ʃəl/ | -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). | official, special, artificial, partial, confidential, essential |
| Words ending in -ant, -ance/-ancy, -ent, -ence/-ency | Use -ant and -ance/-ancy if there is a related word with a /æ/ or /ɛ/ 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. | 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 |
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
| Words ending in -able and -ible Words ending in -ably and -ibly | The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the g of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). | adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable |
| Adding suffixes beginning with vowel letters to words ending in -fer | 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. | possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference |
| Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |



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