

# New Primary English Curriculum 2014

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Statutory Requirements and Learning Objectives by Year Group

SD

23/6/2014

## Year 1: Speaking and Listening

<b>Spoken Language: statutory requirements for all Year Groups are the same.</b>	<b>Spoken Language Underpins the Development of Reading and Writing</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>	<ul style="list-style-type: none"><li>• Explain understanding of books and other reading.</li><li>• Talk about books you have read to the class.</li><li>• Verbally prepare and rehearse ideas before writing.</li><li>• Use to discuss and remedy misconceptions.</li><li>• Understand and use conventions for discussion and debate.</li><li>• Adopt, create, and sustain a range of roles.</li><li>• Improvise and devise drama scenarios.</li><li>• Use drama techniques for talking/character work.</li></ul>

## Year 1: Reading (Word Reading)

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<ul style="list-style-type: none"> <li>Learn to apply phonic knowledge as the route to decode words.</li> <li>Respond with increasing speed with the correct sound to graphemes for all 40+ graphemes including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul>	<ul style="list-style-type: none"> <li>To revise and consolidate Grapheme, Phoneme Correspondence (GPC) taught in YR.</li> <li>To read words comprising the Y1 GPCs accurately and speedily.</li> <li>To ensure pupils build an awareness of GPCs to prepare them for reading unfamiliar and exception words (this will support later spelling).</li> </ul>		
<b>Spring Term</b>			
<ul style="list-style-type: none"> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est ending.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions, (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter (s)</li> </ul>	<ul style="list-style-type: none"> <li>To read by blending and sounding unfamiliar words.</li> <li>To develop confidence in ability to decode by constant practise of blending and sounding.</li> <li>To extend vocabulary by learning the meaning of new and unfamiliar words.</li> <li>To become increasingly familiar with root words and then begin reading root words with suffixes.</li> <li>To improve fluency by reading and re-reading books closely matched to the child's developing phonic knowledge.</li> </ul>		
<b>Summer Term</b>			

<ul style="list-style-type: none"><li>• Read aloud and accurately books that are consistent with developing phonic knowledge.</li><li>• Read using books that do not require pupils to use other strategies to work out words.</li><li>• Re-read books to build up fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>• To improve fluency by continuing to read and re-read books closely matched to the child's developing phonic knowledge.</li><li>• To build up knowledge of common exception words.</li><li>• To increase confidence in reading skills by reading and re-reading a variety of books designed to develop phonic knowledge.</li></ul>		
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## Year 1 Reading: Comprehension

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term: develop pleasure in reading, motivation to read, vocabulary and understanding.</b>			
<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Pupils link what they read or hear being read to them to their own experiences.</li> <li>• Become familiar and re-tell key stories, fairy stories and traditional tales.</li> <li>• Discuss word meanings, link new meaning to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to, share and discuss a wide range of high-quality books with the teacher.</li> <li>• To engender a love of reading alongside their own independent reading.</li> <li>• To extend vocabulary by listening to books aloud and discussing new words.</li> <li>• To develop early inference skills by successfully decoding new words and then discussing their meaning.</li> </ul>		
<b>Spring Term: to continue all of the above and to begin to understand both the books they can already read accurately and fluently and those they listen to.</b>			
<ul style="list-style-type: none"> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Increase understanding by drawing on existing knowledge and or background information and vocabulary provided by the teacher.</li> <li>• Check that the text makes</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to understand, through listening and discussion, how written language can be structured to build surprise in narratives or find out information in non-fiction.</li> <li>• To listen to and discuss information books and other non-fiction to establish the foundations for learning in other subjects.</li> <li>• To begin to understand how language sounds and increase vocabulary and</li> </ul>		

<p>sense as they read and begin to correct inaccurate reading.</p> <ul style="list-style-type: none"> <li>• Discuss the significance of the title and events.</li> </ul>	<p>awareness of grammatical structures.</p>		
<p><b>Summer Term: To continue work in Autumn and Spring Term and also to:</b></p>			
<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is being read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• To agree rules for effective discussions.</li> <li>• To model rules for effective discussions.</li> <li>• To help develop and evaluate rules for effective discussions.</li> <li>• To consider the opinions of others (some with help).</li> <li>• To identify with and explore characters and to try out language they have</li> </ul>		

## Year 1: Writing

Statutory Requirement	Learning Objective		Activity	Resources
<b>Autumn Term</b>				
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>				
<ul style="list-style-type: none"> <li>Begin to spell words containing each of the 40+ phonemes already taught.</li> <li>Name the letters of the alphabet in order.</li> <li>Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that they can read back words they have spelt.</li> <li>To understand how to segment words into individual phonemes and represent the phonemes by the appropriate graphemes.</li> </ul>			
<b>Transcription (Handwriting)</b>				
<ul style="list-style-type: none"> <li>Become used to sitting correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to hold a pen comfortably, correctly and with increasing confidence.</li> </ul>			
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for Pupils by end Yr 1</b>		
<ul style="list-style-type: none"> <li>Leave spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how words can combine to</li> </ul>	<b>letter, capital letter, word, singular, plural, sentence,</b>		

<ul style="list-style-type: none"> <li>Join words and sentences using <i>and</i>.</li> </ul>	make sentences.	punctuation, full stop, question mark, exclamation mark.		
<b>Composition</b>				
<ul style="list-style-type: none"> <li>Talk out loud about stories and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about stories, and sequences.</li> <li>To give verbal input to modelled writing.</li> </ul>			
<b>Spring Term</b>				
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>				
<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Begin to learn common exception words.</li> <li>Recognise that PGCs (which underpins spelling) are more variable than GPCs (which underpin reading).</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to segment words into individual phonemes and represent the phonemes by the appropriate graphemes.</li> <li>To practice word-specific rehearsal for spelling.</li> <li>To make phonetically plausible attempts at spelling.</li> </ul>			
<b>Transcription (Handwriting)</b>				
<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to hold a pen comfortably, correctly and with increasing confidence.</li> <li>To begin to form regular lower-case letters.</li> <li>To attempt to write words that begin with a capital letter.</li> </ul>			

<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for Pupils by end Yr 1</b>		
<ul style="list-style-type: none"> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how words can combine to make sentences.</li> <li>To begin to write correctly demarcated sentences.</li> </ul>	<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</i>		
<b>Composition</b>				
<ul style="list-style-type: none"> <li>Sequence sentences to form a short narrative.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>To write correctly demarcated and sequenced sentences to create a short narrative.</li> <li>To contribute ideas for sequence and punctuation to shared writing activities.</li> </ul>			
<b>Summer Term</b>				
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>				
Add prefixes and suffixes: <ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping,</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to segment words into individual phonemes and represent the phonemes by the appropriate graphemes.</li> <li>To practice word-specific rehearsal for spelling.</li> <li>To make phonetically plausible attempts at spelling.</li> </ul>			

<p>helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To use misspelt words as a means of learning about alternative ways of representing these sounds.</li> <li>• To write simple dictated sentences that include words taught so far.</li> <li>• To apply and practise their spellings.</li> </ul>			
<b>Transcription (Handwriting)</b>				
<ul style="list-style-type: none"> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to form regular lower-case letters.</li> <li>• To attempt to write words that begin with a capital letter and sentences that include both upper and lower case letters.</li> </ul>			
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for Pupils by end Yr 1:</b>		
<ul style="list-style-type: none"> <li>• Continue to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise sentence boundaries in spoken sentences.</li> <li>• To use the terminology (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation</i></li> </ul>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>		

<p>pronoun 'I'</p> <ul style="list-style-type: none"> <li>• Learning the grammar for year 1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing. i.e. letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>	<p><i>mark</i>) when discussing their own work.</p> <ul style="list-style-type: none"> <li>• To begin to use some of the features of Standard English in their writing (as opposed to casual non-standard English; see Glossary for further information).</li> </ul>			
<b>Composition</b>				
<ul style="list-style-type: none"> <li>• Sequence sentences to form a short narrative.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by peers and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• To write correctly demarcated and sequenced sentences to create a short narrative.</li> <li>• To contribute ideas for sequence and punctuation to shared writing activities.</li> <li>• To understand, through demonstration, the skills and processes essential to writing. To think aloud while collecting ideas, drafting, re-reading and checking that the meaning is clear.</li> </ul>			

## Year 2: Speaking and Listening

<b>Spoken Language: statutory requirements for all Year Groups are the same.</b>	<b>Spoken Language Underpins the Development of Reading and Writing</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>	<ul style="list-style-type: none"><li>• Explain understanding of books and other reading.</li><li>• Talk about books you have read to the class.</li><li>• Verbally prepare and rehearse ideas before writing.</li><li>• Use to discuss and remedy misconceptions.</li><li>• Understand and use conventions for discussion and debate.</li><li>• Adopt, create, and sustain a range of roles.</li><li>• Improvise and devise drama scenarios.</li><li>• Use drama techniques for talking/character work.</li></ul>

## Year 2 Reading (Word)

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> </ul>	<ul style="list-style-type: none"> <li>To revise and consolidate the GPCs and the common exception words taught in Year 1.</li> <li>To read longer words by distinguishing syllable boundaries and reading each syllable separately. To combine the separate syllables to read the word.</li> </ul>		
<b>Spring Term</b>			
<ul style="list-style-type: none"> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul>	<ul style="list-style-type: none"> <li>To read suffixes by building on the root words that they have already learned.</li> <li>To learn the whole suffix as well as the letters that make it up.</li> <li>To practise reading books closely matched to their developing phonic knowledge and knowledge of common exception words.</li> </ul>		
<b>Summer Term</b>			
<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out</li> </ul>	<ul style="list-style-type: none"> <li>To confidently decode most regular words and common exception words.</li> <li>To rapidly expand the range of books</li> </ul>		

<p>unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"><li>• Re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>that pupils can read independently.</p> <ul style="list-style-type: none"><li>• To learn how to choose appropriate books independently.</li><li>• To exercise choice in selecting books.</li></ul>		
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## Year 2 Reading (Comprehension)

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>To read all the words in a sentence accurately. To avoid imprecise decoding (e.g. 'place' instead of 'palace').</li> <li>To 'monitor' what they read, checking the word they have decoded makes sense and fits into what they already know about the topic.</li> <li>To learn the meaning of unknown words.</li> <li>To begin to use morphology, such as prefixes, to work out unknown words.</li> </ul>		
<b>Spring Term:</b>			
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Being introduced to non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>To learn about cause and effect in both narrative and non-fiction. (E.g. what has prompted a character's behaviour in a story; why are certain dates</li> </ul>		

<p>books that are structured in different ways.</p> <ul style="list-style-type: none"> <li>• Recognising simple recurring literary language in stories and poetry.</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discussing their favourite words and phrases.</li> <li>• Continuing to build up a repertoire of poems learnt.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>commemorated annually?) Model thinking aloud when reading to pupils.</p> <ul style="list-style-type: none"> <li>• To increase vocabulary and awareness of grammar to improve understanding of spoken and written language.</li> <li>• To use role-play and other drama techniques to help identify with and explore characters</li> <li>• To extend understanding of what they have read and try out the language they have listened to.</li> </ul>		
<b>Summer Term</b>			
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Continue to consolidate all of the above.</li> <li>• Learn by heart poems and be able to recite, with appropriate intonation to make the meaning clear.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• Participate in discussions about</li> </ul>	<ul style="list-style-type: none"> <li>• All the above.</li> <li>• To learn how to participate in</li> </ul>		

<p>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.</p> <ul style="list-style-type: none"><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>	<p>discussions; to consider the opinions of others.</p> <ul style="list-style-type: none"><li>• To receive feedback on their discussions.</li></ul>		
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## Year 2 Writing

Statutory Requirement	Learning Objective		Activity	Resources
<b>Autumn Term</b>				
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>				
<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use more word-specific knowledge of spelling.</li> <li>To segment spoken words into phonemes and then represent all the phonemes by graphemes in the right order.</li> <li>To follow this process for single-syllable and multi-syllable words.</li> <li>To make phonically plausible attempts at spelling.</li> </ul>			
<b>Transcription (Handwriting)</b>				
<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Start 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.</li> </ul>	<ul style="list-style-type: none"> <li>To revise and practise correct letter formation frequently.</li> <li>To use some diagonal and horizontal strokes to join letters.</li> <li>To start to write with a joined style.</li> </ul>			
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 2</b>		
<ul style="list-style-type: none"> <li>Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks,</li> </ul>	<ul style="list-style-type: none"> <li>To write sentences with different forms (statement, question, exclamation, command).</li> <li>To use expanded noun phrases to describe and specify.</li> </ul>	<b>noun, noun phrase, statement, question, exclamation,</b>		

<p>question marks.</p> <ul style="list-style-type: none"> <li>• Introduce the concept of commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul>	<ul style="list-style-type: none"> <li>• To form compound nouns (e.g. superman, whiteboard).</li> <li>• To use terms; <i>noun, verb, adjective, adverb, tense, questions, exclamation</i> when talking about writing.</li> </ul>	<p>command, compound, adjective, verb, suffix, adverb, tense (past &amp; present), apostrophe, comma</p>		
<b>Composition</b>				
<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase vocabulary and grammatical knowledge by reading and listening to whole books.</li> <li>• To understand how different types of writing are structured by listening to whole books.</li> <li>• To develop and order ideas for writing by drama and role-play.</li> <li>• To understand through modelling the thinking aloud, drafting and re-reading process required for clear writing.</li> <li>• To write real and fictional narratives.</li> <li>• To write poetry.</li> <li>• To write for a variety of different purposes.</li> </ul>			
<b>Spring Term</b>				
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>				
<ul style="list-style-type: none"> <li>• Learning to spell common exception words.</li> <li>• Learning to spell more words with contracted forms.</li> <li>• Beginning to learn the possessive apostrophe (singular) e.g. 'girl's book'.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use more word-specific knowledge of spelling.</li> <li>• To segment spoken words into phonemes and then represent all the phonemes by graphemes in the right order.</li> <li>• To follow this process for single-syllable and multi-syllable words.</li> </ul>			

	<ul style="list-style-type: none"> <li>To make phonically plausible attempts at spelling.</li> <li>To correct, with help, misspelt words.</li> <li>To understand that there may be more than one way to represent a phoneme.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<ul style="list-style-type: none"> <li>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>To revise and practise correct letter formation frequently.</li> <li>To write with a joined style as soon as they can.</li> <li>To form letters securely with the correct orientation.</li> </ul>		
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for Pupils by end Yr 2</b>	
<ul style="list-style-type: none"> <li>Continue to the concept of commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>Learn how to use the present and past tenses correctly and consistently including the progressive form (describing events in progress e.g. singing, walking, laughing).</li> <li>Learning to use subordination (using when, if, that or because) and coordination (using or, and, but).</li> </ul>	<ul style="list-style-type: none"> <li>To begin to form adjectives using suffixes (e.g. -ful, -ness).</li> <li>To turn adjectives into adverbs (using -ly e.g. loud, loudly).</li> <li>To write using when, if, that, or because.</li> <li>To write using or and but.</li> <li>To make correct and consistent use of present tense and past tense throughout writing.</li> <li>To use progressive form of verbs in writing.</li> <li>To consolidate use of punctuation and terminology from Autumn Term.</li> </ul>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past &amp; present), apostrophe, comma</p>	
<b>Composition</b>			

<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand through modelling the thinking aloud, drafting and re-reading process required for clear writing.</li> <li>• To talk about, then make a short plan for, their writing.</li> <li>• To evaluate and revise their own writing using correct terminology.</li> <li>• To read aloud for sense observing punctuation. To use this process to make revisions and corrections.</li> </ul>		
<b>Summer Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>	•	•	
<ul style="list-style-type: none"> <li>• Distinguishing between homophones and near-homophones</li> <li>• Adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To segment spoken words into phonemes and then represent all the phonemes by graphemes in the right order.</li> <li>• To follow this process for single-syllable and multi-syllable words.</li> <li>• To make phonically plausible attempts at spelling.</li> <li>• To correct, with help, misspelt words.</li> <li>• To understand that there may be more than one way to represent a phoneme.</li> <li>• To apply knowledge of suffixes from word reading to spelling.</li> <li>• To draw from growing knowledge of work and spelling structure as well as knowledge of root words.</li> </ul>	•	

<p><b>Transcription (Handwriting)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• To revise and practise correct letter formation frequently.</li> <li>• To write with a joined style as soon as they can.</li> <li>• To form letters securely with the correct orientation.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b></p>		<p><b>Terminology for pupils by end Yr 2.</b></p>		
<p>Consolidation and implementation of everything taught so far either at the point of writing or during revision.</p> <ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks.</li> <li>• Introduce the concept of commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>• Learn how to use the present and past tenses correctly and consistently including the progressive form (describing events in progress e.g. singing, walking, laughing).</li> </ul>	<p>Consolidation and implementation of everything taught so far either at the point of writing or during revision:</p> <ul style="list-style-type: none"> <li>• To write sentences with different forms (statement, question, exclamation, command).</li> <li>• To use expanded noun phrases to describe and specify.</li> <li>• To form compound nouns (e.g. superman, whiteboard). To use terms: noun, verb, adjective, adverb, tense, questions, exclamation when talking about writing.</li> <li>• To begin to form adjectives using suffixes (e.g. -ful, -ness).</li> <li>• To turn adjectives into adverbs (using -ly e.g. loud, loudly).</li> <li>• To write using <i>when, if, that, or because</i>.</li> <li>• To write using <i>or</i> and <i>but</i>.</li> </ul>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past &amp; present), apostrophe, comma</p>		

<ul style="list-style-type: none"> <li>Learning to use subordination (using when, if, that or because) and coordination (using or, and, but).</li> </ul>	<ul style="list-style-type: none"> <li>To make correct and consistent use of present tense and past tense throughout writing.</li> <li>To use progressive form of verbs in writing.</li> <li>To be able to use terminology while talking about writing:</li> </ul> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>			
<b>Composition</b>	•			
<p>Continue to practice talk for writing activities and revision skills: Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Draw on and use new vocabulary from their reading, their discussions about it and from</li> </ul>	<ul style="list-style-type: none"> <li>To understand through modelling the thinking aloud, drafting and re-reading process required for clear writing.</li> <li>To talk about, then make a short plan for, their writing.</li> <li>To evaluate and revise their own writing using correct terminology. To read aloud for sense observing punctuation. To use this process to make revisions and corrections.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>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</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</li> </ul>			

their wider experiences.

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.

- Explain understanding of books and other reading.
- Talk about books you have read to the class.
- Verbally prepare and rehearse ideas before writing.
- Use to discuss and remedy misconceptions.
- Understand and use conventions for discussion and debate.
- Adopt, create, sustain a range of roles.
- Improvise and devise drama scenarios.
- Use drama techniques for talking/character work.

**Year  
3 & 4  
Speak  
ing  
and  
Listen  
ing.**

### Year 3 Reading (word)

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term Onwards</b>			
<p>Some children will be identified at the end of KS1 as still needing consolidation of Yr1 or Yr2 word reading objectives. For the others:</p> <p>At the beginning of KS2 teaching precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1.</li> <li>• Use this knowledge to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• To read longer words by being supported to test out different pronunciations.</li> <li>• To attempt to match newly decoded words to words they may have already heard, but not seen in print. (e.g. technical - familiar word looks unfamiliar in print.)</li> <li>• To continue to hear, read and use in context a growing vocabulary.</li> </ul>		

### Year 3 Reading (comprehension)

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<p>Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>To listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, to build on what was taught previously.</li> <li>To meet books and authors that they might not choose themselves</li> <li>To exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</li> <li>To begin to recognise themes, e.g. triumph of good over evil.</li> <li>To learn how to use a dictionary to find out meaning of unfamiliar words.</li> </ul>		
<b>Spring Term</b>			
<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>To learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</li> <li>To continue to recognise and discuss</li> </ul>		

	<p>themes, e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <ul style="list-style-type: none"> <li>• To confidently use a dictionary to find out meaning of unfamiliar words.</li> </ul>		
<b>Summer Term</b>			
<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Recognising some different forms of poetry (for example, free verse, narrative poetry).</li> </ul>	<ul style="list-style-type: none"> <li>• To read, re-read and rehearse poems and plays for presentation and performance giving pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</li> <li>• To use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</li> <li>• To perform as an incentive to finding out what expression is required, (boosting comprehension skills).</li> <li>• To use the skills learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</li> </ul>		

## Year 3 Writing

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Revision of work from Year 1 and 2 with particular attention to the rules for adding suffixes.</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to rules for adding suffixes, Appendix 1 Statutory Requirements for Year 2.</li> </ul> <p>New Work:</p> <ul style="list-style-type: none"> <li>Example words: forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To use joined handwriting throughout independent writing.</li> <li>To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>To use fluent joined handwriting to support their composition and spelling.</li> </ul>		

touch).				
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 3</b>		
<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b> (for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>)</li> <li>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (for example, <i>a rock</i>, <i>an open box</i>).</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>To use in context nouns with a range of prefixes.</li> <li>To use in context the correct form of 'a' or 'an'.</li> <li>To link sentences using conjunctions (e.g. when, before, after, while, so, because).</li> </ul>	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</p>		
<b>Composition</b>				
<p>Plan:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Discuss and record ideas.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally.</li> <li>Progressively build a varied and rich vocabulary and increase range of sentence structures.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>Assess effectiveness of own and other's writing to suggest</li> </ul>	<ul style="list-style-type: none"> <li>To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>To work individually or with a partner to compose and rehearse sentences orally.</li> <li>To use interactive stimulus for writing to build a varied and rich vocabulary.</li> <li>To use modelled and shared writing to increase the range of sentence structures.</li> <li>To model and discuss effective peer marking.</li> <li>To suggest improvements for your own and other's writing.</li> </ul>			

improvements.			
<b>Spring Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>• Words using 'y' elsewhere than at the end of words.</li> <li>• The /ʌ/ sound spelt ou</li> <li>• More prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Example words: myth, gym, Egypt, pyramid, mystery</li> <li>• Example words: young, touch, double, trouble, country.</li> <li>• To know that prefixes are added to the beginning of root words without any changes in spelling,</li> <li>• in-, un-, dis-, mis-, sub-, inter-, super-, anti-, auto-</li> <li>• in- and where it becomes il-, im- or ir-</li> </ul>		
<b>Transcription (Handwriting)</b>			

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• To use joined handwriting throughout independent writing.</li> <li>• To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>• To use fluent joined handwriting to support their composition and spelling.</li> </ul>			
<p><b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b></p>		<p><b>Terminology for pupils by end Yr 3</b></p>		
<ul style="list-style-type: none"> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Introduce paragraphs as a way to group related material.</li> <li>• Use headings and sub-headings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• To express time, place and cause using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</li> <li>• To express time, place and cause using <b>adverbs</b> (for example, <i>then, next, soon, therefore</i>).</li> <li>• To express time, place and cause using <b>prepositions</b> (for example, <i>before, after, during, in, because of</i>).</li> <li>• To begin to organise writing by introducing new subjects with a new paragraph. To organise written work</li> </ul>	<p><i>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)</i></p>		

	using headings and sub-headings.		
<b>Composition</b>			
<p>Plan:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li><b>Discuss and record ideas with a plan for paragraphs.</b></li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally.</li> <li>Progressively build a varied and rich vocabulary and increase range of sentence structures.</li> <li><b>Organise paragraphs around a theme.</b></li> <li><b>Build use and range of conjunctions.</b></li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>Assess effectiveness of own and other's writing to suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>To use interactive stimulus for writing to build a varied and rich vocabulary. To work individually or with a partner to compose and rehearse sentences orally.</li> <li><b>To begin to organise plan around paragraphs.</b></li> <li><b>To use modelled and shared writing to increase the range of sentence structures by using a range of conjunctions.</b></li> <li>To model and discuss effective peer marking.</li> <li><b>To suggest improvements for your own and other's writing with particular focus on text organisation, and conjunctions.</b></li> </ul>		
<b>Summer Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>The suffix <b>-ation</b>.</li> <li>The suffix <b>-ly</b> and exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Example words: <b>information, adoration, sensation, preparation.</b></li> <li>Example words: <b>sadly, completely, usually, finally,</b></li> </ul>		

<ul style="list-style-type: none"> <li>Words where the ending sounds like -sure.</li> </ul>	<ul style="list-style-type: none"> <li>Exceptions: happily, angrily, gently, basically.</li> <li>Example words: measure, treasure, pleasure, enclosure, picture, adventure.</li> </ul>			
<b>Transcription (Handwriting)</b>				
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>To use joined handwriting throughout independent writing.</li> <li>To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>To use fluent joined handwriting to support their composition and spelling.</li> </ul>			
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 3</b>		
<ul style="list-style-type: none"> <li>Begin to use present perfect form of verbs instead of the simple past.</li> <li>Introduce inverted commas to punctuate direct speech.</li> <li>Ensure pupils are familiar with Yr 3 terminology.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use present perfect form or verbs instead of simple past (<i>he has gone out to play</i> contrasted with <i>he went out to play</i>).</li> <li>To begin to use inverted commas to punctuate direct speech.</li> <li>To be able to accurately use and understand: <i>Preposition, conjunction, word family,, prefix, clause, subordinate clause, direct speech, consonant, vowel, consonant letter vowel, inverted commas (or 'speech marks')</i>.</li> </ul>	<p><i>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted</i></p>		

		commas (speech marks)	
<b>Composition</b>			
<p>Plan:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discuss and record ideas with a plan for paragraphs.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally.</li> <li>• Progressively build a varied and rich vocabulary and increase range of sentence structures.</li> <li>• <b><i>In narratives, creating setting, characters and plot.</i></b></li> <li>• <b><i>Use inverted commas or speech punctuation correctly at the point of writing.</i></b></li> <li>• Organise paragraphs around a theme.</li> <li>• Build use and range of conjunctions.</li> <li>• Use pronouns and nouns to avoid repetition.</li> <li>• Monitor whether writing makes sense.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• Assess effectiveness of own and other's writing to suggest improvements.</li> <li>• <b><i>Proofread for spelling and punctuation errors.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>• To use interactive stimulus for writing to build a varied and rich vocabulary. To work individually or with a partner to compose and rehearse sentences orally.</li> <li>• To begin to organise plan around paragraphs.</li> <li>• <b><i>To plan and structure plot; beginning, middle and end.</i></b></li> <li>• To use modelled and shared writing to increase the range of sentence structures by using a range of conjunctions.</li> <li>• <b><i>To use setting, character and plot to add interest to your writing.</i></b></li> <li>• To monitor during writing whether your writing makes sense, building in time to read and check and different points.</li> <li>• <b><i>To use speech punctuation correctly at the point of writing.</i></b></li> <li>• To model and discuss effective peer marking.</li> <li>• To suggest improvements for your own and other's writing with particular focus on text organisation, use of pronouns and nouns and conjunctions.</li> <li>• <b><i>To proofread accurately for spelling and punctuation errors in yours and others' work.</i></b></li> </ul>		

**Year 3 & 4 Speaking and Listening.**

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.

- Explain understanding of books and other reading.
- Talk about books you have read to the class.
- Verbally prepare and rehearse ideas before writing.
- Use to discuss and remedy misconceptions.
- Understand and use conventions for discussion and debate.
- Adopt, create, sustain a range of roles.
- Improvise and devise drama scenarios.
- Use drama techniques for talking/character work.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term Onwards</b>			
<p>Some children will be identified as still needing consolidation of Yr1 or Yr2 word reading objectives to aid confident decoding of most regular words and common exception words. Yr 4 should continue the move towards giving the teaching of comprehension precedence over the teaching of word reading directly. Any focus on word reading should support the development of vocabulary. For the others:</p> <ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1.</li> <li>• Use this knowledge to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• To read longer words by being supported to test out different pronunciations.</li> <li>• To attempt to match newly decoded words to words they may have already heard, but not seen in print. (e.g. technical - familiar word looks unfamiliar in print.)</li> <li>• To continue to hear, read and use in context a growing vocabulary.</li> </ul>		

**Year 4 Reading (comprehension)**

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<p>Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, to build on what was taught previously.</li> <li>• To meet books and authors that they might not choose themselves</li> <li>• To exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</li> <li>• To be able to use a dictionary to find out meaning of unfamiliar words.</li> <li>• To identify and discuss the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</li> <li>• To continue to recognise and discuss themes or narrative devices within a book.</li> </ul>		
<b>Spring Term</b>			
<p>Pupils should be taught to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in</li> </ul>	<ul style="list-style-type: none"> <li>• To use and apply skills learnt earlier to read for different reasons, including for pleasure, or to find out information and the meaning of new words</li> <li>• To be clear about the task. And to know what information to look for before beginning a task.</li> </ul>		

<p>context.</p> <ul style="list-style-type: none"> <li>• Asking questions to improve their understanding of a text.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about the kinds of explanations and questions that are expected.</li> <li>• To infer, with evidence, a character's feelings, thoughts and motives from their actions.</li> <li>• To use information stated and implied within the text to predict what might happen next.</li> </ul>		
<b>Summer Term</b>			
<ul style="list-style-type: none"> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about how language, structure and presentation can add to meaning.</li> <li>• To identify how conventions of different types of writing (greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) can add to or alter meaning.</li> <li>• To know how to use an index, glossary and contents list.</li> <li>• To develop, agree on, and evaluate rules for effective discussion.</li> </ul>		

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
Revision of words learned in Yr 3. Also: <ul style="list-style-type: none"> <li>• Words with ending sounding -sion.</li> <li>• The suffix -ous</li> <li>• Endings which should like -tion, -sion, -ssion, -cian</li> </ul>	<ul style="list-style-type: none"> <li>• Example words: division, invasion, confusion, decision, collision, television.</li> <li>• Example words: poisonous, dangerous, tremendous, enormous, courageous, outrageous, serious, obvious, curious.</li> <li>• Example words: invention, injection, expansion, extension, expression, discussion, musician, electrician.</li> </ul>		
<b>Transcription (Handwriting)</b>			
Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• To use joined handwriting throughout independent writing.</li> <li>• To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>• To use fluent joined handwriting to support their composition and spelling.</li> </ul>		
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 4</b>	
<ul style="list-style-type: none"> <li>• Using fronted adverbials (an adverb moved before the verb e.g. <i>Last week</i>, I went to the dentist. <i>Gently</i>, she picked up the kitten).</li> <li>• Using commas after fronted adverbials.</li> <li>• Grammatical difference between plural and possessive -</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify an adverb and change its position within a sentence.</li> <li>• To 'play' with sentences using fronted adverbials and fronted adverbial phrases to start a sentence or describe the verb.</li> <li>• To add commas after fronted adverbials or fronted adverbial phrases.</li> <li>• To understand the use of possessive</li> </ul>	<b>Determiner,</b> <b>pronoun,</b> <b>possessive</b> <b>pronoun,</b> <b>adverbial</b>	

<p>s (dog's; dogs)</p> <ul style="list-style-type: none"> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> </ul>	<p>apostrophes for singular and plural nouns.</p> <ul style="list-style-type: none"> <li>• To begin to apply the use of possessive apostrophes in writing for singular and plural nouns.</li> <li>• To understand and apply the use of plural -s accurately when writing.</li> </ul>			
<b>Composition</b>				
<p>Plan:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discuss and record ideas with a plan for paragraphs.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally.</li> <li>• Progressively build a varied and rich vocabulary and increase range of sentence structures using a more varied range of conjunctions and fronted adverbials.</li> <li>• Organise paragraphs around a theme.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• Assess effectiveness of own and other's writing to suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>• To use interactive stimulus for writing to build a varied and rich vocabulary. To work individually or with a partner to compose and rehearse sentences orally.</li> <li>• To organise plan around paragraphs.</li> <li>• To plan and structure plot; beginning, middle and end.</li> <li>• To use modelled and shared writing to increase the range of sentence structures by using a varied range of conjunctions and fronted adverbials.</li> <li>• To use setting, character and plot to add interest to your writing.</li> <li>• To monitor during writing whether your writing makes sense, building in time to read and check and different points.</li> <li>• To use speech punctuation correctly at the point of writing.</li> <li>• To model and discuss effective peer marking.</li> <li>• To suggest improvements for your own and other's writing with particular focus on text organisation, use of pronouns and nouns and conjunctions.</li> <li>• To proofread accurately for spelling and punctuation errors in yours and</li> </ul>			

	others' work.		
<b>Spring Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>• Words with the sound spelt ch (Greek in origin).</li> <li>• Words with the sound spelt ch (mostly French in origin).</li> <li>• Words ending with the sound spelt -gue and the sound spelt -que (French in origin).</li> <li>• Words with the sound spelt sc (Latin in origin).</li> </ul>	<ul style="list-style-type: none"> <li>• Example words: scheme, chorus, chemist, echo, character.</li> <li>• Example words chef, chalet, machine, brochure.</li> <li>• Example words: league, tongue, antique, unique.</li> <li>• Example words: science, scene, discipline, fascinate, crescent.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• To use joined handwriting throughout independent writing.</li> <li>• To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>• To use fluent joined handwriting to support their composition and spelling.</li> </ul>		
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 4</b>	
<ul style="list-style-type: none"> <li>• Verb inflections (<i>we were</i> instead of <i>we was</i>; <i>I did</i> instead of <i>I done</i>).</li> <li>• Use of inverted commas and other punctuation to indicated direct speech (<i>The conductor shouted, "Sit down!"</i> note use of exclamation mark and comma).</li> </ul>	<ul style="list-style-type: none"> <li>• To read writing aloud to hear the correct use of verb inflections.</li> <li>• To include direct speech in writing with correct use of inverted commas and</li> </ul>	Determiner, pronoun, possessive pronoun, adverbial	

<ul style="list-style-type: none"> <li>• Use of paragraphs around a theme.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	<p>other punctuation.</p> <ul style="list-style-type: none"> <li>• To organise paragraphs in writing around a theme.</li> <li>• To read and edit writing to avoid repetition of nouns and proper nouns by using pronouns.</li> </ul>			
<b>Composition</b>				
<p>Plan:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discuss and record ideas with a plan for paragraphs.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally.</li> <li>• Progressively build a varied and rich vocabulary and increase range of sentence structures using a more varied range of conjunctions and fronted adverbials.</li> <li>• Avoid repetition by use of nouns and pronouns.</li> <li>• Organise paragraphs around a theme.</li> <li>• Evaluate and edit:</li> </ul>	<ul style="list-style-type: none"> <li>• To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>• To use interactive stimulus for writing to build a varied and rich vocabulary. To work individually or with a partner to compose and rehearse sentences orally.</li> <li>• To organise plan around paragraphs.</li> <li>• To plan and structure plot; beginning, middle and end.</li> <li>• To use modelled and shared writing to increase the range of sentence structures by using a varied range of conjunctions and fronted adverbials.</li> <li>• To use setting, character and plot to add interest to your writing.</li> <li>• To monitor during writing whether your writing makes sense, building in time to read and check and different points.</li> <li>• To read back through and substitute nouns and pronouns to add interest and avoid repetition.</li> </ul>			

<ul style="list-style-type: none"> <li>Assess effectiveness of own and other's writing to suggest improvements.</li> <li>Read aloud writing to a group or whole class.</li> </ul>	<ul style="list-style-type: none"> <li>To model and discuss effective peer marking.</li> <li>To suggest improvements for your own and other's writing with particular focus on text organisation, use of pronouns and nouns and conjunctions.</li> <li>To proofread accurately for spelling and punctuation errors in yours and others' work.</li> <li>To read aloud your own writing to a group or the whole class, making appropriate choices about intonation, tone and volume.</li> </ul>		
<b>Summer Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Words with the sound spelt ei, eigh or ey.</li> <li>Possessive apostrophe with plural words.</li> <li>Homophones and near - homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Example words: vain, weigh, eight, neighbour, they, obey.</li> <li>Example words: girls', boys', babies', children's, men's. mice's</li> <li>Example words: accept/except, affect/effect, ball/bawl, brake/break etc</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>To use joined handwriting throughout independent writing.</li> <li>To continue to practise handwriting in order to increase the fluency with which pupils are able to write down what they want to say.</li> <li>To use fluent joined handwriting to support their composition and spelling</li> </ul>		
<b>Transcription (Vocab, grammar,</b>		<b>Terminology for</b>	

<p>punctuation. See appendix for more detailed guidance.)</p>		<p>pupils by end Yr 4</p>		
<ul style="list-style-type: none"> <li>Using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. expand <i>the teacher</i> to <i>the strict teacher with curly hair</i>).</li> <li>Consolidate use of fronted adverbials.</li> <li>Consolidate use of punctuation for direct speech.</li> <li>Use and understand the grammatical terminology for Yr 4 accurately and appropriately when discussing writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>To include expanded noun phrases and fronted adverbials at the point of writing.</li> <li>To edit writing to include expanded noun phrases and fronted adverbials.</li> <li>To include direct speech in writing with correct use of inverted commas and other punctuation.</li> <li>To use accurately and appropriately use terminology when discussing reading or writing: <i>determiner, pronoun, possessive pronoun, and adverbial/adverbial phrase</i>.</li> </ul>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>		
<p><b>Composition</b></p>				
<p>Plan:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Discuss and record ideas with a plan for paragraphs.</li> </ul> <p>Draft and write:</p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally.</li> <li>Progressively build a varied and rich vocabulary and increase range of sentence structures using a more varied range of conjunctions and fronted adverbials.</li> <li>Avoid repetition by use of nouns and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>To model and discuss writing in order to learn from its structure, vocabulary and grammar.</li> <li>To use interactive stimulus for writing to build a varied and rich vocabulary. To work individually or with a partner to compose and rehearse sentences orally.</li> <li>To organise plan around paragraphs and plot structure.</li> <li>To use modelled and shared writing to increase the range of sentence structures by using a varied range of conjunctions, fronted adverbials, nouns and pronouns.</li> <li>To use setting, character and plot to add interest to your writing.</li> <li>To monitor during writing whether your writing makes sense, building in time to read and check and different points.</li> </ul>			

<ul style="list-style-type: none"><li>• Organise paragraphs around a theme.</li><li>• Evaluate and edit:</li><li>• Assess effectiveness of own and other's writing to suggest improvements.</li><li>• Read aloud writing to a group or whole class.</li></ul>	<ul style="list-style-type: none"><li>• To read back through and add expanded noun phrases with adjectives and preposition phrases.</li><li>• To model and discuss effective peer marking.</li><li>• To suggest improvements for your own and other's writing with particular focus on text organisation, use of pronouns and nouns and conjunctions.</li><li>• To proofread accurately for spelling and punctuation errors in yours and others' work. To read aloud your own writing to a group or the whole class, making appropriate choices about intonation, tone and volume.</li></ul>		
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<p><b>Spoken Language: statutory requirements for all Year Groups are the same.</b></p>	<p><b>Spoken Language Underpins the Development of Reading and Writing</b></p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain understanding of books and other reading.</li> <li>• Talk about books you have read to the class.</li> <li>• Verbally prepare and rehearse ideas before writing.</li> <li>• Use to discuss and remedy misconceptions.</li> <li>• Understand and use conventions for discussion and debate.</li> <li>• Adopt, create, and sustain a range of roles.</li> <li>• Improvise and devise drama scenarios.</li> <li>• Use drama techniques for talking/character work.</li> </ul>

**Year  
5  
Speak  
ing  
and  
Listen  
ing**

**Year 5 Reading (Word)** At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term Onwards</b>			
Pupils should be taught to: <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>To work out any unfamiliar word.</li> <li>To focus on all the letters in a word so as not to, for example, read 'invitation' for 'imitation' simply because it might be the more familiar word.</li> <li>To read accurately individual words which might be key to the meaning of a sentence or paragraph.</li> <li>To improve comprehension through accurate reading of individual words.</li> <li>To pay particular attention to new vocabulary - both meaning and pronunciation.</li> </ul>		

## Year 5 Reading (Comprehension)

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learned to more complex writing.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• 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.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing</li> </ul>	<ul style="list-style-type: none"> <li>• To hear books in order to meet a different and less obvious choice of books and authors.</li> <li>• To recognise themes in reading - eg loss or heroism.</li> <li>• To compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text.</li> <li>• To learn conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>• To know technical and other terms needed for discussion such as <i>metaphor, simile, analogy, imagery, style</i> and <i>effect</i>.</li> </ul>		

<p>themes and conventions in and across a wide range of writing.</p> <ul style="list-style-type: none"> <li>• Making comparisons within and across books.</li> <li>• Learning a wider range of poetry by heart.</li> <li>• 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.</li> </ul>			
<b>Spring Term</b>			
<p>Continue with statutory requirements of Autumn Term and also:</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p>Continue with Autumn Term Learning Objectives and also:</p> <ul style="list-style-type: none"> <li>• To use reference books, to know what information is needed to look for before beginning a task.</li> <li>• To know how to understand the task.</li> <li>• To know how to use contents pages and indexes to locate information.</li> <li>• To apply skills of information retrieval in reading history, geography and science textbooks.</li> <li>• To find out information in real-life settings such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</li> <li>• To use the school and public library services support this information retrieval.</li> <li>• To receive guidance about and feedback on the quality of explanations and contributions to discussions.</li> <li>• To know how to compare characters,</li> </ul>		

	settings, themes and other aspects of reading.		
<b>Summer Term</b>			
<p>To continue with statutory requirements from Autumn and Spring Term and also:</p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>	<p>To continue with Learning Objectives from Autumn and Spring Term and also:</p> <ul style="list-style-type: none"> <li>• To be able to discuss and predict what might happen from details already read - both stated and implied.</li> <li>• To be able to give evidence for your prediction.</li> <li>• To be able to summarise the main ideas drawn from a group of paragraphs.</li> <li>• To give key details that support the main ideas you have identified and summarised.</li> </ul>		

## Year 5 Writing

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Revision of patterns from Yrs 3 and 4 with particular emphasis on morphological spelling of prefixes and suffixes.</li> <li>To embed the use of a dictionary both during and after writing.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to spell a range of root words with their prefix and suffix.</li> <li>To revise patterns and word families from Yrs 3 and 4.</li> <li>To examine the etymological root of some commonly misspelt words.</li> <li>To spell these words and patterns confidently and to talk about the grammatical rules that underpin them.</li> <li>To discuss and spell any unusual words that are encountered during reading.</li> <li>To use a dictionary to check spelling after each writing exercise.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way of written communication.</li> <li>To make clear choices about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>To be able to use an unjoined style, for example, for labelling a diagram or</li> </ul>		

	data, writing an email address, or for algebra and capital letters, for example, for filling in a form.			
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 5</b>		
<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Converting nouns or adjectives into verbs using suffixes (eg -ate, -ise, -ify).</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>To use adverbs, adjectives and frontal adverbials to expand noun phrases.</li> <li>To expand vocabulary by converting nouns or adjectives into verbs (eg that would be typical of you; that typifies your behaviour.)</li> <li>To use modal verbs to change the meaning of other verbs; certainty, ability or obligation. (Eg I <u>can</u> do this maths by myself. You <u>should</u> help your little brother.)</li> </ul>	<p>Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity</p>		
<b>Composition</b>				
Pupils should plan their writing by:	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</li> <li>To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>To draft and write descriptions of character, setting and atmosphere to</li> </ul>			

<ul style="list-style-type: none"> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Proof-reading for spelling and punctuation errors.</li> </ul>	<p>engage your audience.</p> <ul style="list-style-type: none"> <li>• To use dialogue as a means of communicating character and advancing action or plot.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• To read and assess whether your writing has been effective according to the agreed success criteria.</li> <li>• To edit and change your choice of vocabulary, grammar or punctuation in order to enhance the effectiveness of your reading or to make it clearer.</li> <li>• To proof-read writing for punctuation and spelling errors.</li> <li>• To correct spelling errors with the use of a dictionary.</li> </ul>		
<b>Spring Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<p>Revision and consolidation as well as:</p> <ul style="list-style-type: none"> <li>• Words ending in -cious or -tious.</li> <li>• Words ending in -cial or -tial.</li> <li>• Words ending in -ant, -ance/ancy, -ent, -ence/ency</li> </ul>	<ul style="list-style-type: none"> <li>• Example words: vicious, precious, conscious, delicious, malicious, infectious, nutritious.</li> <li>• Example words: official, special, artificial, partial, confidential, essential.</li> <li>• Example words: observant, observance, hesitant, hesitancy, innocent, innocence, decent, decency, assistant, assistance, obedient, obedience.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a</li> </ul>	<ul style="list-style-type: none"> <li>• To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way</li> </ul>		

<p>letter to use when given choices and deciding whether or not to join specific letters.</p> <ul style="list-style-type: none"> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<p>of written communication.</p> <ul style="list-style-type: none"> <li>To make clear choices about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>To be able to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>			
<p><b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b></p>				
<ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>Using devices to build cohesion within paragraphs (then, after, that, this firstly).</li> <li>Linking ideas across paragraphs using adverbials (eg later, nearby, secondly).</li> </ul>	<ul style="list-style-type: none"> <li>To use commas accurately at the point of writing to clarify meaning or avoid ambiguity.</li> <li>To add commas accurately during editing to clarify meaning or avoid ambiguity.</li> <li>To use cohesive devices (eg then, after, that, this, firstly) to clarify how parts of a paragraph fit together meaningfully. (Eg <i>Dave's Dad gave him a football for his birthday party. <u>After the party</u> the football was punctured.</i>)</li> <li>To link ideas within paragraphs using adverbials of time (eg later), place (eg nearby) and number (secondly).</li> </ul>	<p>Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity</p>		
<p><b>Composition</b></p>				
<p>Pupils should plan their writing by:</p>	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form</li> </ul>			

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<p>and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• <i>Precising longer passages.</i></li> <li>• <i>Using a wide range of devices to build cohesion within and across paragraphs.</i></li> <li>• <i>Ensuring the consistent and correct use of tense throughout a piece of writing.</i></li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<p>for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</p> <ul style="list-style-type: none"> <li>• To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>• To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>• To draft and write descriptions of character, setting and atmosphere to engage your audience.</li> <li>• To use dialogue as a means of communicating character and advancing action or plot.</li> <li>• <i>To re-read and edit writing if it is over-long to make it effective and concise.</i></li> <li>• <i>To use articles, pronouns, conjunctions, adverbs and ellipsis to make the meaning of writing within each paragraph fit together.</i></li> <li>• <i>To ensure the correct tense is used consistently throughout your writing, either at the point of writing or during the editing process.</i></li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• To read and assess whether your writing has been effective according to the agreed success criteria.</li> <li>• To edit and change your choice of vocabulary, grammar or punctuation in order to enhance the effectiveness of your reading or to make it clearer.</li> </ul>		
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<ul style="list-style-type: none"> <li>• Proof-reading for spelling and punctuation errors.</li> <li>• <i>Ensuring correct subject and verb agreement when using singular and plural.</i></li> <li>• <i>Distinguishing between the language of speech and writing and choosing the appropriate register. Register refers to the different varieties (vocabulary and grammar) of language depending on the use and context. Eg classroom, football commentary, novel, speech.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To proof-read writing for punctuation and spelling errors.</li> <li>• To correct spelling errors with the use of a dictionary.</li> <li>• <i>To write with subject and verb agreement.</i></li> <li>• <i>To write in a variety of registers. To choose grammar and vocabulary appropriate for that context.</i></li> </ul>		
<b>Summer Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>• <i>Words ending in -able and -ible. Words ending in -ably and -ibly.</i></li> <li>• Adding suffixes beginning with vowel letters to words ending in -fer.</li> <li>• <i>Use of the hyphen.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Example words: Adorable/adorably, changeable, forcible, legible, dependable, comfortable, possible/possibly, horrible/horribly.</i></li> <li>• <i>Example words: referring, referred, referral, referred, referral, reference, referee.</i></li> <li>• <i>Example words: co-ordinate, re-enter, co-operate, co-own.</i></li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way of written communication.</li> <li>• To make clear choices about what standard of handwriting is appropriate</li> </ul>		

	<p>for a particular task, for example, quick notes or a final handwritten version.</p> <ul style="list-style-type: none"> <li>To be able to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>			
<p><b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b></p>		<p><b>Terminology for pupils by end Yr 5</b></p>		
<ul style="list-style-type: none"> <li>Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>To write using a relative clause to modify a noun. To use a relative pronoun to refer back to a noun. (Eg: That is the boy <u>who stole my ball</u>; relative pronoun referring back to the noun in a relative clause.)</li> <li>To write using brackets, dashes or commas to indicate parenthesis (a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. Eg <i>The girl, who had green hair, was crossing the street.</i> Or <i>The girl (who had green hair) was crossing the street.</i>)</li> <li>To accurately and appropriately use the following terminology when discussing writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</i></li> </ul>	<p><i>Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity</i></p>		

Composition			
<p>Pupils should plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Précising longer passages.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Proposing changes to</li> </ul>	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</li> <li>To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>To draft and write descriptions of character, setting and atmosphere to engage your audience.</li> <li>To use dialogue as a means of communicating character and advancing action or plot.</li> <li>To re-read and edit writing if it is over-long to make it effective and concise.</li> <li>To use articles, pronouns, conjunctions, adverbs and ellipsis to make the meaning of writing within each paragraph fit together.</li> <li>To ensure the correct tense is used consistently throughout your writing, either at the point of writing or during the editing process.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>To read and assess whether your writing has been effective according to the agreed success criteria.</li> <li>To edit and change your choice of vocabulary, grammar or punctuation in</li> </ul>		

<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> <li>• Proof-reading for spelling and punctuation errors.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>	<p>order to enhance the effectiveness of your reading or to make it clearer.</p> <ul style="list-style-type: none"> <li>• To proof-read writing for punctuation and spelling errors.</li> <li>• To correct spelling errors with the use of a dictionary.</li> <li>• To write with subject and verb agreement.</li> <li>• To write in a variety of registers. To choose grammar and vocabulary appropriate for that context.</li> </ul>		
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**Year 6 Speaking and Listening**

<p><b>Spoken Language: statutory requirements for all Year Groups are the same.</b></p>	<p><b>Spoken Language Underpins the Development of Reading and Writing</b></p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain understanding of books and other reading.</li> <li>• Talk about books you have read to the class.</li> <li>• Verbally prepare and rehearse ideas before writing.</li> <li>• Use to discuss and remedy misconceptions.</li> <li>• Understand and use conventions for discussion and debate.</li> <li>• Adopt, create, and sustain a range of roles.</li> <li>• Improvise and devise drama scenarios.</li> <li>• Use drama techniques for talking/character work.</li> </ul>

**Year 6 Reading (Word)** At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term Onwards</b>			
Pupils should be taught to: <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>To work out any unfamiliar word.</li> <li>To focus on all the letters in a word so as not to, for example, read 'invitation' for 'imitation' simply because it might be the more familiar word.</li> <li>To read accurately individual words which might be key to the meaning of a sentence or paragraph.</li> <li>To improve comprehension through accurate reading of individual words.</li> <li>To pay particular attention to new vocabulary - both meaning and pronunciation.</li> </ul>		

## Year 6 Reading (Comprehension)

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learned to more complex writing.

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<p>By Year 6, Teachers should use Autumn, Spring and Summer Terms to consolidate Pupils' ability to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including books from other cultures and traditions.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing and make comparisons across books.</li> <li>• Learning a wider range of poetry by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• To hear books in order to meet a different and less obvious choice of books and authors.</li> <li>• To recognise themes in reading - eg loss or heroism.</li> <li>• To compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text.</li> <li>• To learn conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>• To know technical and other terms needed for discussion such as <i>metaphor, simile, analogy, imagery, style and effect</i>.</li> <li>• To use reference books, to know what information is needed to look for before beginning a task.</li> <li>• To know how to understand the task.</li> <li>• To know how to use contents pages and indexes to locate information.</li> <li>• To apply skills of information retrieval in reading history, geography and science textbooks.</li> </ul>		

<ul style="list-style-type: none"> <li>• Preparing poems and plays to read aloud and to perform.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• Discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas, and key details that support them, drawn from more than one paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out information in real-life settings such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</li> <li>• To use the school and public library services support this information retrieval.</li> <li>• To receive guidance about and feedback on the quality of explanations and contributions to discussions.</li> <li>• To know how to compare characters, settings, themes and other aspects of reading.</li> <li>• To be able to discuss and predict what might happen from details already read - both stated and implied.</li> <li>• To be able to give evidence for your prediction.</li> <li>• To be able to summaries the main ideas drawn from a group of paragraphs.</li> <li>• To give key details that support the main ideas you have identified and summarised.</li> </ul>		
<b>Spring Term</b>			
<p>As above and also:</p> <ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Distinguishing between statements of fact and opinion.</li> <li>• Retrieving, recording and</li> </ul>	<p>Continue to consolidate Learning Objectives above and also:</p> <ul style="list-style-type: none"> <li>• To be able to identify how a writer's language structure and general text presentation can contribute to meaning.</li> <li>• To discuss and evaluate the impact on the reader of an author's use of language, including figurative language (departing from a literal use of words).</li> <li>• To distinguish between statements of fact and opinion.</li> </ul>		

<p>presenting information from non-fiction.</p> <ul style="list-style-type: none"><li>• Participating 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.</li><li>• Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li><li>• Providing reasoned justifications for their views.</li></ul>	<ul style="list-style-type: none"><li>• To retrieve, record and present information from non-fiction.</li><li>• To participate in discussions about books, building on your own and the ideas of others.</li><li>• To explain and discuss your understanding through reading - including presentations, debates and notes.</li><li>• To be able to provide a reasoned justification (using evidence) for your views.</li></ul>		
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## Year 6 Writing

Statutory Requirement	Learning Objective	Activity	Resources
<b>Autumn Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Revision of patterns from Yrs 3, 4 and 5 with particular emphasis on latter morphological spelling of prefixes and suffixes.</li> <li>To embed the use of a dictionary both during and after writing.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Words with the sound spelt -ei after -c.</li> <li>Words containing the letter-string -ough.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to spell a range of root words with their prefix and suffix.</li> <li>To revise patterns and word families from Yrs 3, 4 and 5.</li> <li>To examine the etymological root of some commonly misspelt words.</li> <li>To spell these words and patterns confidently and to talk about the grammatical rules that underpin them.</li> <li>To discuss and spell any unusual words that are encountered during reading.</li> <li>To use a dictionary to check spelling after each writing exercise.</li> </ul> <ul style="list-style-type: none"> <li>Example words: deceive, conceive, receive, perceive, ceiling.</li> <li>Example words: ought, bought, thought, nought, brought, although, dough, thorough, plough, bough.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way of written communication.</li> <li>To make clear choices about what standard of handwriting is appropriate for a particular task, for example, quick</li> </ul>		

	<p>notes or a final handwritten version.</p> <ul style="list-style-type: none"> <li>To be able to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>		
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 6</b>	
<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive (inflections of verbs typically used in subordinate clauses eg <i>the dog would run away, if they <u>were</u> to approach him; or I would feel sick if I <u>were</u> to eat all the sweets</i>).</li> <li>Using passive verbs to affect the presentation of information in a sentence. Eg <i>I broke the greenhouse window; the greenhouse window was broken (by me)</i>.</li> <li>Using the perfect form of verbs to mark relationships of time and cause. Eg <i>to add the verb 'have' in front of the verb. He has gone to lunch. She has run the race.</i></li> </ul>	<ul style="list-style-type: none"> <li>To continue to add to knowledge of terms, including those to describe grammar, in order to discuss reading and writing.</li> <li>To recognise the difference between structures of formal and informal speech.</li> <li>To develop the use of the passive voice in presenting information within writing.</li> <li>To add the verb 'have' in front of the verb to mark relationship of time and cause. ie to call attention to the consequences of a prior event. <i>She has downloaded some songs</i> implies she now has some songs.</li> </ul>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	
<b>Composition</b>			

<p>Pupils should plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Précising longer passages.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their</li> </ul>	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</li> <li>To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>To draft and write descriptions of character, setting and atmosphere to engage your audience.</li> <li>To use dialogue as a means of communicating character and advancing action or plot.</li> <li>To re-read and edit writing if it is over-long to make it effective and concise.</li> <li>To use articles, pronouns, conjunctions, adverbs and ellipsis to make the meaning of writing within each paragraph fit together.</li> <li>To ensure the correct tense is used consistently throughout your writing, either at the point of writing or during the editing process.</li> <li>To organise and present your text using headings, bullet points and underlining so that it clearly guides your reader.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>To read and assess whether your writing has been effective according to</li> </ul>		
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<p>own and others' writing.</p> <ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Proof-reading for spelling and punctuation errors.</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<p>the agreed success criteria.</p> <ul style="list-style-type: none"> <li>To edit and change your choice of vocabulary, grammar or punctuation in order to enhance the effectiveness of your reading or to make it clearer.</li> <li>To proof-read writing for punctuation and spelling errors.</li> <li>To correct spelling errors with the use of a dictionary.</li> <li>To write with subject and verb agreement.</li> <li>To write in a variety of registers. To choose grammar and vocabulary appropriate for that context.</li> <li>To read and perform your own writing using intonation, volume and movement to communicate meaning to your audience.</li> </ul>		
<b>Spring Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Words with 'silent' letters whose presence cannot be predicted (ie letters from the pronunciation of the word).</li> <li>Homophones and other words that are often confused.</li> <li>Straightforward revision of words on statutory requirements list. Yrs 3&amp;4 and Yrs 5&amp;6.</li> </ul>	<ul style="list-style-type: none"> <li>Example words: doubt, island, lamb, solemn, thistle, knight.</li> <li>Example words: advice/advise, device/devise, practice/practise, aisle/isle, affect/effect, altar/alter, bridle/bridal.</li> </ul>		
<b>Transcription (Handwriting)</b>			

<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way of written communication.</li> <li>• To make clear choices about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>• To be able to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>			
<p><b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b></p>		<p><b>Terminology for pupils by end Yr 6</b></p>		
<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices.</li> <li>• Layout devices.</li> <li>• Use of semi-colon, colon and dash to mark the boundary between clauses.</li> <li>• Use of colon to introduce lists and use of semi-colon within lists.</li> <li>• Use of bullet points to list information.</li> <li>• To use hyphens to avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• To link ideas across paragraphs using a wide range of cohesive devices. Eg repetition of a word or phrase, use of grammatical connections such as adverbials and ellipsis.</li> <li>• To use devices to structure and organise the layout of your text. Eg headings, subheadings, columns, bullets, or tables.</li> <li>• To use colons and semi colons to introduce and separate items within a list.</li> <li>• To use bullet points to punctuate a list of information.</li> </ul>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>		

<ul style="list-style-type: none"> <li>To know and use in context the terms: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</i></li> </ul>	<ul style="list-style-type: none"> <li>To use hyphens to avoid ambiguity in writing eg man-eating shark; man eating shark.</li> <li>To know and use in context the terms: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</i></li> </ul>			
<b>Composition</b>				
<p>Pupils should plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Précising longer passages.</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Ensuring the consistent and</li> </ul>	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</li> <li>To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>To draft and write descriptions of character, setting and atmosphere to engage your audience.</li> <li>To use dialogue as a means of communicating character and advancing action or plot.</li> <li>To re-read and edit writing if it is over-long to make it effective and concise.</li> <li>To use articles, pronouns, conjunctions, adverbs and ellipsis to make the meaning of writing within each paragraph fit together.</li> <li>To ensure the correct tense is used</li> </ul>			

<p>correct use of tense throughout a piece of writing.</p> <ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Proof-reading for spelling and punctuation errors.</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<p>consistently throughout your writing, either at the point of writing or during the editing process.</p> <ul style="list-style-type: none"> <li>To organise and present your text using headings, bullet points and underlining so that it clearly guides your reader.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>To read and assess whether your writing has been effective according to the agreed success criteria.</li> <li>To edit and change your choice of vocabulary, grammar or punctuation in order to enhance the effectiveness of your reading or to make it clearer.</li> <li>To proof-read writing for punctuation and spelling errors.</li> <li>To correct spelling errors with the use of a dictionary.</li> <li>To write with subject and verb agreement.</li> <li>To write in a variety of registers. To choose grammar and vocabulary appropriate for that context.</li> <li>To read and perform your own writing using intonation, volume and movement to communicate meaning to your audience.</li> </ul>		
<b>Summer Term</b>			
<b>Transcription (Spelling. See appendix for more detailed guidance.)</b>			
<ul style="list-style-type: none"> <li>Revision of words and word families in any areas of identified weakness.</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of different strategies to spell unfamiliar or forgotten words.</li> <li>To use a dictionary to spell unfamiliar</li> </ul>		

<ul style="list-style-type: none"> <li>Continued emphasis on using a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>or to check more familiar words.</li> </ul>		
<b>Transcription (Handwriting)</b>			
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>To practise handwriting in order to increase the speed and avoid problems with forming letters getting in the way of written communication.</li> <li>To make clear choices about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>To be able to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>		
<b>Transcription (Vocab, grammar, punctuation. See appendix for more detailed guidance.)</b>		<b>Terminology for pupils by end Yr 6</b>	
<ul style="list-style-type: none"> <li>To consolidate statutory requirements and learning objectives in writing.</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate statutory requirements and learning objectives in writing.</li> </ul>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	
<b>Composition</b>			
<p>Pupils should plan their writing by:</p>	<p>Plan:</p> <ul style="list-style-type: none"> <li>To discuss the most appropriate form</li> </ul>		

<p>and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Précising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to</li> </ul>	<p>for your writing. To identify the most effective way to write for your audience. To draw on similar writing as a model for your own.</p> <ul style="list-style-type: none"> <li>• To make organised and legible notes for research - from both oral and written information.</li> </ul> <p>Draft:</p> <ul style="list-style-type: none"> <li>• To draw up steps to success identifying what grammar and vocabulary would benefit your purpose of writing.</li> <li>• To draft and write descriptions of character, setting and atmosphere to engage your audience.</li> <li>• To use dialogue as a means of communicating character and advancing action or plot.</li> <li>• To re-read and edit writing if it is over-long to make it effective and concise.</li> <li>• To use articles, pronouns, conjunctions, adverbs and ellipsis to make the meaning of writing within each paragraph fit together.</li> <li>• To ensure the correct tense is used consistently throughout your writing, either at the point of writing or during the editing process.</li> <li>• To organise and present your text using headings, bullet points and underlining so that it clearly guides your reader.</li> </ul> <p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• To read and assess whether your writing has been effective according to the agreed success criteria.</li> <li>• To edit and change your choice of</li> </ul>		
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<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"><li>• Proof-reading for spelling and punctuation errors.</li><li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li></ul>	<p>vocabulary, grammar or punctuation in order to enhance the effectiveness of your reading or to make it clearer.</p> <ul style="list-style-type: none"><li>• To proof-read writing for punctuation and spelling errors.</li><li>• To correct spelling errors with the use of a dictionary.</li><li>• To write with subject and verb agreement.</li><li>• To write in a variety of registers. To choose grammar and vocabulary appropriate for that context.</li><li>• To read and perform your own writing using intonation, volume and movement to communicate meaning to your audience.</li></ul>		
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