



Bethersden Primary School

Dedicated to Excellence

ENGLISH CURRICULUM

2020-2021

FOR EACH YEAR GROUP:

1.SUGGESTED TEXTS

2.READING

3.GRAMMAR AND PUNCTUATION

4.SPELLING

5.KNOWLEDGE AND VOCABULARY

Key Stage 1

1. SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><u>English Lessons:</u></p> <p>Traditional tales; Three Little Pigs</p> <p>Owl babies by Martin Waddell</p> <p>Peace at Last by Jill Murphy</p> <p>We're going on a bear hunt by Michael Rosen</p> <p>Meerkat Mail by Emily Gravett</p> <p>When we were very young by A. A. Milne</p> <p><u>Story Time:</u></p> <p>Fing by David Walliams</p>	<p><u>English Lessons:</u></p> <p>Zog by Julia Donaldson</p> <p>The Jolly Christmas Postman by Allan Ahlberg and Janet Ahlberg</p> <p>12 days of Christmas</p> <p><u>Story Time:</u></p> <p>How to train your dragon by Cressida Cowell</p>	<p><u>English Lessons:</u></p> <p>Traditional tales; Three Billy Goats Gruff</p> <p>Funny Bones by Allan Ahlberg and Janet Ahlberg</p> <p>Diary entries of Samuel Pepys</p> <p><u>Story Time:</u></p> <p>Toby and the great fire of London by Margaret Nash and Jane Cope</p> <p>Vlad and the great fire of London by Kate Cunningham</p> <p>How to train your dragon by Cressida Cowell</p>	<p><u>English Lessons:</u></p> <p>Traditional tales; Jack and the Beanstalk</p> <p>Alternative tale; Trust me, Jack's beanstalk stinks by Eric Braun</p> <p>The Easter Story by Brian Wildsmith</p> <p><u>Story Time:</u></p> <p>Ottoline and the Yellow Cat by Chris Riddell</p>	<p><u>English Lessons:</u></p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Storm Whale by Benji Davies</p> <p>Maisy Goes on Holiday by Lucy Cousins</p> <p>Animal Poems - Jennifer Curry</p> <p><u>Story Time:</u></p> <p>Winnie the Pooh by A. A. Milne</p>	<p><u>English Lessons:</u></p> <p>Handa's Surprise by Eileen Browne</p> <p>Journey by Aaron Becker</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>The Last Polar Bears by Harry Horse</p> <p>Out and About: A first book or poems - Shirley Hughes</p> <p><u>Story Time:</u></p> <p>Paddington Bear by Michael Bond</p>

2. READING

	Word reading 300 - 600 words	Fluency and Phrasing 70 words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 1	<p>Children learn to: apply phonic knowledge and skills for all 40+ phonemes; read accurately by blending sounds in unfamiliar words using the GPCs they know; read the common exception words for Y1; read words of more than one syllable that contain the taught GPCs; read contractions and words containing a range of endings e.g. -es, -er, -ing. They also: read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words.</p> <p>They re-read books to gain confidence with word reading; page count increases to encourage reading stamina.</p>	<p>Children learn to: recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency.</p>	<p>In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text;</p> <p>They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.</p>	<p>Children learn to - discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous; predict what might happen next in a sequenced story, based on what has been read so far; begin to explain their understanding of what is read to them, beyond that which is explicitly stated. In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Children learn to - listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves, to develop a love of reading; listen to <i>new words</i> in texts read aloud to them, <i>which broaden their vocabulary</i>; talk about words they know or like; participate in discussion about the text, <i>taking turns and listening to others</i>; draw links between the text and some of their own experiences; are shown some ways to <i>find information in non-fiction texts</i>; <i>can discuss the significance of the title or events</i>; <i>are learning to appreciate</i> poems and rhymes, beginning to express reasons for preferences.</p>

3. GRAMMAR AND PUNCTUATION

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	<p>In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child's general confidence to understand and use language, and by building his understanding of the concepts behind that terminology. He needs to be familiar with the sound and concept of a sentence before he can be expected to punctuate it. Areas of focus:</p> <ul style="list-style-type: none"> building further experiences during and about which the child can express himself; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for himself. 					
G1 / word classes	<p>know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i></p>	<p>use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i></p>	<p>know that names of places begin with a CL e.g. town, county, country; know that the personal pronoun 'I' has a CL, and use in own writing</p>	<p>talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing</p>	<p>reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people</p>	<p>orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; listen to stories which include adverbs to describe characters' actions</p>
G2 Sentence functions	<p>listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together</p>		<p>model the words <i>question</i> and <i>exclamation</i>; model writing ? and ! during shared writing; dictate short sentences which include ? and !</p>		<p>recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions</p>	
G3 Combining words, phrases and clauses	<p>model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory</p>	<p>speak in meaningful sentences; expand oral responses with some detail, using the words <i>and, or, but, when or because</i></p>	<p>orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g. by sequence of pictures</p>	<p>read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas</p>	<p>make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence</p>	<p>compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence</p>
G4 Verb tenses	<p>orally respond to child's error with correct verb form; read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i></p>	<p>draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i>; model re-reading to check sense</p>	<p>find verbs ending with <i>ed</i> when reading texts together; reinforce understanding of the words <i>in the past</i>, showing that the event has already happened</p>	<p>during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked;</i></p>	<p>respond to incorrect subject/verb agreement, with a focus on oral correction e.g. '<i>I done</i>' - '<i>You did that, did you?</i>' Read and write common irregular</p>	<p>continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i></p>

				re-read sense of sentences	past tense verbs e.g. <i>came, was, took</i>	
G5 Punctuation	know that sentences begin with CL; recognise and sometimes use ? and ! in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation	remember also to use CL for names of people and personal pronoun 'I'; model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !			ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i> ; encourage and praise children for remembering to use a CL and FS when they write their own sentences	
G6 Vocabulary	name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> ; days of the week; months of the year; read rhymes and poems to hear rhyming words	expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...	expand vocabulary by offering a wide range of rich texts which children hear read aloud; read and sometimes recite more rhymes and poems to enjoy and discuss new words; clarify child's misconceptions of word meanings		build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary related to cross-curricular topics	

4. SPELLING

	YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref: Code	Premise Year One: Most children can already write their name and some high frequency words as part of their written expressions. They usually know one grapheme for each phoneme. During Year 1, they revisit those grapheme-phoneme relationships learned so far, and learn to recognise many new graphemes which are used to represent phonemes in words. They now use increasing skill in attempting phonically-plausible spellings, together with spelling a growing range of common exception words.						
S1	the sounds /f/, /l/, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	off, well, back	miss, buzz		exceptions: if, pal, us, bus, yes.		
S2	the <i>ŋ</i> sound spelt <i>n</i> before <i>k</i>		bank, think, honk, sunk				
S3	<i>-tch</i>	catch, fetch, hutch	exceptions: rich, which, much, such	kitchen, notch; revisit catch, fetch, hutch, ditch, latch,			
S4	the /v/ sound at the end of words	have		live, give, love			
S5	adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)		if the ending sounds like /s/ or /z/, it is spelt as <i>-s</i> e.g. cats, dogs	if the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <i>-es</i> e.g. witches	practise more plurals adding both <i>-s</i> and <i>-es</i> third person verbs adding <i>-s</i> e.g. she sings, he plays	the third person singular of verbs, adding syllable e.g. she washes	practise the third person singular of verbs e.g. catches, wishes
S6	adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word		add the endings <i>-ing</i> , <i>-ed</i> to verbs where no change is needed to the root word: jumping, jumped	further practice: <i>-ing</i> and <i>-er</i> : add an extra syllable to the word e.g. hunting, kinder	add <i>-ed</i> to words to make a past tense verb e.g. wished	add <i>-ed</i> to the word, sometimes makes an extra syllable e.g. wanted	
S7	adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word		syllables in names (becoming familiar with the term)	talk about syllables; clap syllables; hear syllables		grand ^{er} , grand ^{est} , fresh ^{er} , fresh ^{est} , quick ^{er} , quick ^{est}	
S8	vowel digraphs and trigraphs: <i>ai</i> , <i>oi</i> , <i>ay</i> , <i>oy</i> , <i>a-e</i> , <i>e-e</i> , <i>i-e</i> , <i>o-e</i> , <i>u-e</i> , <i>ar</i> , <i>ee</i> , <i>ea</i> (/i:/), <i>ea</i> (/ɛ/), <i>er</i> (/ɜ:/), <i>er</i> (/ə/), <i>ir</i> , <i>ur</i> , <i>oo</i> (/u:/), <i>oo</i> (/ʊ/), <i>oa</i> , <i>oe</i> , <i>ou</i> , <i>ow</i> (/aʊ/), <i>ow</i> (/əʊ/), <i>ue</i> , <i>ew</i> ,	During Terms 1 and 2, Year 1 pupils often begin by revising the phonics they learned in Reception, e.g. Letters and Sounds Phases 2 and 3. Vowel digraphs and trigraphs need to be taught in coordination with the school's structured phonics programme, so that learning is accumulative and builds on previous knowledge. Plenty of engaging, multi-sensory activities are required to promote the learning process and make it enjoyable. Pupils arrive in Y1 usually knowing one grapheme for each of the 40+ phonemes, but throughout the year they need to learn a wider range of graphemes which form words which are appropriate to the texts children of this age will read and write.					

	<i>ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)</i>	See Spelling Appendix Y1 for full list of suggested words.					
S9	words ending in -y (/i:/ or /ɪ/)	names in class e.g. Danny, Sammy		very, happy, funny, silly, jolly,	party, family	continue to point out during reading and apply in writing	practise and revise earlier words
S10	new consonant spellings <i>ph</i> and <i>wh</i>		when, where, , what, why	where, what, which, wheel, while, why	continue to point out during reading	f, ff, ph	dolphin, alphabet, phonics, elephant
S11	using <i>k</i> for the /k/ sound	revisit as part of phase 2					Kent, sketch, kit, skin, frisky, kitten
S12	compound words		syllables in names (becoming familiar with the word syllable)	talk about syllables; clap syllables; two syllable words of known objects (hearing, not spelling)	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own e.g. laptop	football, playground, farmyard, bedroom, blackberry	
S13	the days of the week	Today is Monday...	days of the school week	practise spelling all the days of the week			practise and check independent spelling
S14-S36	not in Y1 Programme of Study; see Y2						
Also	adding the prefix un-					undo, unhappy, unfair, unlock, unload	
S37	common exception words	the, a, do, to, today, of, are, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my, love,	said, says, here, there, where, come, some,	were, your, one, two, three ... ten,	once, ask, friend, school, put, push, pull, full, house, our		practise and check full Y1 set
Also	As part of the phonics activities in Y1, children will also learn to isolate phonics skills by reading pseudo words (alien)	CVC pseudo words using the phonemes they know	CVC pseudo words using the phonemes they know	CCVC and CVCC pseudo words using the phonemes they know	pseudo words using familiar vowel digraphs	pseudo words using familiar vowel digraphs and trigraphs	practise for screening check

5. KNOWLEDGE AND VOCABULARY

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

1. SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	<p><u>English Lessons:</u> Alternative tale; The True Story of the Three Little Pigs by Jon Scieszka</p> <p>The Tunnel by Anthony Brown</p> <p>The Pirate Cruncher by Jonny Duddle</p> <p>The Last Polar Bears by Harry Horse</p> <p>The Magic Box by Kit Wright</p> <p>Zog and the Flying Doctors by Julia Donaldson</p> <p>Florence Nightingale (Ways Into History) by Sally Hewitt</p> <p>The Life of Florence Nightingale (Beginning History) by Liz Gogerly</p> <p><u>Story Time:</u> I believe in Unicorns by Michael Morpurgo</p>	<p><u>English Lessons:</u> The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>The Katie Morag Treasury by Mairi Hedderwick</p> <p>Nativity Stories</p> <p><u>Story Time:</u> The Christmasaurus by Tom Fletcher</p>	<p><u>English Lessons:</u> Traditional tales; Little Red Riding Hood</p> <p>Yo, Hungry Wolf! By David Vozar</p> <p>Cautious Caterpillar (Twinkl Original)</p> <p>Herb, the Vegetarian Dragon by Jules Bass</p> <p>Who are you calling weird? By Marilyn Singer</p> <p>The Battle of Hastings (Why do we remember?) by Claudia Martin</p> <p><u>Story Time:</u> James and the Giant Peach by Roald Dahl</p> <p>1066: I was there by Jim Eldridge</p>	<p><u>English Lessons:</u> Oliver's Vegetables by Alison Bartlett and Vivian French</p> <p><u>Explanation texts</u></p> <p><u>Story Time:</u> James and the Giant Peach by Roald Dahl</p>	<p><u>English Lessons:</u> The Diary of a Killer Cat by Anne Fine</p> <p>We're going on a bear hunt by Michael Rosen</p> <p>The Storm Whale by Benji Davies</p> <p>Maisy Goes on Holiday by Lucy Cousins</p> <p><u>Story Time:</u> Lighthouse Keeper's Lunch by Ronda and David Armitage</p>	<p><u>English Lessons:</u> Hansel and Gretel by Anthony Browne</p> <p>Aaron Becker Trilogy (Journey, Quest, Return)</p> <p>Handa's Surprise by Eileen Browne</p> <p>The Quentin Blake Treasury</p> <p><u>Story Time:</u> George's Marvellous Medicine by Roald Dahl</p>

2. READING

	Word reading 850-1500 words	Fluency and Phrasing 90 words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 2	<p>Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered.</p> <p>They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.</p>	<p>Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (<i>e.g. purple-gold book band</i>); read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.fluency.</p>	<p>Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for <i>e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle</i>; sometimes can find answers where the question word does not match the text word; They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph <i>e.g. by reading subheadings or using other visual information</i>, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.</p>	<p>Children learn to - make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences <i>e.g. why Owl might be afraid of the dark</i>; predict what might happen next, on the basis of what has been read so far; explain their understanding of what is read to them, beyond that which is explicitly stated <i>e.g. make a sequence of events, or explain a moral or message</i>; learn about cause and effect <i>e.g. what has prompted a character's behaviour</i>.</p> <p>In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p>	<p>Children learn to - develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i>, stories and non-fiction at a level beyond their independent reading ability; participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others; discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i>, once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> <i>e.g. once, long ago; far, far away; we shall have snow</i>;</p> <p><i>clarify the meaning of words, linking new meanings to known vocabulary</i>; discuss favourite words/ phrases.</p>

3. GRAMMAR AND PUNCTUATION

Year 2	Term 2	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	<p>In Year 2 the child will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to him. Areas of focus:</p> <ul style="list-style-type: none"> applying what he knows about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions. 					
G1 / word classes	<p>introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL</p>	<p>use adjectives to describe nouns e.g. <i>a rough stone</i>; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions</p>	<p>continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.</p>	<p>identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing</p>	<p>cloze procedure sentences - select a suitable adjective / verb / noun; sentence - identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction</p>	<p>during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. <i>fast</i></p>
G2 Sentence functions	<p>identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark</p>		<p>during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not</p>		<p>play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types</p>	
G3 Combining words, phrases and clauses	<p>model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i>; write simple dictated sentences from memory</p>	<p>introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if and because</i>; write about real events</p>	<p>compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory</p>	<p>write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions</p>	<p>make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences</p>	<p>revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions</p>
G4 Verb tenses	<p>be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when</p>	<p>during shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was</i></p>	<p>respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'We was' - 'Were you?'</i> or</p>	<p>expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i></p>	<p>change selected words from present tense to past tense within a given sentence, and vice versa;</p>	<p>continue to identify present and past tense verb forms during shared reading and writing;</p>

	reading texts together; spell words ending with <i>ed</i>	<i>sitting on a high wall; The cat sat on a high wall.</i>	'I done' - 'You did, did you?'; continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>		locate all verbs in a sentence and change to the new tense	build bank of past tense words child can write
G5 Punctuation	establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together; model apostrophe for omission		use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punc' fans to practise making selections; identify some commands which do not need !		write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list	
G6 Vocabulary	revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing		expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings		build vocabulary about the wider world through outings and outdoor walks, talks by visitors; refine vocabulary related to cross-curricular topics

4. SPELLING

	YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref: Code	<p>Premise Year Two: Children are usually able to write words using phonically-plausible spellings, so that the reader can decipher almost all of their written expressions. Most children also know a wide range of high frequency words which are useful in their reading and writing, including those common exception words which are not phonically decodable. Note: revision of vowel digraphs and trigraphs learned in Year 1 is often the focus of learning during the first term or two in Year 2 (e.g. Letters and Sounds Phase 5).</p>						
S1	the sounds /f/, /l/, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	revisit naturally as part of phonics work					
S2	the <i>ŋ</i> sound spelt <i>n</i> before <i>k</i>		revisit bank, think, sink, sunk				
S3	<i>-tch</i>			revisit catch, fetch, kitchen, hutch			
S4	the /v/ sound at the end of words				revisit: love, have, give, dove, move, glove		
S5	adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)			revisit cats, dogs, witches, riches	revisit gives, takes, washes, catches,		
S6	adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word	revisit wishing, wished, raining, jumper					
S7	adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word		revisit quicker, grander, darkest				
S8	vowel digraphs and trigraphs: <i>ai</i> , <i>oi</i> , <i>ay</i> , <i>oy</i> , <i>a-e</i> , <i>e-e</i> , <i>i-e</i> , <i>o-e</i> , <i>u-e</i> , <i>ar</i> , <i>ee</i> , <i>ea</i> (/i:/), <i>ea</i> (/ɛ/), <i>er</i> (/ɜ:/), <i>er</i> (/ə/), <i>ir</i> , <i>ur</i> , <i>oo</i> (/u:/), <i>oo</i> (/ʊ/), <i>oa</i> , <i>oe</i> , <i>ou</i> , <i>ow</i> (/aʊ/), <i>ow</i> (/əʊ/), <i>ue</i> , <i>ew</i> , <i>ie</i> (/aɪ/), <i>ie</i> (/i:/), <i>igh</i> , <i>or</i> , <i>ore</i> , <i>aw</i> , <i>au</i> , <i>air</i> , <i>ear</i> , <i>ear</i> (/ɛə/), <i>are</i> (/ɛə/)	revisit phase 5 GPCs vowel digraphs and trigraphs; (this forms focus in Term 1, with additional support for Y2 retakes of screening check)	revisit phase 5 GPCs vowel digraphs and trigraphs, including split digraphs and polysyllabic words	continue for Y2 phonic-check retake pupils, as required	as required		
S9	words ending in <i>-y</i> (/i:/ or /ɪ/)			revisit happy, very, funny, party, family, silly, sunny, merry			

S10	new consonant spellings <i>ph</i> and <i>wh</i>		revisit when, where, which, wheel, why		revisit dolphin, alphabet, phonics, elephant		
S11	using <i>k</i> for the /k/ sound	revisit sketch, skinny, kitten, Kent, Kate					
S12	compound words					revisit and apply e.g. hairbrush, fairground, football, waterfall	
S13	the days of the week	revisit			check		
S14	the /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i> , <i>i</i> and <i>y</i>		jar, jog, join, age, huge, badge, edge, bridge	revisit and add e.g. gem, giant, magic, energy, charge, village			
S15	the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>		race, ice, cell, city,	fancy, Nancy			
S16	the /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words		know, knock, knee, gnat, gnaw				
S17	the /r/ sound spelt <i>wr</i> at the beginning of words			write, written, wrote, wrong, wrap			
S18	the /l/ or /əl/ sound spelt -le at the end of words			table, apple, bottle, middle, little,			
S19	the /l/ or /əl/ sound spelt -el at the end of words					camel, tunnel, squirrel, travel, towel, tinsel	
S20	the /l/ or /əl/ sound spelt -al at the end of words					metal, pedal, petal, capital, hospital, animal	
S21	words ending in -il						pencil, fossil, nostril
S22	the /aɪ/ sound spelt -y at the end of words			cry, dry, fly, try, reply, why, by, July			
S23	adding -es to nouns and verbs ending in -y				flies, tries, replies, copies, babies, carries		
S24	adding -ed, -ing, -er and -est to a root word ending in			happy, happier, happiest,		revisit	

	-y with a consonant before it			copy, copied, cry, cried		+exceptions copying, crying, replying	
S25	adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it			hike, hiked, hiker, nice, nicer, nicest,			
S26	adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter			patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest etc.			revisit through mini dictation and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll					all, ball, call, always, walk, talk	
S28	the /ʌ/ sound spelt o						(revisit) other, mother, brother, nothing, Monday, another
S29	the /i:/ sound spelt -ey			key, donkey, monkey, chimney, valley			
S30	the /ɒ/ sound spelt a after w and qu				want, watch, wander, squash		
S31	the /ɜ:/ sound spelt or after w					word, work, worm, world, worth	
S32	the /ɔ:/ sound spelt ar after w				war, warm, towards		
S33	the /ɜ/ sound spelt s				television , treasure, usual		
S34	the suffixes -ment, -ness, -ful, -less and -ly				badly, sadly, kindly	enjoyment, sadness, careful, playful, hopeless	merriment, happily, happiness, plentiful,
S35	words ending in -tion				station, fiction, section, nation, motion	fictional, national	
S36	homophones and near-homophones	see sea, bee, be, blue, blew,	to, too, two, hear, here, one, won, sun, son	quite, quiet	new, knew, there, their, they're	night, knight,	bear, bare, your, you're, revisit full set

S37	common exception words	find, kind, mind, behind, child, wild, climb, they because, every, everybody, after, fast, last, past, father, class, grass, pass, plant, path, bath, again,	who, whole, people, water, parents, money, Christmas, Mr, Mrs, mother, other, I, eye, my, come	could, would, should, couldn't, wouldn't, shouldn't, old, cold, gold, hold, told, clothes, most, both, only, move, prove, improve half, child, children,	door, floor, poor, sugar, even, any, many, busy, sure (link with phonics 'sure/pure'), practise previous ce words	great, break, steak, hour, pretty, beautiful practise previous ce words	revise and check independent learning of all CE word list
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5. KNOWLEDGE AND VOCABULARY

	Year 2
Word	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Key Stage 2

1. SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p><u>English Lessons:</u> The Day the Crayons Quit by Drew Daywalt</p> <p>The Lion Inside by Rachel Bright and Jim Field</p> <p>Capitals by Taraneh Ghajar Jerven</p> <p>Trivia for Kids by Dot Edu</p> <p><u>Story Time:</u> The Creakers by Tom Fletcher</p>	<p><u>English Lessons:</u> The Day the Crayons Came Home by Drew Daywalt</p> <p>The Boy at the Back of the Class by Onjali Q. Rauf</p> <p>Krindlekrax by Philip Ridley</p> <p>Meerkat Mail by Emily Gravett</p> <p>The Owl and the Pussycat by Edward Lear</p> <p><u>Story Time:</u> Stig of the Dump by Clive King</p>	<p><u>English Lessons:</u> How to wash a woolly mammoth by Michelle Robinson</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Stone Age by Terry Deary (Horrible Histories)</p> <p>Stone Bronze and Iron Ages by Sonia Newland</p> <p><u>Story Time:</u> The Boy with the Bronze Axe by Kathleen Fidler</p>	<p><u>English Lessons:</u> The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>The Egyptian Cinderella by Shirley Climo</p> <p>Ug by Raymond Briggs</p> <p>The Pebble in My Pocket by: a History of our Earth by Meredith Hooper</p> <p><u>Story Time:</u> The First Drawing by Mordicai Gerstein</p> <p>The Iron Man by Ted Hughes</p>	<p><u>English Lessons:</u> Traction Man by Mini Grey</p> <p>Flotsam by David Weisner</p> <p>The Tin Forest by Helen Ward and Wayne Anderson</p> <p>101 Things to Find in London by Kelkoo</p> <p><u>Story Time:</u> Danny Champion of the World by Roald Dahl</p>	<p><u>English Lessons:</u> Aesops Fables</p> <p>The Pea and the Princess by Mini Grey</p> <p>King Kong by Anthony Browne</p> <p>Jelly Boots Smelly Boots by Michael Rosen</p> <p><u>Story Time:</u> Danny Champion of the World by Roald Dahl</p>

2. READING

	Word reading 1500-2000 words	Fluency and Phrasing 110 words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 3	<p>Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books (<i>e.g. lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.</p>	<p>Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases.</p> <p>They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.</p>	<p>Children learn to - with support, identify themes across the text e.g. loyalty and treachery in <i>Lion, Witch, Wardrobe</i>; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know.</p> <p>In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.</p>	<p>Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books; participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including fairy stories, <i>myths and legends</i>; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.</p>

3. GRAMMAR AND PUNCTUATION

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	In Year 3, the terminology introduced in Year 2 will need further application and consolidation, particularly word classes and their use within spoken and written contexts. Children will expand their repertoire of familiar punctuation as they begin to explore more complex sentence structures.					
G1 / word classes	review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places	introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; consolidate meaning of vowel and consonant	identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences	find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards	confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. <i>Do they make the sentence stronger? How?</i>
G2 Functions of Sentences	model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag		write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement		make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy	
G3 Combining words, phrases and clauses	during shared writing, model a range of sentence structures, some which include subordination; play 'Is it a sentence or not?' regularly	collect a bank of coordinating and subordinating conjunctions; identify the main clause	express time, place and cause using a range of conjunctions e.g. <i>when, before, after, while, so, because</i> ; become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards		practise using adverbials to open some sentences; know how to use the comma accordingly; discuss and evaluate chosen conjunctions	use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing
G4 Verb forms, tense and consistency	revise words in the past tense with regular <i>ed</i> suffix; revise words ending in <i>ing</i> - progressive form	collect a bank of irregular past tense verb forms; change these from present to past e.g. <i>catch/caught</i> ; match word cards	identify the tense of a given extract; convert sentences from one tense to another; continue to build irregular verb bank	sometime use the present /past perfect e.g. <i>He has/had gone out to play</i> , with a focus on spoken accuracy first	maintain consistency of tense in narrative / report writing; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading
G5 Punctuation	identify and highlight direct speech in written texts; model use of inverted commas to indicate	revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns	learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to	know how to use the comma before closing inverted commas, in direct speech; continue to use	demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for	begin to use a comma to separate main clause from subordinate clause; match words in contracted form to

	direct speech; play with punctuation fans		simple dictated sentences	apostrophes in a range of contexts	omission and possession	their equivalent e.g. <i>could've = could have</i>
G6 Vocabulary	revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies</i> ; collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i> ; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary		learn to read and spell some words with a prefix, discussing what that prefix means e.g. <i>super-</i> , <i>anti-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> ; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary	
G7 Standard English and formality	revise correct use of adverbs, to conform to Standard English e.g. <i>She ran quickly; they did well</i> ; role-play the voice of a king / mayor / duchess, using formal language		identify the subject of a sentence; make sure verb matches the subject e.g. <i>We were going; Where were you? They did their homework.</i>		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally	

4. SPELLING

	YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref Code: Y3 overlaps with KS1	<p>Overview: At the beginning of Year 3, children often need further practice in the spelling patterns and conventions learned in KS1, together with revision of the many common exception words and homophones learned the previous year. For this reason, the Test Code references begin with some of those from KS1, allowing time to plan for that important consolidation of learning. New learning for Year 3, indicated by the Programme of Study and Spelling Appendix, can then build upon those firm foundations. Pupils will use further prefixes and suffixes, and understand how to add them to words. They will learn some words which are often misspelt. Also, they will learn how to use the first two or three letters of a word to check its spelling in a dictionary. Pupils will develop their early proofreading skills in order to correct some of their own errors. *NB Words from the statutory word list are shown in bold font.</p>						
S1	words with the /ʃ/ sound spelt 's' or 'ss'			introduce: sure, mission, sugar, pressure			
S4	the /v/ sound at the end of words		revisit: love, live, have, give, dove, move, glove				
S5	adding -s and -es to words (plural of nouns and the third-person singular of verbs)	revisit when linked to reading and writing	revisit when linked to reading and writing				
S8	vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.</i>	revisit selected GPCs e.g. oo / fruit, group igh / height or / naughty, quarter	revisit other GPCs as they occur in reading and writing e.g. ou/ow; oi/oy, including split digraphs e.g. u-e	continue to apply segmenting skills for writing; draw links with reading texts where applicable	continue to apply segmenting skills for writing; draw links with reading texts where applicable	revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey complete, these, theme, extreme heel, heal, he'll, wheel, we'll	
S9	words ending in -y (/i:/ or /I/)	revisit where these occur in reading and writing e.g. happy, sunny, family, history					
S10	consonant spellings <i>ph</i> and <i>wh</i>		revisit and check when, where, which, wheel, why		revisit and check dolphin, alphabet, phonics, elephant		
S12	compound words					revisit and apply e.g. swimsuit, fairground, football, waterfall, classroom	
S14	the /dʒ/ sound spelt as -ge and -dge at the end of				check: jog, join, age, huge,		

	YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	words, and sometimes spelt as g elsewhere in words before e, i and y				badge, edge, gem, giant, magic, energy, village		
S15	the /s/ sound spelt c before e, i and y		check: race, ice, cell, city, fancy				
S16	the /n/ sound spelt kn- and (less often) gn- at the beginning of words			revisit and check: know, knock, knee, gnat, gnaw			
S17	the /r/ sound spelt wr at the beginning of words						revisit and check: write, writing, written, wrote, wrong, wrap, wring
S18, - S21	the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il			revisit and check; table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal;	pencil, fossil, nostril		
S22	the /aɪ/ sound spelt -y at the end of words	revisit as words arise in reading and writing: cry, dry, fly, try, why, by, July					
S23	adding -es to nouns and verbs ending in -y			revisit as words arise in reading and writing: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies			
S24, S25, S26	adding -ed, -ing, -er and -est which require a change to the root word	revisit and teach: patting, hummed, sadder, fattest, runny waving, runner, skipping, (also in Y3 -es): searches, reaches	revisit quicker, grander, darkest; teach: prettier, happier, nicer, fattest, largest	walked, hiked, cried, copied, hurried, replied, patted, hummed, dropped, skipped		revisit +exceptions copying, crying, replying	revisit through mini-dictations and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll	revisit: tall, ball, call, always, walk					
S28	the /ʌ/ sound spelt o (similar to KS1; now spelt ou)						introduce: trouble, country, young, double, trouble, rough, touch

	YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
S29	the /i:/ sound spelt -ey			revisit: key, donkey, monkey, chimney, valley			
S30, S31, S32	the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w				revisit and check: watch, wander, squash; work, world; warm, towards		
S33	the /ʒ/ sound spelt s				check: television, treasure, usual teach: occasion(ally)		
S34	the suffixes -ment, -ness, -ful, -less and -ly		practise adding -ness: fair, kind, tidy, lovely, silly, happy, willing, fit, foolish, nasty	revisit -ness, -ful following a consonant sadness, painful; teach: -less -ly: careless carelessly colourless, harmless, useless, thoughtless helpful , helpfully thankful , thankfully			
S34 cont.	the suffixes 'ful' and 'ness' (used together)			forgetfulness; hatefulness; painfulness			
S35	words ending in -tion				word list: question, mention, position; revisit: fiction, section, nation, motion new: invention; injection, action	fictional, national	
S36	homophones and near-homophones	break/brake; great/grate; eight/ate; weight/wait; son/sun	revisit: to/two/too; hear/here; won/one; quite/quiet		revisit: new, knew, there, their, they're teach: your/you're;		heel/heal/he'll; rain/rein/reign; plain/plane; groan/grown; night/knight

	YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					meet/meat; fair/fare; knot/not;		
S37 Both KS1& KS2	common exception words	revisit and check <i>many</i> Y2 common exception words	revisit and check <i>all</i> Y2 common exception words	accident, build, caught, different, earth, enough, famous, February, often, quarter, remember, through	answer; appear; bicycle; certain, circle; continue, describe; disappear; exercise; favourite	address, believe, breath, breathe, busy, centre, decide, difficult, early, experiment, fruit, group, guard, heard	history, imagine, important, interesting, island, learn, length, strength, minute, notice, ordinary, peculiar, perhaps, possible
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable See Y4						
S39	the /i/ sound spelt y other than at the end of words		myth, gym, pyramid, mystery, Egypt				
S40	the /ʌ/ sound spelt ou						young, double, touch, trouble, country, rough
S41	prefixes: the prefixes un- (revise) and dis- (teach)	unlucky, unusual, undress, unwell disappoint, disagree, disobey, disown, dishonest, distrust, dislike, disappear					
S41 cont.	the prefixes mis- and re-		misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return				
S41 cont.	the prefixes sub- and tele-			subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television			

	YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
S41 cont.	the prefixes 'super' and 'auto'				superman, supermarket, superstar, autograph; autobiography, automaton		
S43	the suffix -ly			sadly, closely, completely, quickly, likely, lately, usually (usual + ly), finally (final + ly), comically		happily, funnily, luckily	
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'					simply, humbly, gently, basically, frantically, dramatically, heroically	
S48	words with the /k/ sound spelt ch		Christmas		ache, anchor, school, choir, echo		
S50	words ending with -gue and -que		league, tongue, antique, unique				
S52	words with the /eɪ/ sound spelt ei, eigh, or ey	add rarer GPCs: weigh, hail, eight, straight , they, vein					
Further	the apostrophe for contractions (assessed in Grammar Test Paper 1)			revisit contractions from Y2 e.g. hasn't, isn't, won't, don't		revisit contractions of relevant words e.g. they're, you'll, couldn't, wouldn't	

5. KNOWLEDGE AND VOCABULARY

	Year 3
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

1.SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p><u>English Lessons:</u></p> <p>The Firework Maker’s Daughter by Philip Pullman</p> <p>Tracks of a Panda by Nick Dowson</p> <p>The Water Horse by Dick King Smith</p> <p>The No-Where Emporium by Ross MacKenzie</p> <p><u>Story Time:</u> Harry Potter and the Philosopher’s Stone by J.K Rowling</p>	<p><u>English Lessons:</u></p> <p>Shakespeare’s Globe (I was there) by Valeria Wilding</p> <p>Usborne Shakespeare Series</p> <p>Walking with my Iguana: Poem by Brian Moses</p> <p>The Polar Express by Chris Van Allsburg</p> <p>The 13 storey Treehouse by Andy Griffiths</p> <p><u>Story Time:</u> Harry Potter and the Philosopher’s Stone by J.K Rowling</p>	<p><u>English Lessons:</u></p> <p>Caterpillar Butterfly by Vivian French</p> <p>Rotten Romans by Terry Deary (Horrible Histories)</p> <p>The Orchard Book of Roman Myths by Geraldine McCaughrean</p> <p><u>Story Time:</u> The Lion the Witch and the Wardrobe by C. S. Lewis</p>	<p><u>English Lessons:</u></p> <p>Coraline by Neil Gaiman</p> <p>Operation Gadgetman by Malorie Blackman</p> <p>Please Mrs Butler by Allan Ahlberg</p> <p>A Big Green Adventure - an environmental musical By Colin Magee and Andrew Oxspring</p> <p><u>Story Time:</u> The Lion the Witch and the Wardrobe by C. S. Lewis</p>	<p><u>English Lessons:</u></p> <p>The Wolves in the Walls by Neil Gaiman</p> <p>How Mountains are Made by Kathleen Zoehfeld</p> <p>The Abominables by Eva Ibbotson</p> <p>The Dentist of Darkness by David O’Connell</p> <p>Mountains of the World by Dieter Braun</p> <p><u>Story Time:</u> Varjak Paw by S. F. Said</p>	<p><u>English Lessons:</u></p> <p>Mouse, Bird, Snake, Wolf by David Almond and Dave McKean</p> <p>Mountain Peak by Harriet Earis</p> <p>Diary of a Wimpy Kid by Jeff Kinney</p> <p><u>Story Time:</u> Varjak Paw by S. F. Said</p>

2. READING

	Word reading >2000 words	Fluency and Phrasing 140 words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 4	<p>As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar).</p> <p>As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.</p>	<p>Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.</p>	<p>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</p> <p>Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</p>	<p>With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.</p>	<p>With <i>growing confidence</i>, and <i>gathering experience from a wider range of texts</i>, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally;</p> <p><i>with increasing awareness of authorial choice</i>, discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.</p>

3. GRAMMAR AND PUNCTUATION

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.					
G1 / word classes	review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing	ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i> ; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i>	vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context	identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i>	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; play games to consolidate four key word classes
G2 Functions of Sentences	compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation		play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands		independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing	
G3 Combining words, phrases and clauses	during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions	readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives'	during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. <i>however, secondly, when, before, after, while, because of, due to, as a result of</i> , or the use of fronted adverbials; play games to select conjunctions in given contexts		discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process
G4 Verb forms, tense and consistency	revise the present perfect / past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy; sort sentence cards between simple / perfect tense	revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned	identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading	write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form	maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another

G5 Punctuation	revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i>	revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice	demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
G6 Vocabulary	collect nouns made from verbs using the suffixes -ation and -sion e.g. <i>admiration, decision</i> ; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics		define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; discuss adverbials in own and others' writing; collect conjunctions in a journal	refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings		
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. <i>Where were / was you?</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>Don't nobody get on the bus</i> ; model accurate use of Standard English in dictated sentences	in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language		

4. SPELLING

	YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref: Code	<p>Overview: Some pupils in Y4 continue to need consolidation of basic spelling rules and conventions from KS1, such as how to add common suffixes to root words, particularly those which require a change of the root word. However, during Y4 it is important to introduce all the remaining spelling objectives in the Programme of Study, by referring to the full Spelling Appendix for this age group. There is no STA written test for spelling at LKS2, but all learning for this age-group is included in either the Content Domain references from KS1 or KS2. The full statutory word list for Y3-4 also needs to be taught over time, alongside other similar words, so that children can spell increasingly challenging words. Pupils develop a range of personal strategies for learning irregular words, and for proofreading their spellings after writing. They also use further prefixes and suffixes, understanding how to add them. Y4 pupils should also develop confidence to look up words in a dictionary by looking at the first two or three letters. They will revise use of the possessive apostrophe for singular nouns, and extend this to plural nouns. <i>*NB Words from the statutory word list are shown in bold font.</i></p>						
S8	vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.</i>		words with the 'ei' sound spelt ei, eigh or ey e.g. they, weight, eight, grey, sleigh, reign				
S15	the /s/ sound spelt c before e, i and y	centre, century, certain, circle, decide, notice,					
S17	the /r/ sound spelt wr at the beginning of words	revise as required; writing, written, wrong, wrap					
S18?	the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il	3-4word list: actual, material, natural, possible, special					
S24-26	adding -ed, -ing, -er and -est	revisit and apply as required					
S30, S31, S32	the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w				revisit: watch, wander, squash; work, world; warm, towards		
S35	words ending in -tion				fiction, fraction, direction, attention, invention, injection, action,		

	YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					completion, intention, mention, position, question		
S37	common exception words: (by end of Y4, children need to tackle all the statutory word list, and other similar words, which are commonly misspelt)	actual, material, natural, possible, special, certain, circle, decide, medicine, notice, recent	business, increase, perhaps, probably, describe, exercise, experience, experiment, extreme	February, forward, forwards, heart, library, caught, naughty, strange, promise, century, centre,	favourite, interest, interesting, minute, often, ordinary, potatoes, separate, surprise	enough, therefore, though, although, thought, through, knowledge, sentence, women, woman	address, appear, arrive, different, difficult, disappear, occasion, occasionally opposite, possession, suppose. various
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed		cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited,			answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular	
S39	the /i/ sound spelt y other than at the end of words	revisit: myth, gym, pyramid, mystery, Egypt					
S40	the /ʌ/ sound spelt ou		revisit: young, touch, blood, trouble, country				
S41	prefixes: the prefixes in-, il-, im- and ir-		Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical				
S41 Cont.	prefixes: the prefixes anti- and inter-				antibiotic, antihero, international,		

	YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive		
S42	The suffix -ation				teach: hesitation, adoration, information, sensation, preparation, admiration		
S43	The suffix -ly:						happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically teach: definitely, infinitely,
S44	words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and - ture)	treasure, measure, pleasure, closure		mixture, adventure, capture, feature, moisture, nature, picture, vulture			
S45	endings which sound like /ʒən/ spelt 'sion'					division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion	
S46	the suffix -ous						spacious, envious, courageous, furious, monstrous,

	YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
							poisonous, mountainous, famous, various, dangerous
S47	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian				physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, corrosion; profession, session, percussion, passion, mission, possession ; fiction, fraction, direction, attention, mention		
S48	words with the /k/ sound spelt ch					revisit: ache, chemist, headache, choir, echo	
S49	words with the /ʃ/ sound spelt ch		revisit: chalet, chef, brochure, parachute, machine				
S50	words ending with -gue and -que	revisit: league, tongue, antique, unique					
S50 (similar)	the g sound spelt gu-			guide , guitar, guard , guidebook, guest, guardian, guarantee, guess			
S51	words with the /s/ sound spelt sc					science, scene, scissors, ascend, descend, scented, crescent, abscess	

	YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
S52	words with the /ei/ sound spelt ei, eigh, or ey		revisit: they, weigh, eight, eighth , grey, sleigh				
S61	homophones and other words that are often confused	peace/piece, main/mane, fare/fair heard/herd		scene/seen, male/mail, ball/bawl		revise full set of Y3-4 homophones e.g. weather/whether, who's/whose, medal/meddle, missed/mist, team/teem	
Further	possessive apostrophe	possessive apostrophe with singular proper nouns		possessive apostrophe with plurals		revise both singular and plural possession	

5. KNOWLEDGE AND VOCABULARY

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

1. SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p><u>English Lessons:</u></p> <p>What's Where in the World? By D. K</p> <p>Way Home by Libby Hathorn</p> <p>BBC 'Horses in WW1'</p> <p>Soldiers' Letters</p> <p>Historic WW1 news reports</p> <p><u>Story Time:</u></p> <p>War Horse by Michael Morpurgo</p>	<p><u>English Lessons:</u></p> <p>The Highwayman by Alfred Noyes</p> <p>Extracts from original Beowulf Poem</p> <p>Until We Win by Linda Newbury</p> <p>Legends: King Arthur</p> <p><u>Story Time:</u></p> <p>War Horse by Michael Morpurgo</p> <p>A Christmas Carol by Charles Dickens</p>	<p><u>English Lessons:</u></p> <p>Selected poems from 'Off by Heart' Poetry anthology</p> <p>Non-chronological reports</p> <p>Newspaper articles</p> <p>Anglo-Saxon Boy by Tony Bradman</p> <p><u>Story Time:</u></p> <p>Beowulf by Michael Morpurgo (Also look on Youtube at the animated version narrated by Derek Jacobi)</p>	<p><u>English Lessons:</u></p> <p>The Story of Scotland by Richard Brassey</p> <p>The Arrival by Shaun Tan</p> <p>The Viewer by Shaun Tan and Gary Crew</p> <p><u>Story Time:</u></p> <p>The Explorer by Katherine Rundell</p>	<p><u>English Lessons:</u></p> <p>Rushing Rivers by King Fisher Books</p> <p>Who's Hiding on the River? By Katherine McEwen</p> <p>River Journey by Moira Andrew</p> <p>The River: An Epic Journey to the Sea by Patricia Hegarty</p> <p>A River by Marc Martin</p> <p><u>Story Time:</u></p> <p>Journey to the River Sea by Eva Ibbotson</p>	<p><u>English Lessons:</u></p> <p>The Wind in the Willows by Kenneth Grahame</p> <p>Song of the Dolphin Boy by Elizabeth Laird</p> <p>Why Water's Worth It by Lori Harrison</p> <p>Playscripts</p> <p>Recipes and instruction texts</p> <p><u>Story Time:</u></p> <p>The London Eye Mystery by Siobhan Dowd</p>

2. READING

	Word reading >2000 words	Fluency and Phrasing 150 words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 5	<p>No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar).</p> <p>Attention is paid to new vocabulary, both its meaning and correct pronunciation.</p>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text;</p> <p>They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>	<p>Children learn to - draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points;</p> <p>discuss and explore the precise meaning of words and phrases in context.</p>	<p>Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between <i>fact and opinion</i>;</p> <p>discuss and evaluate how authors use language, considering the <i>impact on the reader</i>; begin to understand <i>figurative language e.g. metaphor, personification</i>.</p>

3. GRAMMAR AND PUNCTUATION

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	In Year 5, children will expand the range of more complex sentence structures to include relative clauses and embedded clauses. This necessitates the punctuation and control of parenthesis. With guidance, they will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will consolidate their knowledge of further word classes introduced in Years 3 and 4, and their understanding of different verb forms.					
G1 / word classes	review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i> ; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes	identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases	find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. He was <i>in bed</i> / I met them <i>after the party</i> .	model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; <i>How?</i> ; play games to consolidate word classes
G2 Functions of Sentences	play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark		identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation	
G3 Combining words, phrases and clauses	during shared writing, model relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy <u>who</u> lives next door.</i>	collect a bank of relative pronouns (/ conjunctions) in writing journal e.g. <i>which, who, that</i> ; dictate sentences which include relative clauses	identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. <i>the day after, eventually, all of a sudden</i> ; highlight cohesive devices in non-fiction and fiction texts		provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately	write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>could, may</i> , (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty; revise spellings of regular	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for</i>	identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1 st or 3 rd person in shared or	experiment with writing from 1 st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past	maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms

	and irregular past tense verbs	<i>a walk / She had enjoyed gardening.</i>	guided reading, and discuss tenses used	tense; revise verbs in progressive tense	which include modal verbs	useful and relevant to own writing
G5 Punctuation	model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear	revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i>	edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; use punc' fans	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans	use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity
G6 Vocabulary	discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>tolerance (tolerant)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> ; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal	refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings		
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i>		in spoken and written contexts, apply known rules of Standard English to practise formal language	

4. SPELLING

	YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref: Code Overlaps with KS1	<p>Overview: At the beginning of Year 5, children will need further practice in the spelling patterns and conventions learned in Years 3 and 4, together with revision of the many common exception words and homophones learned previously. For this reason, some earlier Test Code references remain the same, allowing time to plan for that important consolidation of learning. New learning for Year 5, indicated by the Programme of Study and Spelling Appendix, can then build upon that knowledge. Pupils should become confident to check spellings in a dictionary using the first three or four letters. They also use a dictionary to support learning word roots, derivations and spelling patterns. Pupils will also strengthen their proofreading skills in order to correct some of their own errors, particularly of words they have learned. *NB Words from the statutory word list are shown in bold font.</p>						
S5	adding -s, -es and -ies to words (plurals of nouns and the third-person singular of verbs)		revise adding -s, -es and -ies: introduce category (y)ies, communit (y)ies, opportunities , varieties				
S14	the /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y			teach with common exception words: average , language , privilege			
S24, S25, S26	adding -ed, -ing, -er and -est	equip/equipped , accompany/ied , attached , develop/ed , queue/d , recognise/d					
S34	the suffixes -ment, -ness, -ful, -less and -ly				word list: environment , desperate/ly , equipment , frequently , government , parliament		
S35	words ending in -tion				word list: see below		
S37 KS1 and KS2	common exception words	revise statutory words from Y3-4 list as appropriate	revise statutory words from Y3-4 list as appropriate	Y5-6 words: average , bruise , guarantee , immediately , language , privilege , vehicle , yacht	competition , leisure ,	aggressive , disastrous , especially , excellent , marvellous , necessary , professional ,	programme , explanation , pronunciation , communication

	YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						recommended, restaurant, temperature	
KS2	The following section demonstrates those aspects of spelling which are included in the KS2 programme of study						
S38	adding suffixes beginning with vowel letters to words of more than one syllable					according, determined, assigned, reassigned, resigned, resigning, resignation, designer, designing, designed, (signature); also suffixes -es, -ist, -ise and -ive: aggressive	
S39	the /i/ sound spelt y other than at the end of words						revisit as required: myth, gym, pyramid, mystery, Egypt
S40	the /ʌ/ sound spelt ou						revisit as required : young, double, touch, trouble, country, rough
S41	prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)	revisit prefixes from Y3-4 unusual, unattached, disappoint, disagree, disobey, dishonest, distrust, disappear ; teach disastrous	revisit: misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return	revisit: subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television	revisit: superman, supermarket, autograph; autobiography, automaton	revisit: Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, teach: interfere , indefinite , interrupt , immediately ,	revisit: irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical
S42	the suffix -ation						explanation , communication (communicate) pronunciation , desperation (desperate) revelation
S43	the suffix -ly			immediate/ly ,			

	YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
				mischievous/ly, sincere/ly incredibly, sensibly, reliably, respectably, agreeably, enviably			
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'				teach through segmenting words (morphology): geography, geographic, geographically; telegraph, telegraphically, photographically		
S44-47	See Year 4				revise Y4: treasure, measure, creature, picture, adventure; teach: leisure	revise Y4: division, invasion, confusion, decision; Invention, action, expression, possession ; extension, comprehension; magician, politician etc	revise Y4: poisonous, dangerous, famous, jealous, courageous, serious, various , conscious etc.
S48-49	words with the /k/ sound spelt ch and with the /j/ sound spelt ch			revisit Y4: e.g. chemist / chef / brochure etc.			
S50	words ending with -gue and -que		revisit: league, tongue, antique, unique				
S51	words with the /s/ sound spelt sc					revisit: science, scene, scissors, ascend, descend, scented, crescent, abscess	
S52	words with the /eɪ/ sound spelt ei, eigh, or ey					revisit: they, weigh, eight, eighth, grey, sleigh	
The following section represents new learning for Years 5 and 6.							

	YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
S53	endings which sound like /ʃəs/ spelt -cious or -tious See Y6						
S54	endings which sound like /ʃəl/ See Y6						
S55	words ending in -ant, -ance/-ancy, -ent, -ence/-ency See Y6						
S56	words ending in -able and -ible	adorable, available , breakable, disposable, edible, enjoyable, enviable, forgivable, horrible, incredible, invincible, identifiable, possible, reliable, reversible, valuable		words ending -ably and -ibly: agreeably, considerably, enviably, incredibly, possibly, reliably, respectably, sensibly			
S57	Adding suffixes beginning with vowel letters to words ending in -fer See Y6						
S58	Words with the /i:/ sound spelt ei after c (and other ie/ei words)				ceiling, receive, receipt, deceit, perceive, conceit; learn ei and ie words: e.g. lie, belief, grief, brief, piece, niece, achieve , fiery, review; <i>and</i> vein, reign, reign, veil, weigh, neighbour , sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough	ought, bought, sought, thought, nought, brought, fought					

	YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		rough, tough, enough cough though, although, dough through thorough , borough plough, bough					
S60	Words with 'silent' letters	doubt, island, lamb, solemn, thistle, knight, debt, numb, autumn	revise previous words e.g. know, knowledge, knock, knee, gnat, gnaw				
S61	Homophones and other words that are often confused	aloud/allowed, affect/effect, herd/heard, Isle/aisle, past/passed		steel/steal, alter/altar, led/lead, assent/ascent, bridal/bridle	revisit: homophones from terms 1 and 3; revisit homophones from Y3-4 Spelling Appendix 1 as required	cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose	revise full set of learned homophones, including Y3-4 set
Further	use of the hyphen (to spell words)		co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent				
	the apostrophe (assessed in Grammar Test Paper 1)		revisit: apostrophes for contraction and possession, singular and plural	know when and when <i>not</i> to use an apostrophe for possession in given examples			
	Use a dictionary to check the first 3 and 4 letters of words						e.g. relevant, revelation, referee, readjust; profession, programme , prosecute; prototype

5. KNOWLEDGE AND VOCABULARY

	Year 5
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

1. SUGGESTED TEXTS

Fiction

Non-fiction

Poetry

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p><u>English Lessons:</u></p> <p>World Atlas by National Geographic</p> <p>Evacuee by Jan Pollard</p> <p>Dulce et decorum est by Wilfred Owen</p> <p><u>Story Time:</u> The Boy in the Striped Pyjamas by John Boyne</p>	<p><u>English Lessons:</u></p> <p>The Arrival by Shaun Tan</p> <p>The Viewer by Shaun Tan and Gary Crew</p> <p>Rose Blanche by Roberto Innocenti and Ian McEwan</p> <p><u>Story Time:</u> The Boy in the Striped Pyjamas by John Boyne</p>	<p><u>English Lessons:</u></p> <p>Crime and Punishment through the ages by Grant Bage and Martin Bustamante</p> <p>Crime and Punishment in Britain by Anne Rooney</p> <p>A Photographic View of Crime and Punishment (Past in Pictures) by Alex Woolf</p> <p>The True Story of the Three Little Pigs by by Jon Scieszka</p> <p>Street Child by Berlie Doherty</p> <p>Holes by Louis Sachar</p> <p><u>Story Time:</u> Goodnight Mr Tom by Michelle Magorian</p>	<p><u>English Lessons:</u></p> <p>The Jabberwocky by Lewis Carroll</p> <p>The Highwayman by Alfred Noyes</p> <p>The Highway Rat by Julia Donaldson</p> <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p><u>Story Time:</u> Goodnight Mr Tom by Michelle Magorian</p>	<p><u>English Lessons:</u></p> <p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Earth Shattering Events by Sophie Williams</p> <p>100 Most Destructive Natural Disasters by Anna Claybourne</p> <p>News reports on natural distasters e.g. Earthquakes etc.</p> <p>100 Facts: Planet Earth by Peter Riley</p> <p><u>Story Time:</u> Stormbreaker by Anthony Horowitz</p> <p>Percy Jackman and the Lightning Thief by Rich Riordan</p>	<p><u>English Lessons:</u></p> <p>King of the Cloud Forests by Michael Morpurgo</p> <p>Destination Planet Earth by Jo Nelson and Tom Clohosy Cole</p> <p>Macbeth by William Shakespeare</p> <p>Tom's Midnight Garden by Philippa Pearce</p> <p><u>Story Time:</u> Percy Jackman and the Lightning Thief by Rich Riordan</p>

2. READING

	Word reading >2000 words	Fluency and Phrasing 150-200+ words per minute	Literal understanding and Retrieval	Inferential reading	Response to text
Year 6	<p>As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.</p>	<p>Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>	<p>During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.</p>	<p>With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate; make reasoned predictions from implied details; identify and discuss themes across a wide range of texts; summarise main ideas across whole text, note developments e.g. of a character or relationship; make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.</p>	<p>With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and <i>challenging others' views courteously</i>; discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i>; identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; <i>provide reasoned justification for views</i>.</p>

3. GRAMMAR AND PUNCTUATION

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Premise	In Year 6, children will consolidate and apply the wide range of grammatical terminology gained thus far, and learn some new terms. They will demonstrate more control to write a wide range of sentence structures, and will improve their punctuation of parenthesis. They will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will be able to recognise and understand different verb forms. Children will gain further precision in their vocabulary.					
G1 / word classes	sort banks of nouns to identify common, proper, collective and abstract e.g. <i>strength, horror</i> ; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. <i>hollow</i>	identify synonyms and antonyms; identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect	find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time	practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing	
G2 Functions of Sentences	play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question is reported or whether it needs a ? e.g. <i>He asked her to sit down.</i>		identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action	
G3 Combining words, phrases and clauses	during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i>	identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences	identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph		write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences	read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>should, may</i> , (also adverbs e.g. <i>possibly</i>); discuss their degree of certainty; revise spellings of a wide set of regular and	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the</i>	identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person in shared or guided reading; discuss the effect of the tense used;	convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i> ; edit and	compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense	employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify

	irregular past tense verbs e.g. <i>bought, brought</i>	<i>room / She had loved having a pet.</i>	dictate sentences which model different verb forms	improve given examples	when writing fiction and non-fiction texts	1 st or 3 rd person when reading
G5 Punctuation	use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear	model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences	identify and model use of hyphen e.g. <i>man-eating shark</i> ; revise use of possessive apostrophe for singular plural nouns e.g. e.g. <i>Tom's pen, factories' chimneys, children's pet</i>	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans	use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity	
G6 Vocabulary	discuss and collect further nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>innocence (innocent)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary		refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings	
G7 Standard English and formality	confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement		identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i>		apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i>	

4. SPELLING

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Test Ref: Code Overlaps with KS1	<p>Overview: Most pupils in Year 6 will learn many spellings through study of the word's morphology (word structure) and etymology (word derivation). By now, children will have amassed plenty of knowledge and understanding about the ways English words are organised and spelt, and will use their skills in order to tackle unfamiliar and challenging words. They are competent to use a dictionary to look up information about words. They become increasingly proficient at identifying and editing their own relevant spelling errors. It is important that Year 6 pupils revisit and check spelling patterns and conventions from earlier years in the key stage, as these may be included in the statutory test. *NB Words from the statutory word list are shown in bold font.</p>						
S37	common exception words / words from the statutory word list	available, vegetable; accommodate, accompany, according, apparent, committee, correspond, embarrass, harass, interrupt, marvellous necessary, occupy, occur, opportunity, programme, recommend, sufficient, suggest	guarantee, queue, average, language, privilege, signature, temperature, amateur, familiar, leisure, neighbour, shoulder, soldier, foreign	awkward, especially, thorough, cemetery, controversy, frequently, immediately, marvellous, mischief/ mischievously, sincerely, yacht	achieve, achievement, ancient, bargain, excellent, forty, lightning, muscle, parliament, persuade, physical, prejudice, profession, restaurant, various/variety	determined, develop/ed, environment, government, hindrance, nuisance, dictionary, sacrifice, vehicle (see further words below)	conscience, convenience, existence, interfere/ence, sufficient
S38	adding suffixes beginning with vowel letters to words of more than one syllable e.g. -ing, -en, -er, -ed, -ise, -ist, -ite, -al,					aggressive, appreciate, attached, average, category, cemetery, communicate, community, criticise, critical, curiosity, definite, equipped, exaggerate, identity, language, physical,	

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						recognise, secretary	
S39	the /i/ sound spelt y other than at the end of words Y4-5	Revise e.g. myth, Egypt; add rhythm (& rhyme), symbol, system					
S40	the /ʌ/ sound spelt ou Y4-5		revise and check: e.g. country, young, touch				
S41	prefixes:			investigate prefixes and their meanings, revisiting some from Y3-4: aero, anti-, aqua-, auto-, bi-, circum-, extra-, pro-, semi-, super, trans-	investigate prefixes and their meanings e.g. auto, hydro-, micro-, phon-tele-; autobiography, binoculars, archaeology, grapheme, hydroelectric telecommunication, microscope, phoneme	investigate / prefixes / suffixes / root words and their meanings: inter, chrono, crede, cyclo dict, tract, tele, audi, vita, script, demo, cede, port, pre, struct, fac, ology	
S42	the suffix -ation				explanation, communication pronunciation, desperate/ation		
S43	the suffix -ly Y5			frequently, definitely, immediately, sincere/ly			
S44	words with endings sounding like /ʒə/ or /tʃə/		quick check: e.g. adventure /pleasure new: signature, leisure				
S45	endings that sound like /ʒən/		quick check: division, decision, collision				
S46	the suffix -ous			revisit adding -ous/ly mischievous/ly, conscious/ly, courageous/ly, ,			

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
				disastrous/ly, marvellous, etc.			
S47	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian				revisit and check from Y3-4 Appendix		
S48	words with the /k/ sound spelt ch			check: chemist, stomach, chorus, scheme, echo, character			
S49	words with the /ʃ/ sound spelt ch			check: chef, brochure, machinery			
S50	words ending with -gue and -que		revisit: league, tongue, antique, unique, & guarantee				
S51	words with the /s/ sound spelt sc					revisit: science, scene, scissors, ascend, descend, scented, crescent, muscle	
S52	words with the /eɪ/ sound spelt ei, eigh, or ey Y3-5		check: neighbour, obey, weigh, weight, vein				
The following section represents new learning for Years 5 and 6.							
S53	endings which sound like /ʃəs/ spelt -cious or -tious See Year 6		vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious				
S54	endings which sound like /ʃəl/ spelt cial and tial			official, commercial, glacial, special, facial, social, artificial, financial, racial; partial, confidential, essential, influential, substantial,			

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
				torrential, preferential, residential			
S55	<p>words ending in -ant, -ance/-ancy, -ent, -ence/-ency See Year 6</p> <p>*NB Although the No Nonsense Spelling programme includes the suffixes -ent/ence/ency in Term 6, it would be wise to visit these earlier in readiness for the Y6 spelling test.</p>					<p>words ending -ant, -ance and -ancy; use -ance where the root word ends in -ant (observant)/ where the root word can add the ending -ation / if the related verb ends in -y, -ure, -ear, -ate / if the stem of the word ends in a hard /c/ or /g/ sound.</p>	<p><i>*words ending -ent, -ence and -ency; use -ence where the root verb ends in -ere (e.g. interference)/ if the root verb has a stressed -er (infer) / if the word contains the syllables 'cid', 'fid', 'sid' or 'vid' (confidence); if the stem ends in a soft /c/ or /g/ (innocence).</i></p>
S56	words ending in -able and -ible	<p>revisit words ending -ible/-able; ably and -ibly: e.g., horrible, terrible, possible, edible, reversible, invincible, legible; and adorable, available, forgivable, disposable, enjoyable, valuable, vegetable, breakable, identifiable; and incredibly, sensibly, reliably, respectably, agreeably, enviably</p>					

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
S57	adding suffixes beginning with vowel letters to words ending in -fer	refer, referring, referred, referral; preferred, preferring; transferred, transferring; <i>but</i> reference, referee, preference, transference					
S58	words with the /i:/ sound spelt ei after c (and other ie/ei words) See Y5 and revise				revisit Y5 e.g. ceiling, receive, receipt, deceit, perceive, conceit; and belief, grief, brief, piece, niece, achieve , fiery, review; sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough			e.g. bough, plough, drought; dough, although; cough, enough, tough; ought, brought, thought, sought; thorough			
S60	words with 'silent' letters See Y5			check: doubtful, island, solemn, bristle, knight, knowledge, twelfth , yacht			
S61	homophones and other words that are often confused		ce and se: advice/advise; device/devise; practice/practise; licence/license; prophecy/prophesy		revise all previously learned homophones; teach dessert/desert; stationery/stationary; complement/compliment; principle/principal; prophet/profit	practise and check any problematic homophones from Y5-6 Spelling Appendix	teach: draught/draft; dissent/descent; precede/proceed; wary/weary;
Further	use of the hyphen (to spell words)	revisit: co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent					

	YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	the apostrophe (assessed in Grammar Test Paper 1)	revisit: apostrophes for contraction and possession, singular and plural		know when and when <i>not</i> to use an apostrophe for possession in given examples			
	use a dictionary to check the first 3 and 4 letters of words		revisit	ongoing independent and applied practice			

5. KNOWLEDGE AND VOCABULARY

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