

Year 3 English

Phonics, Spelling and Vocabulary	Grammar and Punctuation	Comprehension and composition
<ol style="list-style-type: none"> 1. from YR to practise and secure the ability to hear initial and final <u>phonemes</u> in CVC words, e.g. <u>fit</u>, <u>mat</u>, <u>pan</u>; 2. to <u>discriminate</u> and <u>segment</u> all three phonemes in CVC words; 3. to <u>blend</u> phonemes to read CVC words in rhyming and non-rhyming sets; 4. to investigate, read and spell words ending in <i>ff, ll, ss, ck, ng</i>; 5. to <u>discriminate</u>, read and spell words with initial consonant clusters, e.g. <i>bl, cr, tr, str</i> - <u>Summary of specific phonics and spelling work</u>; 6. to read on sight approximately <u>50 - 100 high frequency words identified for Y1 and Y2</u>; 7. to recognise the critical features of words, e.g. length, common spelling patterns and words within words; 8. to spell common irregular words from the <u>list of high frequency words</u>; 	<p>Grammatical awareness</p> <ol style="list-style-type: none"> 1. to expect written text to make sense and to check for sense if it does not; 2. to draw on grammatical awareness, to read with appropriate expression and <u>intonation</u>, e.g. in reading to others; 3. to write captions and <u>simple sentences</u>. <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> 5. to recognise full stops and capital letters when reading, and name them correctly; 6. to begin using the term <i>sentence</i> to identify sentences in text; 7. to begin using full stops to demarcate sentences; 8. to use a capital letter for the <u>personal pronoun 'I'</u> and for the start of a sentence. 	<p>Fiction and poetry : Reading comprehension</p> <ol style="list-style-type: none"> 1. to reinforce and apply their word-level skills through <u>shared</u> and <u>guided reading</u>; 2. to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read; 3. to describe story settings and incidents and relate them to own experience and that of others; <p>Writing composition</p> <ol style="list-style-type: none"> 4. through <u>shared</u> and <u>guided writing</u> to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; 5. to write about events in personal experience linked to a variety of familiar incidents from stories in short sentences. 6. to use <u>rhymes</u> and patterned stories as models for their own writing; 7. to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout; <p>Non-fiction</p> <p>Reading comprehension</p> <ol style="list-style-type: none"> 8. to read and use captions, e.g. labels around the school, on equipment; 9. to read and follow simple instructions, e.g. for classroom routines. <p>Writing composition</p> <ol style="list-style-type: none"> 10. to write captions for their own work, e.g. for display, in class books; 11. to write and draw simple instructions and labels for everyday classroom use, e.g. for equipment.

Year 4 English

Phonics, Spelling and Vocabulary	Grammar and Punctuation	Comprehension and composition
<p>Word recognition, graphic knowledge and spelling</p> <ol style="list-style-type: none"> to read on sight and spell approximately 30 more words from the <u>high frequency words list</u>; to use word endings, e.g. 's' (<i>plural</i>), 'ed' (<i>past tense</i>), 'ing' (<i>present tense</i>) to support their reading and spelling; to secure understanding and use of the terms 'vowel' and 'consonant'; to spell common irregular words from the <u>high frequency word list</u>; to split familiar oral and written <u>compound words</u> into their component parts, e.g. <i>himself, handbag, milkman, pancake, teaspoon</i>; to discriminate, orally, <u>syllables</u> in multi-syllabic words using children's names and words from their reading, e.g. <i>dinosaur, family, dinner, children</i>. Extend to written forms and note syllable boundary in speech and writing; 	<ol style="list-style-type: none"> to read text aloud with <u>intonation</u> and expression appropriate to the grammar and punctuation; the need for grammatical agreement, matching verbs to <u>nouns/pronouns</u>, e.g. <i>I am; the children are</i>; using simple gender forms, e.g. <i>his/her</i> correctly; to use standard forms of verbs in speaking and writing, e.g. <i>catch/caught, see/saw, go/went</i> and to use the past tense consistently for narration; <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> to use commas in lists; to write in clear sentences using capital letters and full stops accurately; to turn statements into questions, learning a range of 'wh' words typically used to open questions: <i>what, where, when, who</i> and to add question marks; to compare a variety of forms of questions from texts, e.g. <i>asking for help, asking the time, asking someone to be quiet</i>. 	<p>Fiction and poetry : Reading comprehension</p> <ol style="list-style-type: none"> to reinforce and apply their word-level skills through <u>shared</u> and <u>guided reading</u>; to notice the difference between spoken and written forms to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons; to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies; <p>Writing composition ;</p> <ol style="list-style-type: none"> to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and language of story; to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc. <p>Non-Fiction : Reading comprehension</p> <ol style="list-style-type: none"> to understand the distinction between <u>fact</u> and <u>fiction</u>; to use terms 'fact', 'fiction' and 'non-fiction' appropriately; to use a contents page and index to find way about text; to scan a text to find specific sections, e.g. key words or phrases, subheadings; <p>Writing composition</p> <ol style="list-style-type: none"> to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing; to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions; to write <u>non-chronological reports</u> based on structure of known texts.

Year 5 English

Phonics, Spelling and Vocabulary	Grammar and Punctuation	Comprehension and composition
<p>Spelling conventions and rules</p> <ol style="list-style-type: none"> 1. identify short words within longer words as an aid to spelling; 2. to recognise and spell the <u>prefixes</u> <i>mis-, non-, ex-, co-, anti-</i>; 3. to use their knowledge of these prefixes to generate new words from root words, e.g. <i>lead/mislead, sense/nonsense</i>. 4. to start to use the <u>apostrophe</u> to spell further contracted forms. <p>Vocabulary extension</p> <ol style="list-style-type: none"> 5. to collect <u>synonyms</u> which will be useful in writing dialogue, e.g. <i>shouted, cried, yelled, squealed</i>, exploring the effects on meaning. 6. to explore <u>homonyms</u> which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context. 7. To understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling. 	<p>Grammatical awareness</p> <ol style="list-style-type: none"> 1. to use awareness of grammar to decipher new or unfamiliar words. 2. to identify <u>pronouns</u> and understand their functions in sentences. 3. to ensure <u>grammatical agreement</u> in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English; <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> 4. to start use <u>speech marks</u> and other dialogue punctuation appropriately in writing. 5. how sentences can be joined in more complex ways: use of <u>conjunctions</u>. 6. to investigate through reading and writing how words and phrases can signal time sequences. 7. <i>to become aware of the use of <u>commas</u> in marking <u>grammatical boundaries</u> within sentences.</i> 	<p>Fiction and poetry : Reading comprehension strategies</p> <ol style="list-style-type: none"> 1. to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences; 2. to discuss (i) characters' feelings; (ii) behaviour; (iii) relationships. 3. to select, prepare, read aloud and recite by heart poetry. 4. to compare and contrast works by the same author. <p>Writing composition strategies</p> <ol style="list-style-type: none"> 5. to plot a sequence of episodes modelled on a known story, as a plan for writing; 6. to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects. 7. to write a <u>first person</u> account. 8. to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative; 9. to write simple book reviews 10. to write poetry that uses sound to create effects, e.g. <u>onomatopoeia</u>, <u>alliteration</u>, distinctive rhythms <p>Non-Fiction : Reading comprehension</p> <ol style="list-style-type: none"> 11. to '<u>scan</u>' indexes, directories and IT sources, etc. 12. to locate books by classification in class or school libraries; 13. to summarise orally in one sentence the content of a passage. <p>Writing composition</p> <ol style="list-style-type: none"> 14. to write letters, notes and messages. 15. experiment with recounting the same event in a variety of ways. 16. to make alphabetically ordered texts. 17. to summarise in writing the content of a passage.

Year 6 English

Phonics, Spelling and Vocabulary	Grammar and Punctuation	Comprehension and composition
<p>Spelling strategies</p> <ul style="list-style-type: none"> to identify mis-spelt words in own writing; to keep individual lists (e.g. <u>spelling logs</u>) and learn to spell them; to use independent spelling strategies, including sounding out and spelling using phonemes; using visual skills, e.g. recognising common <u>letter strings</u> and checking critical features (i.e. does it look right, shape, length, etc?); building from other words with similar patterns and meanings, e.g. <i>medical, medicine</i>; spelling by <u>analogy</u> with other known words, e.g. <i>light, fright</i>; using word banks, dictionaries; to practise new spellings regularly by 'look, say, cover, write, check' strategy; <p>Spelling conventions and rules</p> <p>5. to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. <i>swat, water</i>), 'wo' (e.g. <i>worship, won</i>) and 'ss' (e.g. <i>goodness, hiss, missile</i>) within words; deduce some</p>	<p>Grammatical awareness</p> <ol style="list-style-type: none"> to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes; <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> to identify the common punctuation marks including <u>commas, semi-colons, colons, dashes, hyphens, speech marks</u>, and to respond to them appropriately when reading; to understand how the grammar of a sentence alters when the sentence type is altered. <ul style="list-style-type: none"> the order of words; verb tenses; additions and/or deletions of words; changes to punctuation; the use of <u>connectives</u>, e.g. <u>adverbial phrases, conjunctions</u>, to structure an argument. 	<p>Fiction and poetry : Reading comprehension</p> <ol style="list-style-type: none"> to identify social, moral or cultural issues in stories. to understand how <u>paragraphs</u> or chapters are used to collect, order and build up ideas; understand the following terms and identify them in poems: verse, chorus, <u>couplet, stanza, rhyme, rhythm, alliteration</u>; to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme; to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work; <p>Writing composition</p> <ol style="list-style-type: none"> to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character; to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story; to write own longer stories in chapters from story plans; to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language; to record predictions, questions, reflections while reading, e.g. through the use of a reading journal; <p>Non-Fiction: Reading comprehension</p> <ol style="list-style-type: none"> to read, compare and evaluate examples of arguments and

<p>of the conventions for using them at the beginnings, middles and endings of words;</p> <p>6. to spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough; hour, journey, could, route, four</i>;</p> <p>7. collect/classify words with common <u>roots</u>, e.g. <i>advent, invent, prevent, press, pressure, depress, phone, telephone, microphone</i>; investigate origins and meanings;</p> <p>8. to practise extending, and compounding words through adding parts, e.g. <i>ful, ly, ive, tion, ic, ist</i>; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling;</p> <p>9. to recognise and spell the <u>suffixes</u>: <i>-ible, -able, -ive, -tion, -sion</i>;</p> <p>10. to distinguish the two forms: its (<i>possessive no apostrophe</i>) and it's (<i>contracted 'it is'</i>) and to use these accurately in own writing;</p> <p>Vocabulary extension</p> <p>11. to investigate <u>compound words</u> and recognise that they can aid spelling even where pronunciation obscures it, e.g. <i>handbag, cupboard</i>;</p>		<p>discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;</p> <p>12. how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;</p> <p>13. from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader;</p> <p>14. to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;</p> <p>Writing composition</p> <p>15. to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;</p> <p>16. to use <u>writing frames</u> if necessary to back up points of view with illustrations and examples;</p> <p>17. to summarise in writing the key ideas from, e.g. a paragraph or chapter;</p>
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Year 7 English

Phonics, Spelling and Vocabulary	Grammar and Punctuation	Comprehension and composition
<p>Spelling conventions and rules</p> <ol style="list-style-type: none"> to investigate and learn spelling rules: <ul style="list-style-type: none"> words ending in modifying <i>e</i> drop <i>e</i> when adding <i>ing</i>, e.g. <i>taking</i>; words ending in modifying <i>e</i> keep <i>e</i> when adding a suffix beginning with a consonant, e.g. <i>hopeful</i>, <i>lovely</i>; words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>ie</i> when adding a suffix, e.g. <i>flies</i>, <i>tried</i> - except for the suffixes <i>ly</i> or <i>ing</i>, e.g. <i>shyly</i>, <i>flying</i>; <i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i>, e.g. <i>receive</i>. Note and learn exceptions; <p>Vocabulary extension</p> <ol style="list-style-type: none"> to identify everyday words such as <i>spaghetti</i>, <i>bungalow</i>, <i>boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling; start to understand how words can be formed from longer words, e.g. through the omission of letters - <i>o'clock</i>, <i>Halloween</i>; through omission of prefixes - <i>(omni)bus</i>, <i>(tele)phone</i>, <i>(aero)plane</i>; through 	<p>Grammatical awareness</p> <ol style="list-style-type: none"> to secure the basic conventions of <u>standard English</u>: <ul style="list-style-type: none"> agreement between <u>nouns</u> and <u>verbs</u>; consistency of tense and <u>subject</u>; avoidance of <u>double negatives</u>; avoidance of non-standard dialect words; to understand how writing can be adapted for different audiences and purposes. to search for, identify and classify a range of prepositions: <i>back</i>, <i>up</i>, <i>down</i>, <i>across</i>, <i>through</i>, <i>on</i>, etc. <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> to use punctuation marks accurately in <u>complex sentences</u>; to revise use of <u>apostrophes</u> for possession (from Y4 term 1); to use <u>connectives</u> to link clauses within sentences and to link sentences in longer texts 	<p>Fiction and poetry :Reading comprehension</p> <ol style="list-style-type: none"> to investigate texts considering patterns of relationships, social customs, attitudes and beliefs; to identify the point of view from which a story is told and how this affects the reader's response. to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective; to read, rehearse and modify performance of poetry; begin to explore the challenge and appeal of older literature through: <p>Writing composition</p> <ol style="list-style-type: none"> to write from another character's point of view e.g. retelling an incident in letter form; to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter; to write discursively about a novel or story, e.g. to describe, explain, or comment on it; to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation; <p>Non-Fiction: Reading comprehension</p> <ol style="list-style-type: none"> to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate; to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades.

<p>the use of acronyms - <i>radar, CD</i>;</p> <p>4. to use a range of dictionaries and understand their purposes, e.g. thesauruses;</p> <p>5. to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;</p>		<p>14. to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;</p> <p>15. note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked;</p> <p>Writing composition</p> <p>17. to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state;</p> <p>18. to write a <u>commentary</u> on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;</p> <p>19. to construct an argument in note form or full text to persuade others of a point of view.</p>
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Year 8 English

Speaking and Listening	Writing	Reading
<ul style="list-style-type: none"> ▪ Identify key features of speech in a variety of contexts and some key skills and strategies used by speakers ▪ Sift and summarise the most important points or key ideas from a talk or discussion ▪ tailor the structure and vocabulary of talk to clarify ideas ▪ use some verbal and non-verbal techniques to make talk interesting for listeners ▪ recognise and use the main conventions of standard English when appropriate ▪ make clear and relevant contributions to group discussion ▪ help discussions succeed by acknowledging and responding to the contributions of others ▪ contribute to discussions in different ways such as promoting, opposing, exploring and questioning ▪ explore ideas, texts and issues through a variety of dramatic approaches and conventions ▪ work on their own and with others to develop dramatic processes, narratives, performances or roles ▪ comment on the effectiveness of the 	<ul style="list-style-type: none"> ▪ develop different ways of generating, organising and shaping ideas. ▪ draw in the conventions of written forms to plan writing and develop ideas to fit a specific task ▪ develop character and voice in their own writing through their understanding of narrative voice in fiction ▪ develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts ▪ use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech ▪ vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader ▪ use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading ▪ develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader ▪ make ideas and purpose clear by appropriate 	<ul style="list-style-type: none"> ▪ use skimming and scanning to locate the main points and relevant information from a text or source ▪ use inference and deduction to recognise implicit meanings at sentence and text level ▪ identify and understand the main ideas, viewpoints themes and purposes in texts ▪ make a personal response to a text and provide some textual reference in support ▪ make informed personal choices of texts and express their preferences ▪ understand how readers choose and respond to texts ▪ understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written ▪ identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features ▪ recognise and comment on how writers' choices and techniques have an effect on readers ▪ explore the range of different ways writers use layout, form and presentation in a variety of texts ▪ explore the variety and range of ways the content of texts can be organised and

<p>different dramatic conventions and techniques used</p> <p>Language</p> <ul style="list-style-type: none"> ▪ identify some of the ways in which spoken English varies in different regions and settings ▪ describe and find examples of how language is used in different contexts ▪ 	<p>use of paragraphs and by choosing from a range of linking words and phrases</p> <ul style="list-style-type: none"> ▪ shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively ▪ make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions ▪ understand the conventions of standard English and how to use them consistently in their writing ▪ understand and use appropriately in their own writing the conventions of sentence grammar ▪ spell common words correctly ▪ increase knowledge of word families, roots, derivations, morphology and regular spelling patterns 	<p>structured</p>
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