



ENGLISH CURRICULUM MAP 2021 – ST. BREOCK PRIMARY SCHOOL

See also: *Reading and Phonics Curriculum Map*

Foundation Stage

| | SPOKEN LANGUAGE | WRITING | SPELLING, VOCABULARY, GRAMMAR AND PUNCTUATION |
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| FS1 (BEACONS) | <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because);</p> <p>Can retell a simple past event in correct order;</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences;</p> <p>Question why things happen and give explanations. Asks e.g. who, what, when, how;</p> <p>Uses a range of tenses (e.g. play, playing, will play, played);</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others;</p> <p>Use vocabulary focused on objects and people that are of particular importance to them;</p> <p>Builds up vocabulary that reflects the breadth of their experiences;</p> <p>Use talk in pretending that objects stand for something else in play, e.g. "this box is my castle."</p> | <p>Sometimes gives meaning to marks as they draw and paint;</p> <p>Ascribes meanings to marks that they see in different places.</p> | |
| FS2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Link statements and stick to a main theme or intention. • Use talk to organise, sequence and clarify thinking, feelings and events. • Introduce a storyline or narrative into their play. • Play cooperatively as part of a group to develop and act out a narrative. • Develop their own narratives and explanations by connecting ideas or events. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use language to imagine and recreate roles and experiences in play situations. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint. • Use some clearly identifiable letters communicate meaning, representing some sounds correctly and in sequence. • Write their own name and other things such as labels, captions etc. • Attempt to write short sentences in meaningful contexts. • Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. • Show a preference for a dominant hand. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue a rhyming stream. • Hear and say the initial sound in words. • Segment the sounds in simple words and blend them together. • Link sounds to letter, naming and sounding the letters of the alphabet. • Use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible. |

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| | <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • Answer "how" and "why" questions about their experiences and in response to stories and or events. • Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. • Listen attentively in a range of situations. • Give their attention to what others say and respond appropriately, while engaged in another activity. • Follow instructions involving several ideas or actions. • Speak confidently in a familiar group, will talk about their ideas. | <ul style="list-style-type: none"> • Begin to use anticlockwise movement and retrace vertical lines. • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing. | |
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Key Stage 1

| | | YEAR 1 | YEAR 2 |
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| READING | WORD READING | Pupils should be taught to: <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words; • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; • read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; • read other words of more than one syllable that contain taught GPCs; • read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s); • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; • re-read these books to build up their fluency and confidence in word reading. | Pupils should be taught to: <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; • read accurately words of two or more syllables that contain the same graphemes as above; • read most words containing common suffixes; • read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (e.g. at over 90 words per minute in age-appropriate texts); • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; • re-read these books to build up their fluency and confidence in word reading. |

COMPREHENSION

Pupils should be taught to:

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

Pupils should be taught to:

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

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| | | | <ul style="list-style-type: none"> explain and discuss their understanding and views of books, poems and other material, both those that they listen to and those that they read for themselves. |
| WRITING | TRANSCRIPTION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> ✓ words containing each of the 40+ phonemes already taught; ✓ all Y1 common exception words correctly; ✓ the days of the week; ✓ simple compound words (e.g. dustbin, football) name the letters of the alphabet: <ul style="list-style-type: none"> ✓ naming the letters of the alphabet in order; ✓ using letter names to distinguish between alternative spellings of the same sound; add prefixes and suffixes: <ul style="list-style-type: none"> ✓ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; ✓ use the prefix un-; ✓ using -ing, -ed, -er and -est where no change is needed in the spelling of the root word (for example, helping ,helped, helper, eating, quicker, quickest); apply simple spelling rules and guidance, as listed in NC English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Read words they have spelt. Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. <p>Children should spell some words in a phonetically plausible way, even if sometimes incorrect.</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> ✓ segmenting spoken words into phonemes and representing all of these using graphemes in the right order for both single-syllable and multi-syllable words, spelling many correctly and making phonically-plausible attempts at others; ✓ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling including a few common homophones (e.g. bare/bear, blue/blew, night/knight); ✓ learning to spell Y1 and Y2 common exception words; ✓ learning to spell more words with contracted forms (can't didn't, hasn't, couldn't, it's, I'll); ✓ learning the possessive apostrophe (singular) (for example, the girl's book); ✓ distinguishing between homophones and near-homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly; apply spelling rules and guidance, as listed in NC English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). |
| | HANDWRITING | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly; write lower-case letters in the correct direction, starting and finishing in the right place with a good level of consistency; form capital letters; form digits 0-9; understand which letters belong to which handwriting "families" (i.e. letters that are formed in similar ways) and to practise these. Begin to form letters in the school cursive stlye | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters; begin to use the horizontal and diagonal strokes needed to join letters. |
| | COMPOSITION | <p>Pupils should be taught to:</p> | <p>Pupils should be taught to:</p> |

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| | | <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ✓ saying out loud what they are going to write about; ✓ composing a sentence orally before writing it; ✓ sequencing sentences to form short narratives; ✓ re-reading what they have written to check that it makes sense and to independently begin to make changes; • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. • start to engage readers by using adjectives to describe. • Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. | <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ✓ writing narratives about personal experiences and those of others (real and fictional); ✓ writing about real events; ✓ writing simple poetry; ✓ writing for different purposes with an awareness of an increased amount of fiction and non-fiction structures; • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ✓ planning or saying out loud what they are going to write about; ✓ writing down ideas and/or key words, including new vocabulary; ✓ encapsulating what they want to say, sentence by sentence; • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ✓ evaluating their writing with the teacher and other pupils; ✓ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; ✓ proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly); • read aloud what they have written with appropriate intonation to make the meaning clear. |
| | VOCABULARY, GRAMMAR AND PUNCTUATION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in NC English Appendix 2 by: <ul style="list-style-type: none"> ✓ leaving spaces between words; ✓ joining words and joining clauses using “and”; ✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; ✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun “I”; ✓ learning the grammar for year 1 in NC English Appendix 2; • use the grammar terminology in NC English Appendix 2 in discussing their writing. • Use simple sentence structures (simple compound sentences). • Use the capital letters for names, places, the days of the week and the personal pronoun, “I” • Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in NC English Appendix 2 by: <ul style="list-style-type: none"> ✓ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular); • learn how to use: <ul style="list-style-type: none"> ✓ sentences with different forms: statement, question, exclamation, command; ✓ expanded noun phrases to describe and specify (for example, the <i>blue</i> butterfly); ✓ the present and past tenses correctly and consistently including the progressive form; ✓ subordination (using when, if, that, or because) and co-ordination (using or, and, or but); ✓ the grammar for year 2 in NC English Appendix 2; ✓ some features of written Standard English; • use and understand the grammatical terminology in NC English Appendix 2 in discussing their writing. • use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. • Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. |
| | SPELLING | Revision from Reception should include: | Pupils should be taught: |

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| | | <ul style="list-style-type: none"> • all letters of the alphabet and the sounds which they most commonly represent; • consonant digraphs which have been taught and the sounds which they represent; • vowel digraphs which have been taught and the sounds which they represent; • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds; • words with adjacent consonants; • guidance and rules which have been taught. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • <i>VC words, CVC words with long and short vowels, words with adjacent consonants;</i> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck; • The /nk/ sound spelt n before k; • Division of words into syllables; • The “tch” sound; • The /v/ sound at the end of words where the letter “e” usually needs to be added (e.g. have, live); • Adding s and es to words (plural of nouns and the third person singular of verbs); • Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • Adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are; • Words ending in -y (e.g. funny, party, family); • New consonant spellings ph and wh (e.g. dolphin, alphabet, whell, while); • Using k for the /k/ sound; • Adding the prefix un-; • Compound words, e.g. football, laptop, playground; • <i>Numbers to twenty;</i> • <i>Days of the week;</i> • <i>High frequency words – the First 100</i> • To spell all Y1 common exception words correctly. | <ul style="list-style-type: none"> • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y; • The /s/ sound spelt c before e, i and y; • The /n/ sound spelt kn and (less often) gn at the beginning of words; • The /r/ sound spelt wr at the beginning of words; • 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 -il; • The /aɪ/ sound spelt -y at the end of words; • Adding -es to nouns and verbs ending in -y; • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it and exceptions to the rules; • Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it; • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • The /ɔ:/ sound spelt a before l and ll; • The /ʌ/ sound spelt o; • The /i:/ sound spelt -ey; • The /ɒ/ sound spelt a after w and qu; • The /ɜ:/ sound spelt or after w; • The /ɔ:/ sound spelt ar after w; • The /ʒ/ sound spelt s; • The suffixes -ment, -ness, -ful, -less and -ly; • Spell more words with contracted forms, e.g. can’t, didn’t, hasn’t couldn’t, it’s, I’ll; • The possessive apostrophe (singular nouns); • Words ending in -tion; • Homophones and near-homophones; • Spell most Y1 and Y2 common exception words (CEW) correctly; • High frequency words – The Next 200 |
| SPOKEN LANGUAGE | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers in a range of situations. • Recite simple poems by heart. • Understand instructions with more than one point in many situations. • Begin to ask questions that are linked to the topic being discussed. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. • Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. • Attempt to follow instructions before seeking assistance. |

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| | | <ul style="list-style-type: none"> • Answer questions on a wider range of topics (sometimes may only be one-word answers). • Speak clearly in a way that is easy to understand. • Speak in front of larger audiences, e.g. in a class assemble, during a show and tell session. • Know when it is their turn to speak in a small group presentation or play performance. • Take part in a simple role play of a known story. • Use appropriate vocabulary to describe their immediate world and feelings. • Think of alternatives for simple vocabulary choices. • Organise their thoughts into sentences before expressing them. • Be able to describe their immediate world and environment. • Retell simple stories and recounts aloud. • Recognise when it is their turn to speak in a discussion. • Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. | <ul style="list-style-type: none"> • Show that they are following a conversation by asking relevant and timely questions. • Answer questions using clear sentences. • Begin to give reasoning behind their answers when prompted to do so. • Speak confidently within a group of peers so that their message is clear. • Practise and rehearse reading sentences and stories aloud. • Take on a different role in a drama or role play and discuss the character's feelings. • Recognise that sometimes speakers talk differently and discuss reasons why this might happen. • Start to use subject-specific vocabulary to explain, describe and add detail. • Suggest words or phrases appropriate to the topic being discussed. • Start to vary language according to the situation between formal and informal. • Usually speak in grammatically correct sentences. • Talk about themselves clearly and confidently • Verbally recount experiences with some added interesting details. • Offer ideas based on what has been said. • Give enough detail to hold the interest of other participant(s) in a discussion. • Engage in meaningful discussions that relate to different topic areas. • Remain focused on a discussion when not directly involved and be able to recall the main points when questioned. |
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LOWER KS2

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| READING | WORD READING | Pupils should be taught to: <ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti0 and auto- to begin to read aloud. • To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -tion, -ssion and -cian to begin to read aloud. • To begin to read Y3/4 exception words. | Pupils should be taught to: <ul style="list-style-type: none"> • To read most words fluently and attempt to decide any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word. |
| | COMPREHENSION | Pupils should be taught to: <ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting). | Pupils should be taught to: <ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. |

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| | | <ul style="list-style-type: none"> • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • To discuss authors' choice of words and phrases for effect. • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text. • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud. • To retrieve and record information from non-fiction texts. | <ul style="list-style-type: none"> • To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these. • Discuss vocabulary used to capture readers' interest and imagination. • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify predictions from details stated and implied. • To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read. |
| WRITING | TRANSCRIPTION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse) • spell most words with the suffix -ly with no change to the root word; root words that end in "le", "al" or "ic" and the exceptions to the rules • spell words with added suffixes beginning with a vowel (-er/ -ed/ -en/ -ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering) • spell words with added suffixes beginning with a vowel (-er/ -ed/ -en/ -ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). • spell some more complex homophones and near-homophones including here/hear, brake/break and mail/male • use the first two or three letters of a word to check its spelling in a dictionary. • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • correctly spell most words with the prefixes in-, il, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). • form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration) • spell words with the suffix -ous with no change to the root words, no definitive root word, words ending in "y", "our" or "e" and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, advantageous) • spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's) • use their spelling knowledge to use a dictionary more efficiently • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| | HANDWRITING | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a neat, joined, cursive handwriting style with increasing accuracy and speed. • Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their joined, cursive handwriting (e.g. by ensuring that the downward strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). • Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. |
| | COMPOSITION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ Begin to use ideas from their own reading and modelled examples to plan their writing. | <p>Pupils should be taught to:</p> |

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| | | <ul style="list-style-type: none"> ✓ Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. ✓ Begin to organise their writing into paragraphs around a theme. ✓ Compose and rehearse sentences orally (including dialogue). ✓ Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ✓ Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). ✓ Begin to create settings, characters and plot in narratives. | <ul style="list-style-type: none"> ✓ Compose and rehearse sentences orally (including dialogue), progressively building a carried and rich vocabulary and an increasing range of sentence structures. ✓ Consistently organise their work into paragraphs around a theme to add cohesion and to aid the reader. ✓ Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. ✓ Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). ✓ Write a range of narratives that are well-structured and well-paced. ✓ Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ✓ Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. |
| | <p>VOCABULARY, GRAMMAR AND PUNCTUATION</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Make deliberate ambitious word choices to add detail. • Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • Use "a" or "an" correctly throughout a piece of writing. • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and, although. • Use a range of conjunctions, adverbs and prepositions to show time, place and cause. • Use the full range of punctuation from previous year groups. • Punctuate direct speech accurately, including the use of inverted commas. • Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Always maintain an accurate tense throughout a piece of writing. • Always use Standard English verb inflections accurately, e.g. "we were" rather than "we was" and "I did" rather than "I done". • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • Consistently use apostrophes for singular and plural possession. • Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. |
| | <p>SPELLING</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell words with the ei/ sound spelt "ei", "eigh" or "ey" (e.g. vein, weigh, eight, neighbour, they, obey) • spell words with the /i/ sound spelt "y" in a position other than at the end of words (e.g. mystery, gym) • spell words with a /k/ sound spelt with "ch" (e.g. scheme, chorus, chemist, echo, character) • spell words ending in the /g/ sound spelt "gue" and the /k/ sound spelt "que" (e.g. league, tongue, antique, unique) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell words with /shuhn/ endings spelt with "sion" (if the root word ends in "se", "de" or "d", e.g. division, invasion, confusion, decision, collision, television) • spell words with a /shuhn/ sound spelt "ssion" (if the root word ends in "ss" or "mit", e.g. expression, discussion, confession, permission, admission) • spell words a with /shuhn/ sound spelt "tion" (if the root word ends in "te" or "t" or has no definite root, e.g. invention, injection, action, hesitation, completion) |

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| | | <ul style="list-style-type: none"> spell words with a /sh/ sound spelt “ch” (e.g. chef, chalet, machine, brochure) spell words with a short /u/ sound spelt with “ou” (e.g. young, touch, double, trouble, country) spell words ending with the /zher/ sound spelt with “sure” (e.g. measure, treasure, pleasure, enclosure) spell words ending with the /cher/ sound spelt with “ture” (e.g. creature, furniture, picture, nature, adventure) spell many of the Y3 and Y4 statutory spelling words correctly. | <ul style="list-style-type: none"> spell words with a /shuhn/ sound spelt with “cian” (if the root ends in “c” or “cs”, e.g. musician, electrician, magician, politician, mathematician) spell words with the /s/ sound spelt with “sc” (e.g. sound spelt with “sc”, e.g. science, scene, discipline, fascinate, crescent) spell all of the Y3 and Y4 statutory spelling words correctly. |
| SPOKEN LANGUAGE | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. |
| | | <ul style="list-style-type: none"> Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions. Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to questions with justifiable reasoning. Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions. Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience. Organise what they want to say so that it has a clear purpose. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners. Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions. | <ul style="list-style-type: none"> Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow complex directions/multi-step instructions without the need for repetition. Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning. Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations. Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. Adapt their ideas in response to new information. Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum. |

UPPER KS2

| | | YEAR 5 | YEAR 6 |
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| READING | WORD READING | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read most words fluently and attempt to decode any familiar words with increasing speed and skill, recognising their meaning through contextual clues. • Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ison, -tion, -tial, -cial, -ant/-ance/-ancy-, -ent/-ence/-ency, -able/-ably and -ible/-ibly to read aloud fluently. • Read most Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. |
| | COMPREHENSION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Identify main ideas drawn from more than one paragraph and to summarise these. • Recommend texts to peers based on personal choice. • Discuss vocabulary used by the author to create effect including figurative language. • Evaluate the use of authors' language and explain how it has created an impact on the reader. • Draw inferences from characters' feelings, thoughts and motives. • Make predictions based on details stated and implied, justifying them in detail with evidence from the text. • Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. • Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • Recognise more complex themes in what they read (such as loss or heroism). • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions. • Draw out key information and summarise the main ideas in a text. • Distinguish independently between statements of fact and opinion providing reasoned justifications for their views. • Compare characters, settings and themes within a text and across more than one text. • Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. • Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Retrieve, record and present information from non-fiction texts. • Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. |

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| | | | reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |
| WRITING | TRANSCRIPTION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). • Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • Convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). • Convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). • Spell complex homophones and near-homophones, including who's/whose and stationary/stationery. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). • Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, confident, confidence, obedient, obedience, independent). • Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). • Spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). • Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |
| | HANDWRITING | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. • Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ✓ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; ✓ Choosing the writing implement that is best suited for a task. • Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). |
| | COMPOSITION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofread work to precis longer passages by removing unnecessary repetition or irrelevant details. • Consistently link ideas across paragraphs. • Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. • Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Note down and develop initial ideas, drawing on reading and research where necessary. • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Use a wide range of devices to build cohesion within and across paragraphs. • Habitually proofread for spelling and punctuation errors. • Propose changes to vocabulary, grammar and punctuation to enhance and clarify meaning. • Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |

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| | | <p>organisation and layout devices for a range of audiences and purposes.</p> <ul style="list-style-type: none"> Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. | <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). |
| | <p>VOCABULARY, GRAMMAR AND PUNCTUATION</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might etc. Ensure the consistent and correct use of tense throughout all pieces of writing. Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing. Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. |
| | <p>SPELLING</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). Spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). Spell words with “silent” letters (e.g. doubt, island, lamb, solemn, thistle, knight). Spell words containing the letter string “ough” (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough borough, plough, bough). Spell many of the Y5 and Y6 statutory spelling words correctly. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably). Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). Spell words with a long /e/ sound spelt “ie” or “ei” after “c” (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). Spell words with endings which sound like /shuhl/ after a vowel letter using “cial” (e.g. official, special, artificial). Spell words with endings which sound like /shuhl/ after a vowel letter using “tial” (e.g. partial, confidential, essential). Spell all of the Y5 and Y6 statutory spelling words correctly. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |

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| SPOKEN LANGUAGE | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. • Follow complex directions/multi-step instructions without the need for repetition. • Ask questions which deepen conversations and/or further their knowledge. • Understand how to answer questions that require more detailed answers and justification. • Narrate stories with intonation and expression to add detail and excitement for the listener. • Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. • Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. • Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • Know and use language that is acceptable in formal and informal situations with increasing confidence. • Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. • Plan and present information clearly with ambitious added detail and description for the listener. • Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. • Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. • Engage in longer and sustained discussions about a range of topics. • Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Make improvements based on constructive feedback on their listening skills. • Follow complex directions/multi-step instructions without the need for repetition. • Regularly ask relevant questions to extend their understanding and knowledge. • Articulate and justify answers with confidence in a range of situations. • Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers for effective communication. • Use relevant strategies to build their vocabulary. • Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. • Speak audibly, fluently and with a full command of Standard English in all situations. • Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. • Confidently explain the meaning of words and offer alternative synonyms. • Communicate confidently across a range of contexts and to a range of audiences. • Articulate and justify arguments and opinions with confidence. • Give week-structured descriptions, explanations, presentations and narratives for different purposes, including expressing feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • Offer an alternative explanation when other participant(s) do not understand. |
| | | <ul style="list-style-type: none"> • Continually show an awareness of audience when reading out loud using intonation, tone, volume and action. | <ul style="list-style-type: none"> • Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |