



ENGLISH	Long Term Planning Overview					
	AUTUMN		SPRING		SUMMER	
Reception	Text: Juniper Juniper by Lizzie Stewart Genres: Superhero narrative, letter <i>Additional texts – Supertato by Sue Hendra (continuous provision)</i>	Text: Star in a Jar by Sam Hay Genres: Finding narrative, posters <i>Additional text – The Mouse House by John Birmingham (continuous provision)</i> Genres: posters	Text: The Storm Whale by Benji Davis Genres: Friendship Narrative Poems <i>Additional text – The Storm Whale in Winter by Benji Davis (continuous provision)</i>	Text: The Something by Rebecca Cobb Genres: Losing Narrative <i>Additional Texts – Christopher’s Caterpillars by Charlotte Myddleton & Things with Wings (continuous provision)</i> Genres: Information Writing	Text: The Extraordinary Gardener by Sam Boughton Genres: Instructions <i>Additional texts – Blown Away by Rob Biddulph (continuous provision)</i> Genres: Transforming Narrative	Text: Little Red by Bethan Woollvin Genres: Traditional Tale, <i>Additional text – There’s no Dragon in this Story by Lou Carter (continuous provision)</i> Genres: Instructions
	Labels, captions and list are in every EYFS unit Additional writing opportunities					
Year 1	Text: Rapunzel by Bethan Woollvin Genres: Narrative: Character and Settings, Instructions Key Skills: Sentence Writing		Text: Where the Wild Things Are by Morris Sendak Genres: Portal, Narrative, Information Texts Key Skills: Sentence Writing		Text: Paper Planes Jim Helmore Genres: Promise, Narrative, Messages Key Skills: Sentence Writing	
	Poetry woven throughout Cross-curricular: Recipe (Design and Technology), Additional Short-burst writing opportunities					
Year 2	Text: A River by Marc Martin Genres: Circular Narrative, Letters Key Skills: Sentence Writing		Text: Bog Baby by Jean Willis & Owen Milward Genres: Finding Narrative, Instructions Key Skills: Sentence Writing		Text: Jack and the Baked Beanstalk by Colin Stimpson Genres: Twisted Narrative, Persuasion Key Skills: Sentence Writing	
	Poetry woven throughout Cross-curricular: Diary (History), Information Report (Science) Additional Short-burst writing opportunities					



Winwick CE Primary School: Key Knowledge and Progression Map
Subject: ENGLISH

Year 3	Text: Return Aaron Becker	Text: Seen and Not Heard Katie May Green	Text: Jemmy Button by Jennifer Uman	Text: Fox Margaret Wild
	Genres: Setting Descriptions, Key Skills: Developing Sentences	Genres: Character Narrative, Instructions (How to be a mischievous child) Key Skills: Developing Sentences	Genres: Letter Key Skills: Developing Sentences	Genres: Fable, Narrative, Non-chronological Report Key Skills: Developing Sentences
Poetry woven throughout Cross-curricular: Explanation (Science) Additional Short-burst writing opportunities				
Year 4	Text: The Whale by Vita Murrow	Text: The Journey by Francesca Sanna	Text: The Lost Happy Endings by Carol Ann Duffy	
	Genres: Setting Descriptions, Key Skills: Developing Sentences	Genres: Refugee Narrative, Diary Key Skills: Developing Sentences	Genres: Twisted Narrative, Persuasion, Letter Key Skills: Developing Sentences	
Poetry woven throughout Cross-curricular: Non-chronological Report (Science), Greek Myths (History) Additional Short-burst writing opportunities				
Year 5	Text: Henry's Freedom Box by Ellen Lavine	Text: The Promise by Nicola Davies	Text: The Errand by Leo La Fleur	
	Genres: Diary, Biography, Added: Discussion Key Skills: Developing Sentences	Genres: Characterisation, Newspapers Key Skills: Developing Sentences	Genres: Cliffhanger Narrative,, Instruction, Manual Key Skills: Developing Sentences	
Poetry woven throughout Cross-curricular: Letter (History), Science (Explanation) Additional Short-burst writing opportunities				
Year 6	Text: Hansel & Gretel by Neil Gaiman	Text: A Story like the Wind by Gill Lewis	Text: The Ways of The Wolf by Smriti Prasadam- Halls	Text: Dreams of Freedom by Amnesty International
	Genres: Duel Text, Narrative, Persuasive Letters Key Skills: Developing Sentences	Genres: Flashback Narrative, News Report Key Skills: Developing Sentences	Genres: Revision Unit Balanced Argument Key Skills: Developing Sentences	Genres: Freedom Narrative, Letters Key Skills: Developing Sentences
Poetry woven throughout Cross-curricular: Diary (History), Information/Magazine Article (Science) Additional Short-burst writing opportunities				



LITERACY

EYFS

Statutory Framework for the Early Years: LITERACY

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goals

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.
- When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:



- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; -
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



ENGLISH

NATIONAL CURRICULUM

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).



It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, Vocabulary, Grammar, Punctuation and Glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation

– give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.



Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

ENGLISH

YEAR 1 to YEAR 6

NATIONAL CURRICULUM – SPOKEN LANGUAGE

Spoken Language – Years 1 to 6

STATUTORY REQUIREMENTS

Pupils should be taught to:

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



ENGLISH

YEAR 1

National Curriculum

Word Reading

STATUTORY REQUIREMENTS

Pupils should be taught to:

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

Reading – Comprehension

STATUTORY REQUIREMENTS

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.



Writing – Transcription

STATUTORY REQUIREMENTS

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing – Handwriting

STATUTORY REQUIREMENTS

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.



Writing – Composition

STATUTORY REQUIREMENTS

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar and Punctuation

STATUTORY REQUIREMENTS

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.



English Overview: Year 1 © Literacy Counts

Context

Children should write short narratives based on fiction and real experiences using simple sentences and sentence-like structures. Children should write using different forms such as poetry, narrative, recount (diary, letter), information, drawing and labelling, questions to characters, questions and letters to open and close diaries and letters, speech bubbles. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan sentences by saying out loud what he/she is going to write about.
- Orally compose a sentence before writing it and recognise sentence boundaries.
- Write down some key words or ideas, including some new vocabulary drawn from listening to books.

Spelling

- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.
- Spell words containing each of the 40+ phonemes already taught.
- Spell some common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Add prefixes and suffixes using the prefix un-.
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
- Apply simple spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory, simple dictated sentences that include words using the GPCs and common exception words taught so far.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Grammar

- Understand how words can combine to make sentences.
- Combine words to make a single clause sentence.
- Join words and clauses using and.
- Understand and use the following grammatical terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

Draft and Write

- Compose and write sentences independently to convey ideas.
- Write from memory, simple dictated sentences.
- Write sentences, sequencing them to form short narratives (real or fictional).
- Write simple descriptions in narratives.
- Begin to link ideas or events by subject or pronoun.

Vocabulary

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.
- Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
- Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.

Evaluate and Edit

- Write sentences by re-reading what he/ she has written to check that it makes sense.
- Discuss what he/she has written with the teacher or other pupils.
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

Punctuation

- Begin to use capital letters and full stops to demarcate sentences in some of his/her writing.
- Begin to punctuate work using question marks and exclamation marks.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
- Learn the grammar for Year 1 within English Appendix 2.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Separate words with spaces.
- 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 practise these.



ENGLISH

YEAR 2

National Curriculum

Word Reading

STATUTORY REQUIREMENTS

Pupils should be taught to:

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

Reading – Comprehension

STATUTORY REQUIREMENTS

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading



- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – Transcription

STATUTORY REQUIREMENTS

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing – Handwriting

STATUTORY REQUIREMENTS

Pupils should be taught to:

- 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.

Writing – Composition

STATUTORY REQUIREMENTS

Pupils should be taught to:



develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- 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:

- 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.

Writing – Vocabulary, Grammar and Punctuation **STATUTORY REQUIREMENTS**

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



English Overview: Year 2 © Literacy Counts

Context

Children should write for different purposes to develop positive attitudes and stamina for writing. Children should write using different forms such as poetry, narrative (character and setting), speech bubbles and reported speech within stories, recount (visits, trips, diaries, letter, news, postcards), instructions (warnings and rules), information. Children should use the appropriate terminology when discussing their written work.

Plan

- Write for different purposes to develop positive attitudes and stamina for writing.
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.

Spelling

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.
- Spell by 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.
- Spell many common exception words.
- Spell some words with contracted forms.
- Spell by learning the possessive apostrophe (singular) e.g. the girl's book.
- Spell by distinguishing between homophones and near-homophones.
- Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.
- Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).
- Apply spelling rules and guidance, as listed in (English Appendix 1).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Grammar

- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Use present and past tense mostly correctly and consistently.
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.

Draft and Write

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).
- Write about real events, recording these simply and clearly.
- Write poetry to develop positive attitudes and stamina for writing.
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.

Vocabulary

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Evaluate and Edit

- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.
- Read aloud what he/she has written with appropriate intonation to make the meaning clear

Punctuation

- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.
- Use question marks and exclamation marks appropriately.
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.

Handwriting

- Form lower-case letters of the correct size relative to one another in some of his/her writing.
- Form lower-case letters of the correct size relative to one another in most of his/her writing.
- Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.
- Use the diagonal and horizontal strokes needed to join letters.
- 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.



ENGLISH

YEAR 3 and YEAR 4

National Curriculum

Word Reading

STATUTORY REQUIREMENTS

Pupils should be taught to:

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

Reading – Comprehension

STATUTORY REQUIREMENTS

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Writing – Transcription

STATUTORY REQUIREMENTS

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – Handwriting

STATUTORY REQUIREMENTS

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – Composition

STATUTORY REQUIREMENTS

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]



evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

STATUTORY REQUIREMENTS

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



English Overview: Year 3 © Literacy Counts

Context

Children should produce longer pieces of writing for different purposes, adopting and maintaining form and keeping the reader's interest. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion. Draw ideas from a wide range of reading across the curriculum. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
- Plan using the features of a given form.
- Plan his/her writing by discussing and recording ideas within a given structure.
- Plan by selecting vocabulary and phrases to interest the reader.

Draft and Write

- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from i.e. simple, compound and complex using varied conjunctions such as when, before, after, while, so, because.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Draft and write in narratives, creating settings, characters and plot, including:
 - a full sequence of events, dilemma/conflict and resolution
 - consistent use of 1st of 3rd person
 - some dialogue to show relationships between two characters
- Draft and write non-narrative material, using headings and subheadings to organise texts.
- Use headings and sub-headings to aid presentation.
- Use the past and present tense appropriately and consistently throughout writing.

Spelling

- Use the prefixes un-, dis-, mis-, re-, pre-.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- Use the suffix -ly.
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Spell words with endings which sound like 'zhun' e.g. division, decision.
- Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.
- Spell words that are often misspelt (English Appendix 1).
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- 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.

Grammar

- Use statements, questions, exclamations and commands for the appropriate effect.
- Confidently use the progressive forms of verbs.
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
- Use expanded noun phrases to add description and detail. Learn the grammar for Years 3 and 4 within English Appendix 2.
- Understand and use the following grammatical terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').

Vocabulary

- Understand and use effectively vocabulary typical of informal. Form nouns using a range of prefixes e.g. super-, anti-, auto-.
- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.
- Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Re-read writing to check for meaning and tense forms. Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Punctuation

- Mostly accurate use full stops and capital letters (including for proper nouns).
- Mostly accurate use exclamation marks and question marks.
- Mostly accurate use commas to separate items in a list.
- Some accurate use of apostrophes for contracted forms e.g. don't.
- Some use inverted commas to punctuate direct speech.

Handwriting

- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



English Overview: Year 4 © Literacy Counts

Context

Children should write for a range of purposes and audiences, demonstrating the selection and use of suitable forms with appropriate features and to engage the reader. Children should write using different forms such as poetry, narrative, recount (trips, visits, historical events, diaries, letters, news reports, biographies), reports, explanation (e.g. linked to Science), instructions, persuasion (adverts, posters, letters). Draw ideas from models of similar writing, wider reading and research. Children should use the appropriate terminology when discussing their written work.

Plan

- Plan using given features of a form.
- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Plan and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.
- Plan his/her writing by discussing and recording ideas.

Draft and Write

- Use paragraphs to organise information and ideas around a theme.
- Use paragraphs to organise and sequence more extended narrative structures.
- Use different ways, including fronted adverbials, to introduce or connect paragraphs.
- Use appropriate nouns and pronouns within and across a sentence to aid cohesion and avoid repetition.
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating settings – using adjectives and figurative language to evoke time, place, mood, characters - e.g. using details to build character and evoke a response and plot with consideration for the audience and purpose.
- Draft and write non-narrative material, using simple organisational devices, including headings and sub-headings to aid presentation.

Spelling

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.
- Understand and add suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).
- Spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Grammar

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use 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.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use standard forms for verb inflections – we were instead of we was.
- Use a variety of verb forms correctly and consistently (past and present tenses, progressive and present perfect)
- Some use of determiners to give more detail about nouns.
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Learn the grammar for Years 3 and 4 within English Appendix 2.
- Understand and use the following grammatical terminology: determiner; pronoun, possessive pronoun; and adverbial.

Punctuation

- Correct use of full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms.
- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.
- Mostly accurate use of apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- Use commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.

Vocabulary

- Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. I can make new words by adding -ness and -er at the end of a word.
- Form adjectives using suffixes such as -ful, -less.
- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



ENGLISH

YEAR 5 and YEAR 6

National Curriculum

Word Reading

STATUTORY REQUIREMENTS

Pupils should be taught to:

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

Reading – Comprehension

STATUTORY REQUIREMENTS

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction



- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – Transcription

STATUTORY REQUIREMENTS

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing – Handwriting and Presentation

STATUTORY REQUIREMENTS

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – Composition

STATUTORY REQUIREMENTS

Pupils should be taught to:

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
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning



- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

STATUTORY REQUIREMENTS

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



English Overview: Year 5 © Literacy Counts

Context

Children should write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). Children should write using different forms such as poetry, narrative, recount (trips, visits, diaries, letters, news reports, autobiographies, magazine article, science experiment), reports (information leaflet, tourist guide, magazine article, non-fiction book, letter), explanation (non-fiction book, technical manual, question and answer, articles and leaflets, write-up of science experiment), instructions (recipe, technical manual, non-fiction book, timetable, route-finder, list of rules, posters), persuasion (advertisement, catalogue, travel brochure, pamphlet from pressure group, newspaper/magazine article, poster or flyer, book blurb, letter to editor or editorial, invitation), discussion (newspaper editorial, non-fiction book on an 'issue', debate, formal essay, leaflet or article giving balanced account of an issue). Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.
- Select the appropriate form of writing.
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

Spelling

- Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
- Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
- Spell some words with 'silent' letters e.g. knight, psalm, solemn.
- Spell some of the year 5 and 6 words correctly (English Appendix 1).
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Grammar

- Use noun phrases to convey complicated information with greater precision including some repetition of noun phrases for specification.
- Use relative clauses beginning with who, which, where, when, whose, that to add detail or description or an omitted relative pronoun.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. #
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

Draft and Write

- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).
- Draft and write narratives, describing settings, characters – develop characterisation by showing the reader what characters say and do and how they feel and react at different points in a story, and atmosphere and integrating dialogue to convey character.
- Draft and write by précis longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
- Use different verb forms mostly accurately with consideration for audience and purpose.
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

Vocabulary

- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.
- Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing, suggesting grammar and vocabulary improvements such as accurate use of pronouns.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for spelling errors linked to spelling statements for Years 5 and 6.
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Punctuation

- Correct use of full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular possession.
- Mostly accurate use of apostrophes for plural possession.
- Some use brackets, dashes or commas to indicate parenthesis.
- Some use commas to clarify meaning or avoid ambiguity.

Handwriting

- Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write increasingly legibly.



English Overview: Year 6 © Literacy Counts

Context

Children should write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). Children should write using different forms such as poetry, narrative, recount (trips, historical events, diaries, letters, news reports, biographies, magazine article, science experiment, email), reports (information leaflet, tourist guide, magazine article, letter), explanation (encyclopaedia entry, non-fiction book, technical manual, question and answer, articles and leaflets, write-up of science experiment), instructions (recipe, technical manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions on packaging), persuasion (advertisement, catalogue, travel brochure, pamphlet from pressure group, newspaper article, flyer, letter to editor or editorial, invitation), discussion (non-fiction book on an 'issue', notes for a speech, debate, leaflet or article giving balanced account of an issue). Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form and using other similar writing as models for their own (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

Draft and Write

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. To clarify and enhance meaning and to reflect the level of formality required. E.g. Contracted form in dialogue, passive verbs, modal verbs
- Draft and write narratives, describing settings – considering atmosphere by using expressive or figurative language and describing how this makes the character feel
- Draft and write narratives, describing characters – considering techniques to create convincing characters e.g. gradually revealed as the story unfolds, through the way they talk, act and their interaction with others.
- Draft and write, integrating dialogue to convey character and advance the action.
- Draft and write by accurately précis longer passages.
- Draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of conjunctions, adverbials such as on the other hand, in contrast, or as a consequence, pronouns and synonyms, and ellipsis.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables.
- Draft and write by using a dictionary and thesaurus to check for meaning, appropriateness and to select more ambitious vocabulary.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling errors, including those linked to spelling statements for Year 5 and Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Use prefixes involving the use of a hyphen e.g. co-ordinate, reenter.
- Distinguish between homophones and other words which are often confused English Appendix 1. e.g. lose/loose.
- Use dictionaries to check the spelling and meaning of words.
- Spell most of the year 5 and 6 words correctly (English Appendix 1). I can spell most words correctly including words that are often misspelt.
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
- Use a thesaurus with confidence.

Punctuation

- Use commas to clarify meaning or avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
- Use the colon to introduce a list and semi-colons within lists.
- Use bullet points to list information.
- Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus re-cover.
- Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.

Grammar

- Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. 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.
- Use the perfect form of verbs to mark relationships of time and cause.
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.

Vocabulary

- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with some implied relative pronouns.

Handwriting


- Write legibly, fluently and with increasing speed, deciding how to join specific letters, when they are best left unjoined and by choosing the writing implement that is best suited for a task.



Literacy Counts 'Read to Write' 4-part Unit Teaching Sequence

Read to Write Overview



	Immerse	<ul style="list-style-type: none">• Immersion in text• Determine purpose, audience and form• Enjoy, explore and respond to text
	Analyse	<ul style="list-style-type: none">• Familiarisation with text structures• Familiarisation with language features• Collect Writer H ints: create effects
	Plan	<ul style="list-style-type: none">• Gather ideas• Plan
	Write	<ul style="list-style-type: none">• Modelled and Guided writing• Application of writers' skills and knowledge• Independent writing & draft, revise, edit