

# English

**Key vocabulary from introduction:** Spoken language, reading, writing, vocabulary, understanding, fluency, confidence, justify, negotiate, evaluate, register, descriptions, explanations, speculating, hypothesising, exploring, organising thinking for writing, read for pleasure, stamina, spelling, punctuation, grammar, narratives, comparisons, summaries, evaluations, rehearsing, understanding, consolidating.

**Spoken language:** underpins reading and writing, developing vocabulary and grammar. Development of confidence and competence, explain their understanding to prepare for writing, discussion, drama: adopt, create, sustain roles, improvise, devise, script, rehearse, refine, share, respond

**Reading:** word reading, comprehension, decoding, recognition, GPC, discussion, range of texts,

**Writing:** transcription, composition, plan, revise, evaluate, accuracy, morphology, orthography, articulating, communicating, organising, clarity, awareness of audience, purpose and context, vocabulary

**Spelling, vocabulary, grammar, punctuation, glossary:** relationships between words, nuance of meaning, figurative language, new words, control.

## Reading – word reading

Year 1	Year 2	Year 3, 4, 5 and 6
<ul style="list-style-type: none"> <li>• Apply phonics to decode, respond to all phonemes, blend to read, read common exception words</li> <li>• understand contractions and what the apostrophe stands for</li> <li>• read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonics to decode, blend sounds, recognise alternative sounds for graphemes</li> <li>• read dual/poly-syllabic words and understand syllable boundaries</li> <li>• read common suffixes</li> <li>• read common exception words, increase sight vocabulary</li> <li>• read aloud unfamiliar words accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand new words</li> <li>• Read further exception words, noting unusual correspondences between spelling and sound</li> </ul>

## Reading comprehension

Year 1	Year 2	Year 3, and 4
<ul style="list-style-type: none"> <li>• develop pleasure in and motivation to read, be exposed to a range of texts, discuss and listen to texts, become familiar with key stories, re-telling, recognising and joining in with key phrases, appreciate rhymes and recite some, discuss word meanings</li> <li>• understand whole texts, sense making, discussing events, infer, predict,</li> <li>• discuss (turn taking and listening)</li> <li>• explain understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to discuss and express views about a range of texts, discuss sequence of events and how information is related, become familiar with and retell a wide range of stories, recognise literary language, discuss and clarify the meanings of words, discuss favourite words and phrases, build up poetry learn by heart with the correct intonation</li> <li>• draw on background info, sense making, inferring, answering and asking questions, predicting what will happen</li> <li>• participate in discussions</li> <li>• explain and discuss understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of texts, including plays, reference books and textbooks, use dictionaries, increase familiarity with stories and retell them, identify themes and conventions in a wide range of books, prepare poems and plays to read and perform, discuss words and phrases that catch audience attention, recognise different forms of poetry, check texts makes sense</li> <li>• discuss understanding and explain meaning, ask questions, draw inferences, predict, identify main themes and ideas and summarise these, identify how language, structure and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion</li> </ul>
Year 5 and 6		
<ul style="list-style-type: none"> <li>• Continue to read and discuss and wide range of texts, read books that are structured in different ways and read for a range of purposes, increase familiarity with a range of books including myths and legends from a variety of cultures and traditions, recommend books giving reasons, identify and discuss themes and conventions, make comparisons within and across books, learn a wide range of poetry by heart, prepare poems and plays to read aloud and perform</li> <li>• check that books make sense, discuss understanding and explore meaning of words in context, ask questions, draw inferences, predict, summarise the main ideas and identify key details, identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language and the impact on the reader</li> <li>• distinguish between fact and opinion</li> <li>• retrieve record and present information from non-fiction</li> <li>• participate in discussions which build on ideas and challenge views courteously</li> <li>• explain and discuss understanding including through presentations and debates using notes where necessary, provide reasoned justifications.</li> </ul>		

## Writing

Year 1	Year 2	Year 3 and 4
<ul style="list-style-type: none"><li>• Spell using phonics</li><li>• name letters of the alphabet, alternative spellings</li><li>• add prefixes and suffixes using spelling rules</li><li>• write simple sentences from memory</li></ul>	<ul style="list-style-type: none"><li>• Segment into GPCs, learn new spellings of phonemes including homophones, spell common exception words, spell words with contracted forms, learn possessive apostrophe, distinguish between homophones and near-homophones</li><li>• add suffixes</li><li>• write from memory simple sentences</li></ul>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them</li><li>• spell further homophones</li><li>• spell often misspelt words</li><li>• place possessive apostrophe correctly in words with regular plural (boys') and irregular plurals (children's)</li><li>• use the first 2 or 3 letters to check spellings in dictionaries</li><li>• write from memory simple sentences</li></ul>
<b>Year 5 and 6</b>		
<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand guidance for adding them</li><li>• spell some words with silent letters</li><li>• distinguish between homophones and other confusing words</li><li>• understand some spellings need to be learned specifically</li><li>• use dictionaries to check spelling and meaning</li><li>• use a thesaurus.</li></ul>		

## Handwriting

Year 1	Year 2	Year 3 and 4
<ul style="list-style-type: none"><li>• Sit correctly, hold pencil correctly</li><li>• begin to form lower case letters in the correct direction</li><li>• form capital letters</li><li>• form digits</li><li>• Understand similar letters and practice them</li></ul>	<ul style="list-style-type: none"><li>• Form lower case letters of correct size</li><li>• start using joining strokes and understand when some are best left unjoined</li><li>• write capital letters of the correct size and orientation to lower case letters</li><li>• use correct spacing</li></ul>	<ul style="list-style-type: none"><li>• Use joining strokes and know when not to join</li><li>• increase the legibility, consistency and quality of handwriting, making sure spacing is sufficient to ensure ascenders and descenders do not touch</li></ul>
<b>Year 5 and 6</b>		
<ul style="list-style-type: none"><li>• Write legibly, fluently and with increasing speed, choosing which shape of letter to use when given choices and deciding whether or not to join letters,</li><li>• choosing the correct writing implement for a given task</li></ul>		

## Writing – composition

Year 1	Year 2	Year 3 and 4
<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they will write, compose a sentence orally before writing, sequence sentences to form narratives, re-read,</li> <li>• discuss their writing</li> <li>• read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal experience (real and fictional), write about real events, write poetry, write for different purposes</li> <li>• plan or say out loud what they will write about, write down ideas including new vocab, encapsulate what they want to say,</li> <li>• make simple additions, revisions and corrections, evaluate writing with teacher and peers, re-read, proof-read</li> <li>• read aloud their work</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar and learn from its structure, vocab and grammar, discuss and record ideas</li> <li>• compose and rehearse sentences orally, organise paragraphs around a theme, create settings characters and plot, use organisational devices such as subheadings</li> <li>• assess effectiveness of their own and others' writing and suggest improvements, propose changes to grammar and vocab to improve consistency</li> <li>• proof-read</li> <li>• read aloud</li> </ul>
Year 5 and 6		
<ul style="list-style-type: none"> <li>• Plan by identifying audience and purpose, noting and developing initial ideas using reading and research, developing characters and settings</li> <li>• draft and write by selecting appropriate grammar and vocab, describing characters and settings and integrating dialogue, use a range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and guide the reader</li> <li>• evaluate and edit by assessing effectiveness of their own and others' writing, proposing changes to vocab grammar and punctuation to enhance effect and clarify meaning, using consistent tense, ensuring correct subject and verb agreement and using correct register</li> <li>• ensuring they proof-read</li> <li>• perform their own compositions</li> </ul>		

## Writing – vocabulary, grammar and punctuation

Year 1	Year 2	Year 3 and 4
<ul style="list-style-type: none"> <li>• Leave spaces between words, join words and clauses, punctuate using capital letters, full stops, question marks and exclamation marks, capitalising pronoun I</li> <li>• use grammatical terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possessives,</li> <li>• learn to use statements, questions exclamations, commas, expand noun phrases to describe and specify, use past and present tense correctly and consistently, use subordination and coordination</li> <li>• use and understand grammatical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend a range of sentences with more than one clause, use conjunctions, use present perfect tense to contrast past tense choose nouns or pronouns appropriately, use conjunctions, adverbs and prepositions to express time and cause</li> <li>• use fronted adverbials, use commas, use possessive apostrophe with plural nouns, use and punctuate direct speech</li> <li>• use and understand grammatical terminology</li> </ul>
Year 5 and 6		
<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, use passive verbs, use the perfect form to mark relationships of time and cause, 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 an implied relative pronoun</li> <li>• use commas to clarify meaning, use hyphens to avoid ambiguity, use brackets, dashes or commas, use semi-colons, colons or dashes to mark boundaries between independent clauses, use colons for lists, punctuating bullet points consistently</li> <li>• use and understand grammatical terminology</li> </ul>		