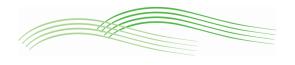


English Key Stage 2 National Curriculum Overview







ENGLISH Year	ENGLISH Year 3					
Spoken Word	Word Reading	Comprehension	Writing - transcription	Writing - Handwriting	Writing - Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should	Pupils should be	Pupils should be taught to:	Spelling (see English Appendix	Pupils should be	Pupils should be taught to:	Pupils should be taught to:
be taught to:	taught to:		<u>1</u>)	taught to:		
		develop positive attitudes to	Pupils should be taught to:		plan their writing <u>by:</u>	develop their understanding of
listen and	apply their	reading and understanding of		use the diagonal		the concepts set out in English
respond	growing	what they read <u>by:</u>	use further prefixes and	and horizontal	discussing writing similar to	Appendix 2 by:
appropriately	knowledge of		suffixes and understand how to	strokes that are	that which they are planning	
to adults and	root words,	listening to and discussing a	add them (English Appendix 1)	needed to join	to write in order to	extending the range of
their peers	prefixes and	wide range of fiction, poetry,		letters and	understand and learn from	sentences with more than one
	suffixes	plays, non-fiction and	spell further homophones	understand	its structure, vocabulary and	clause by using a wider range
ask relevant	(etymology and	reference books or	spell words that are often	which letters,	grammar	of conjunctions, including when,
questions to	morphology) as	textbooks	misspelt (English Appendix 1)	when adjacent	discussing and recording	if, because, although
extend their	listed in <u>English</u>			to one another,	ideas	
understanding	Appendix 1,	reading books that are	place the possessive	are best left		using the present perfect form
and knowledge	both to read	structured in different ways	apostrophe accurately in words	unjoined	draft and write by :	of verbs in contrast to the
	aloud and to	and reading for a range of	with regular plurals [for			past tense
use relevant	understand the	purposes	example, girls', boys'] and in	increase the	composing and rehearsing	
strategies to	meaning of new		words with irregular plurals	legibility,	sentences orally (including	choosing nouns or pronouns
build their	words they	using dictionaries to check	[for example, children's]	consistency and	dialogue), progressively	appropriately for clarity and
vocabulary	meet	the meaning of words that		quality of their	building a varied and rich	cohesion and to avoid
		they have read	use the first two or three	handwriting [for	vocabulary and an increasing	repetition
articulate and	Read further		letters of a word to check its	example, by	range of sentence structures	
justify	exception	increasing their familiarity	spelling in a dictionary	ensuring that	(English Appendix 2)	using conjunctions, adverbs and
answers,	words, noting	with a wide range of books,		the downstrokes		prepositions to express time
arguments	the unusual	including fairy stories, myths	Write from memory simple	of letters are	organising paragraphs around	and cause
and opinions	correspondence	and legends, and retelling	sentences, dictated by the	parallel and	a theme	
	s between	some of these orally	teacher, that include words and	equidistant;		using fronted adverbials
give well-	spelling and		punctuation taught so far.	that lines of	in narratives, creating	
structured	sound, and	identifying themes and		writing are	settings, characters and plot	learning the grammar for years
descriptions,	where these	conventions in a wide range		spaced		3 and 4 in English Appendix 2
explanations	occur in the	of books preparing poems and		sufficiently so	in non-narrative material,	
and narratives	word.	play scripts to read aloud and		that the	using simple organisational	indicate grammatical and other
for different		to perform, showing		ascenders and	devices [for example,	features <u>by:</u>
purposes,		understanding through		descenders of	headings and sub-headings]	
including for		intonation, tone, volume and		letters do not		using commas after fronted







expressing	action	touch].	evaluate and edit by:	adverbials
feelings	discussing words and phrases		assessing the effectiveness	
	that capture the reader's		of their own and others'	indicating possession by using
maintain	interest and imagination		writing and suggesting	the possessive apostrophe with
attention and			improvements	plural nouns
participate	recognising some different			
actively in	forms of poetry [for		proposing changes to	using and punctuating direct
collaborative	example, free verse,		grammar and vocabulary to	speech
conversations,	narrative poetry]		improve consistency,	
staying on			including the accurate use of	Use and understand the
topic and	understand what they read,		pronouns in sentences	grammatical terminology in
initiating and	in books they can read			English Appendix 2 accurately
responding to	independently, <u>by:</u>		proof-read for spelling and	and appropriately when
comments	checking that the text makes		punctuation errors	discussing their writing and
	sense to them, discussing			reading.
use spoken	their understanding and		Read aloud their own writing,	
language to	explaining the meaning of		to a group or the whole class,	
develop	words in context		using appropriate intonation	
understanding			and controlling the tone and	
through	asking questions to improve		volume so that the meaning is	
speculating,	their understanding of a text		clear.	
hypothesising,				
imagining and	drawing inferences such as			
exploring	inferring characters'			
ideas	feelings, thoughts and			
	motives from their actions,			
speak audibly	and justifying inferences			
and fluently	with evidence			
with an				
increasing	predicting what might happen			
command of	from details stated and			
Standard	implied			
English				
	identifying main ideas drawn			
participate in	from more than one			
discussions,	paragraph and summarising			
presentations,	these			







performances,			
role play,	identifying how language,		
improvisations	structure, and presentation		
and debates	contribute to meaning		
gain, maintain	retrieve and record		
and monitor	information from non-fiction		
the interest			
of the	Participate in discussion		
listener(s)	about both books that are		
	read to them and those they		
consider and	can read for themselves,		
evaluate	taking turns and listening to		
different	what others say.		
viewpoints,			
attending to			
and building			
on the			
contributions			
of others			
Select and			
use			
appropriate			
registers for			
effective			
communication			







ENGLISH Year	ENGLISH Year 4					
Spoken Word	Word Reading	Comprehension	Writing - transcription	Writing - Handwriting	Writing - Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should	Pupils should be	Pupils should be taught to:	Spelling (see English Appendix	Pupils should be	Pupils should be taught to:	Pupils should be taught to:
be taught to:	taught to:		<u>1</u>)	taught to:		
		develop positive attitudes to			plan their writing <u>by:</u>	develop their understanding of
listen and	apply their	reading and understanding of	Pupils should be taught to:	use the diagonal		the concepts set out in English
respond	growing	what they read by:		and horizontal	discussing writing similar to	Appendix 2 by:
appropriately	knowledge of		use further prefixes and	strokes that are	that which they are planning	
to adults and	root words,	listening to and discussing a	suffixes and understand how to	needed to join	to write in order to	extending the range of
their peers	prefixes and	wide range of fiction, poetry,	add them (English Appendix 1)	letters and	understand and learn from	sentences with more than one
	suffixes	plays, non-fiction and		understand	its structure, vocabulary and	clause by using a wider range
ask relevant	(etymology and	reference books or	spell further homophones	which letters,	grammar	of conjunctions, including when,
questions to	morphology) as	textbooks		when adjacent		if, because, although
extend their	listed in <u>English</u>		spell words that are often	to one another,	discussing and recording	
understanding	Appendix 1,	reading books that are	misspelt (English Appendix 1)	are best left	ideas	using the present perfect form
and knowledge	both to read	structured in different ways		unjoined		of verbs in contrast to the
	aloud and to	and reading for a range of	place the possessive		draft and write <u>by:</u>	past tense
use relevant	understand the	purposes	apostrophe accurately in words	increase the		
strategies to	meaning of new		with regular plurals [for	legibility,	composing and rehearsing	choosing nouns or pronouns
build their	words they	using dictionaries to check	example, girls', boys'] and in	consistency and	sentences orally (including	appropriately for clarity and
vocabulary	meet	the meaning of words that	words with irregular plurals	quality of their	dialogue), progressively	cohesion and to avoid
		they have read	[for example, children's]	handwriting [for	building a varied and rich	repetition
articulate and	Read further			example, by	vocabulary and an increasing	
justify	exception	increasing their familiarity	use the first two or three	ensuring that	range of sentence structures	using conjunctions, adverbs and
answers,	words, noting	with a wide range of books,	letters of a word to check its	the downstrokes	(English Appendix 2)	prepositions to express time
arguments	the unusual	including fairy stories, myths	spelling in a dictionary	of letters are		and cause
and opinions	correspondence	and legends, and retelling		parallel and	organising paragraphs around	
	s between	some of these orally	Write from memory simple	equidistant;	a theme	using fronted adverbials
give well-	spelling and		sentences, dictated by the	that lines of		
structured	sound, and	identifying themes and	teacher, that include words and	writing are	in narratives, creating	learning the grammar for years
descriptions,	where these	conventions in a wide range	punctuation taught so far.	spaced	settings, characters and plot	3 and 4 in English Appendix 2
explanations	occur in the	of books preparing poems and		sufficiently so		
and narratives	word.	play scripts to read aloud and		that the	in non-narrative material,	indicate grammatical and other
for different		to perform, showing		ascenders and	using simple organisational	features <u>by:</u>
purposes,		understanding through		descenders of	devices [for example,	







including for	intonation, tone, volume and	letters do not headings and sub-headings] using commas aft	ter fronted
expressing	action	touch].	iei jionieu
feelings	denon	evaluate and edit by:	
reenings	discussing words and phrases	indicating posses	reion by using
maintain	that capture the reader's	assessing the effectiveness the possessive a	
attention and	interest and imagination	of their own and others' plural nouns	postrophe with
	interest and imagination		
participate	accomiaine asses different	writing and suggesting	
actively in	recognising some different	improvements using and punctu	ating direct
collaborative	forms of poetry [for	speech	
conversations,	example, free verse,	proposing changes to	
staying on	narrative poetry]	grammar and vocabulary to Use and understo	
topic and		improve consistency, grammatical terr	
initiating and	understand what they read,	including the accurate use of English Appendix	
responding to	in books they can read	pronouns in sentences and appropriately	
comments	independently, <u>by:</u>	discussing their	writing and
		proof-read for spelling and reading.	
use spoken	checking that the text makes	punctuation errors	
language to	sense to them, discussing		
develop	their understanding and	Read aloud their own writing,	
understanding	explaining the meaning of	to a group or the whole class,	
through	words in context	using appropriate intonation	
speculating,		and controlling the tone and	
hypothesising,	asking questions to improve	volume so that the meaning is	
imagining and	their understanding of a text	clear.	
exploring			
ideas	drawing inferences such as		
	inferring characters'		
speak audibly	feelings, thoughts and		
and fluently	motives from their actions,		
with an	and justifying inferences		
increasing	with evidence		
command of			
Standard	predicting what might happen		
English	from details stated and		
2.1911311	implied		
participate in	трпеч		
discussions.	identifying main ideas drawn		
diacussions,	identifying main ideas arawn		







presentations,	from more than one		
performances,	paragraph and summarising		
role play,	these		
improvisations			
and debates	identifying how language,		
	structure, and presentation		
gain, maintain	contribute to meaning		
and monitor			
the interest	retrieve and record		
of the	information from non-fiction		
listener(s)			
	Participate in discussion		
consider and	about both books that are		
evaluate	read to them and those they		
different	can read for themselves,		
viewpoints,	taking turns and listening to		
attending to	what others say.		
and building	·		
on the			
contributions			
of others			
Select and			
use			
appropriate			
registers for			
effective			
communication			













ENGLISH Year	5					
Spoken Word	Word Reading	Comprehension	Writing - transcription	Writing - Handwriting	Writing - Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should	Pupils should be	Pupils should be taught to:	Spelling (see English Appendix	Pupils should be	Pupils should be taught to:	Pupils should be taught to:
be taught to:	taught to:		<u>1</u>)	taught to:		
		maintain positive attitudes to			plan their writing by:	develop their understanding of
listen and	Apply their	reading and understanding of	Pupils should be taught to:	write legibly,		the concepts set out in English
respond	growing	what they read <u>by:</u>		fluently and	identifying the audience for	Appendix 2 by:
appropriately	knowledge of		use further prefixes and	with increasing	and purpose of the writing,	
to adults and	root words,	continuing to read and	suffixes and understand the	speed <u>by:</u>	selecting the appropriate	recognising vocabulary and
their peers	prefixes and	discuss an increasingly wide	guidance for adding them		form and using other similar	structures that are
	suffixes	range of fiction, poetry,		choosing which	writing as models for their	appropriate for formal speech
ask relevant	(morphology	plays, non-fiction and	spell some words with 'silent'	shape of a	own	and writing, including
questions to	and etymology),	reference books or	letters [for example, knight,	letter to use		subjunctive forms
extend their	as listed	textbooks	psalm, solemn]	when given	noting and developing initial	
understanding	in <u>English</u>			choices and	ideas, drawing on reading and	using passive verbs to affect
and knowledge	Appendix 1,	reading books that are	continue to distinguish between	deciding	research where necessary	the presentation of
	both to read	structured in different ways	homophones and other words	whether or not		information in a sentence
use relevant	aloud and to	and reading for a range of	which are often confused	to join specific	in writing narratives,	
strategies to	understand the	purposes		little	considering how authors have	using the perfect form of
build their	meaning of new		use knowledge of morphology		developed characters and	verbs to mark relationships of
vocabulary	words that	increasing their familiarity	and etymology in spelling and	choosing the	settings in what pupils have	time and cause
	they meet.	with a wide range of books,	understand that the spelling of	writing	read, listened to or seen	
articulate and		including myths, legends and	some words needs to be learnt	implement that	performed	using expanded noun phrases to
justify		traditional stories, modern	specifically, as listed in English	is best suited		convey complicated information
answers,		fiction, fiction from our	Appendix 1	for a task.	draft and write <u>by:</u>	concisely
arguments		literary heritage, and books			selecting appropriate	
and opinions		from other cultures and	use dictionaries to check the		grammar and vocabulary,	using modal verbs or adverbs
		traditions recommending	spelling and meaning of words		understanding how such	to indicate degrees of
give well-		books that they have read to			choices can change and	possibility
structured		their peers, giving reasons	use the first three or four		enhance meaning	
descriptions,		for their choices	letters of a word to check			using relative clauses beginning
explanations			spelling, meaning or both of		in narratives, describing	with who, which, where, when,
and narratives		identifying and discussing	these in a dictionary		settings, characters and	whose, that or with an implied
for different		themes and conventions in			atmosphere and integrating	(i.e. omitted) relative pronoun
purposes,		and across a wide range of	Use a thesaurus.		dialogue to convey character	learning the grammar for years
including for		writing			and advance the action	5 and 6 in English Appendix 2
expressing						
feelings		making comparisons within			précising longer passages	indicate grammatical and other
		and across books				features <u>by:</u>
maintain					using a wide range of devices	







attention and	learning a wider range of	to build cohesion within and using commas to clarify
participate	poetry by heart	across paragraphs meaning or avoid ambiguity in
actively in	poetry by near	writing
collaborative	preparing poems and plays to	using further organisational
conversations,	read aloud and to perform,	and presentational devices to using hyphens to avoid
staying on	showing understanding	structure text and to guide ambiguity
	through intonation, tone and	the reader [for example,
topic and		· · · · · · · · · · · · · · · · · · ·
initiating and	volume so that the meaning is clear to an audience	headings, bullet points, using brackets, dashes or
responding to	clear to an audience	underlining] commas to indicate parenthesis
comments		
	understand what they read	evaluate and edit <u>by:</u> using semi-colons, colons or
use spoken	<u>by:</u>	dashes to mark boundaries
language to		assessing the effectiveness between independent clauses
develop	checking that the book makes	of their own and others'
understanding	sense to them, discussing	writing using a colon to introduce a list
through	their understanding and	
speculating,	exploring the meaning of	proposing changes to punctuating bullet points
hypothesising,	words in context	vocabulary, grammar and consistently
imagining and		punctuation to enhance
exploring	asking questions to improve	effects and clarify meaning use and understand the
ideas	their understanding	grammatical terminology in
		ensuring the consistent and English Appendix 2 accurately
speak audibly	drawing inferences such as	correct use of tense and appropriately in discussing
and fluently	inferring characters'	throughout a piece of writing their writing and reading.
with an	feelings, thoughts and	
increasing	motives from their actions,	ensuring correct subject and
command of	and justifying inferences	verb agreement when using
Standard	with evidence	singular and plural,
English		distinguishing between the
	predicting what might happen	language of speech and
participate in	from details stated and	writing and choosing the
discussions,	implied	appropriate register
presentations,	····	2FF. 2F. 1912 1 23.21.21
performances,	summarising the main ideas	proof-read for spelling and
role play,	drawn from more than one	punctuation errors
improvisations	paragraph, identifying key	parior darron or roll
and debates	details that support the main	perform their own
מווט טפטעופט	details that support the main	per form men own







gain, maintain	ideas	compositions, using
and monitor	lucus	appropriate intonation,
the interest	identifying how language	
	identifying how language,	volume, and movement so
of the	structure and presentation	that meaning is clear.
listener(s)	contribute to meaning	
consider and	discuss and evaluate how	
evaluate	authors use language,	
different	including figurative language,	
viewpoints,	considering the impact on the	
attending to	reader	
and building		
on the	distinguish between	
contributions	statements of fact and	
of others	opinion	
Select and	retrieve, record and present	
use	information from non-fiction	
appropriate		
registers for	participate in discussions	
effective	about books that are read to	
communication	them and those they can read	
	for themselves, building on	
•	their own and others' ideas	
	and challenging views	
	courteously	
	cour reousty	
	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.	







ENGLISH Year	٠ 6					
Spoken Word	Word Reading	Comprehension	Writing - transcription	Writing - Handwriting	Writing - Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should	Pupils should be	Pupils should be taught to:	Spelling (see English Appendix	Pupils should be	Pupils should be taught to:	Pupils should be taught to:
be taught to:	taught to:		<u>1</u>)	taught to:		
		maintain positive attitudes to			plan their writing by:	develop their understanding of
listen and	apply their	reading and understanding of	Pupils should be taught to:	write legibly,		the concepts set out in <u>English</u>
respond	growing	what they read <u>by:</u>		fluently and	identifying the audience for	Appendix 2 by:
appropriately	knowledge of		use further prefixes and	with increasing	and purpose of the writing,	
to adults and	root words,	continuing to read and	suffixes and understand the	speed <u>by:</u>	selecting the appropriate	recognising vocabulary and
their peers	prefixes and	discuss an increasingly wide	guidance for adding them		form and using other similar	structures that are
	suffixes	range of fiction, poetry,		choosing which	writing as models for their	appropriate for formal speech
ask relevant	(morphology	plays, non-fiction and	spell some words with 'silent'	shape of a	own	and writing, including
questions to	and etymology),	reference books or	letters [for example, knight,	letter to use		subjunctive forms
extend their	as listed	textbooks	psalm, solemn]	when given	noting and developing initial	
understanding	in <u>English</u>			choices and	ideas, drawing on reading and	using passive verbs to affect
and knowledge	Appendix 1,	reading books that are	continue to distinguish between	deciding	research where necessary	the presentation of
	both to read	structured in different ways	homophones and other words	whether or not		information in a sentence
use relevant	aloud and to	and reading for a range of	which are often confused	to join specific	in writing narratives,	
strategies to	understand the	purposes		little	considering how authors have	using the perfect form of
build their	meaning of new		use knowledge of morphology		developed characters and	verbs to mark relationships of
vocabulary	words that	increasing their familiarity	and etymology in spelling and	choosing the	settings in what pupils have	time and cause
	they meet.	with a wide range of books,	understand that the spelling of	writing	read, listened to or seen	
articulate and		including myths, legends and	some words needs to be learnt	implement that	performed	using expanded noun phrases to
justify		traditional stories, modern	specifically, as listed in English	is best suited		convey complicated information
answers,		fiction, fiction from our	Appendix 1	for a task.	draft and write <u>by:</u>	concisely
arguments		literary heritage, and books			selecting appropriate	
and opinions		from other cultures and	use dictionaries to check the		grammar and vocabulary,	using modal verbs or adverbs
		traditions recommending	spelling and meaning of words		understanding how such	to indicate degrees of
give well-		books that they have read to			choices can change and	possibility
structured		their peers, giving reasons	use the first three or four		enhance meaning	
descriptions,		for their choices	letters of a word to check			using relative clauses beginning
explanations			spelling, meaning or both of		in narratives, describing	with who, which, where, when,
and narratives		identifying and discussing	these in a dictionary		settings, characters and	whose, that or with an implied
for different		themes and conventions in			atmosphere and integrating	(i.e. omitted) relative pronoun
purposes,		and across a wide range of	use a thesaurus.		dialogue to convey character	
including for		writing			and advance the action	learning the grammar for years



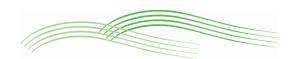




expressing		5 and 6 in English Appendix 2
feelings	making comparisons within	précising longer passages
	and across books	indicate grammatical and other
maintain		using a wide range of devices features by:
attention and	learning a wider range of	to build cohesion within and
participate	poetry by heart	across paragraphs using commas to clarify
actively in		meaning or avoid ambiguity in
collaborative	preparing poems and plays to	using further organisational writing
conversations,	read aloud and to perform,	and presentational devices to
staying on	showing understanding	structure text and to guide using hyphens to avoid
topic and	through intonation, tone and	the reader [for example, ambiguity
initiating and	volume so that the meaning is	headings, bullet points,
responding to	clear to an audience	underlining] using brackets, dashes or
comments		commas to indicate parenthesis
	understand what they read	evaluate and edit <u>by:</u>
use spoken	by:	using semi-colons, colons or
language to	checking that the book makes	assessing the effectiveness dashes to mark boundaries
develop	sense to them, discussing	of their own and others' between independent clauses
understanding	their understanding and	writing
through	exploring the meaning of	using a colon to introduce a list
speculating,	words in context	proposing changes to
hypothesising,		vocabulary, grammar and punctuating bullet points
imagining and	asking questions to improve	punctuation to enhance consistently
exploring	their understanding	effects and clarify meaning
ideas		use and understand the
	drawing inferences such as	ensuring the consistent and grammatical terminology in
speak audibly	inferring characters'	correct use of tense English Appendix 2 accurately
and fluently	feelings, thoughts and	throughout a piece of writing and appropriately in discussing
with an	motives from their actions,	their writing and reading.
increasing	and justifying inferences	ensuring correct subject and
command of	with evidence	verb agreement when using
Standard		singular and plural,
English	predicting what might happen	distinguishing between the
	from details stated and	language of speech and
participate in	implied	writing and choosing the
discussions,		appropriate register
presentations,	summarising the main ideas	







performances,	drawn from more than one	proof-read for spelling and
role play,	paragraph, identifying key	punctuation errors
improvisations	details that support the main	
and debates	ideas	perform their own
		compositions, using
gain, maintain	identifying how language,	appropriate intonation,
and monitor	structure and presentation	volume, and movement so
the interest	contribute to meaning	that meaning is clear.
of the		
listener(s)	discuss and evaluate how	
	authors use language,	
consider and	including figurative language,	
evaluate	considering the impact on the	
different	reader	
viewpoints,		
attending to	distinguish between	
and building	statements of fact and	
on the	opinion	
contributions	retrieve, record and present	
of others	information from non-fiction	
select and use	participate in discussions	
appropriate	about books that are read to	
registers for	them and those they can read	
effective	for themselves, building on	
communication	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.		1





