



SJF 'The Big Picture Curriculum'

INTENT - ENGLISH

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<ul style="list-style-type: none"> <li>*are instilled with morals and Gospel values that enable them to live their life to the full</li> <li>*are independent, confident, lifelong learners</li> <li>*meet their full potential</li> <li>*are equipped with relevant knowledge and skills to be successful in their next stage of learning</li> <li>*understand their contribution to society and the impact this can have</li> <li>*have had their individual needs met at every stage</li> </ul>						
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>		
What are we trying to achieve?	Focus for learning	<b>Attitudes and Attributes</b> (independence, resilience, creativity, risk-taking)		<b>Skills</b> (reading for learning, transferrable English, mathematical and scientific skills)		<b>Knowledge and Understanding</b> (subject knowledge, embedded understanding, make links and		
	Components	Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	
How are we going to organise learning to achieve our aims?		Trips and residentials	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish	
		Highly effective teaching & learning is dependent on...						
	Pedagogical approaches	<ul style="list-style-type: none"> <li>* Reviewing Material</li> <li>* Questioning</li> </ul>		<ul style="list-style-type: none"> <li>* Sequencing Concepts &amp; Modelling</li> <li>* Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of <i>Rosenshine's principles of instruction as themed by Tom Sherrington</i>						
		Depth is embedded by...						
		...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and	
		...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning		
		SJF areas of learning	<b>National Curriculum</b>	<b>Enrichment</b>				
How well are we achieving our aims?		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships		
	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback		
					Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)		
Accountability measures		Attainment and Progress	Behaviour	Attitudes to learning	Mental Wellbeing			
		Responsible and respectful global citizens	Attendance	Confidence and Independence	Physical Wellbeing			



## ENGLISH INTENT

### **Intent of curriculum:**

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to '**Love, Learn, Achieve**' our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

At St John Fisher we believe that a quality English curriculum should develop children's love of reading, writing and discussion. Through **Talk For Writing**, we have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.

These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need for a lifelong love of learning.

### ***By the end of Reception: Outcomes***

#### **Communication and Language**

##### **Listening, Attention and Understanding:**

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 conversations when engaged in back-and-forth exchanges with their teacher and peers.

##### **Speaking:**

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 appropriately.

Express their ideas and feelings about their experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



## **Literacy**

### **Comprehension:**

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.

### **Word Reading:**

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.

### **Writing:**

*(Cross-curricular link to Physical Development)*

#### ***Fine Motor Skills:***

*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, paintbrushes and cutlery.*

*Begin to show accuracy and care when drawing.*

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.



## Years 1 – 6 SPOKEN LANGUAGE Outcomes

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>SPOKEN LANGUAGE</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p><b>SPOKEN LANGUAGE</b></p> <p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to their knowledge about language as a whole.</p> <p>Pupils should receive constructive feedback on their spoken language and listening not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p>

## Years 1 – 6 Detail of Vocabulary, Grammar and Punctuation: Outcomes

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
1	Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i> ), including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg <i>helping, helped, helper</i> ). How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, eg <i>unkind</i> , or undoing, eg <i>untie the boat</i> ).	How words can combine to make sentences. Joining words and joining clauses using <i>and</i> .	Sequencing sentences to form short narratives.	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun <i>I</i> .	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
2	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (eg <i>whiteboard, superman</i> ). Formation of adjectives using suffixes such as <i>-ful, -less</i> . (A fuller list of suffixes can be found on page 45 in the Year 2 spelling section in English Appendix 1.) Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs.	Subordination (using <i>when, if, that, because</i> ) and coordination (using <i>or, and, but</i> ). Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the The Moon</i> ). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i> ).	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma



3	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, for example, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (for example, <i>a rock</i>, <i>an open box</i>).</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>).</p>	<p>Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), <b>adverbs</b> (for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or <b>prepositions</b> (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>).</p>	<p>Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation.</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p>	<p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
4	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s.</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg <i>the teacher expanded to: the strict maths teacher with curly hair</i>).</p> <p><b>Fronted adverbials</b> (for example, <i>Later that day</i>, <i>I heard the bad news</i>).</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech, for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>.</p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (for example, <i>the girl's name</i>, <i>the girls' names</i>)</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p>determiner pronoun, possessive pronoun, adverbial</p>
5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>).</p> <p><b>Verb prefixes</b> (for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>).</p>	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun. Indicating degrees of possibility using <b>adverbs</b> (for example, <i>perhaps</i>, <i>surely</i>) or <b>modal verbs</b> (for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>).</p>	<p>Devices to build <b>cohesion</b> within a paragraph (for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials of time</b> (for example, <i>later</i>), <b>place</b> (for example, <i>nearby</i>) and <b>number</b> (for example, <i>secondly</i>) or <b>tense</b> choices (for example, <i>he had seen her before</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>).</p> <p>How words are related by meaning as synonyms and antonyms (eg <i>big</i>, <i>large</i>, <i>little</i>).</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or <b>phrase</b>, grammatical connections (for example, <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b>.</p> <p>Layout devices, for example, headings, subheadings, columns, bullets, or tables, to structure text.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (for example, <i>It's raining; I'm fed up</i>).</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>).</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>



## By the end of Year 1: Outcomes

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, (for example <i>I'm</i>, <i>I'll</i>, <i>we'll</i>), and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>READING</b></p> <p><b>Word reading</b></p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 Programme of Study for word reading.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, how to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Roleplay can help pupils to identify with and explore characters and to try out the language they have listened to.</p>



Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i> (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• spell:<ul style="list-style-type: none"><li>• words containing each of the 40+ phonemes already taught</li><li>• common exception words</li><li>• the days of the week</li></ul></li><li>• name the letters of the alphabet:<ul style="list-style-type: none"><li>• naming the letters of the alphabet in order</li><li>• using letter names to distinguish between alternative spellings of the same sound</li></ul></li><li>• add prefixes and suffixes:<ul style="list-style-type: none"><li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li><li>• using the prefix <i>un-</i></li><li>• using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (for example, <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</li></ul></li><li>• apply simple spelling rules and guidelines, as listed in English Appendix 1</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul>	<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i></p> <p>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</p> <p>Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0–9</li><li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</li></ul>	<p><b>Handwriting</b></p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young child’s hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• write sentences by:<ul style="list-style-type: none"><li>• saying out loud what they are going to write about</li><li>• composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense</li></ul></li><li>• discuss what they have written with the teacher or other pupils</li><li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul>	<p><b>Composition</b></p> <p>At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing; that is, thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear.</p>

Year 1 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>Vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none"><li>• leaving spaces between words</li><li>• joining words and joining sentences using <i>and</i></li><li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li><li>• learning the grammar for Year 1 in English Appendix 2</li></ul></li><li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li></ul>	<p><b>Vocabulary, grammar and punctuation</b></p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the Glossary.</p>



Spelling - work for Year 1		
Statutory requirements		
<b>Revision of Reception work</b> The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: <ul style="list-style-type: none"> <li>all letters of the alphabet and the sounds which they most commonly represent</li> <li>consonant digraphs which have been taught and the sounds which they represent</li> <li>vowel digraphs which have been taught and the sounds which they represent</li> <li>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>words with adjacent consonants</li> <li>guidance and rules which have been taught</li> </ul>		
<b>Statutory requirements</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non-statutory)</b>
<b>The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</b>	The /f/, /v/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. <b>Exceptions:</b> <i>if, pal, us, bus, yes.</i>	off, well, miss, buzz, back
<b>The /ŋ/ sound spelt n before k</b>		bank, think, honk, sunk
<b>Division of words into syllables</b>	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
<b>-tch</b>	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> <i>rich, which, much, such.</i>	catch, fetch, kitchen, notch, hutch

<b>The /v/ sound at the end of words</b>	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b>	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
<b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</b>	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
<b>Adding -er and -est to adjectives where no change is needed to the root word</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
<b>Vowel digraphs and trigraphs</b>	Some may already be known, depending on the programmes used in reception, but some will be new.	
<b>ai oi</b>	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
<b>ay oy</b>	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
<b>a-e</b>		made, came, same, take, safe
<b>e-e</b>		these, theme, complete
<b>i-e</b>		five, ride, like, time, side
<b>o-e</b>		home, those, woke, hope, hole
<b>u-e</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
<b>ar</b>		car, start, park, arm, garden
<b>ee</b>		see, tree, green, meet, week
<b>ea (/i:/)</b>		sea, dream, meat, each, read (present tense)
<b>ea (/ɛ/)</b>		head, bread, meant, instead, read (past tense)
<b>er (/ɜ:/)</b>		(stressed sound): her, term, verb, person
<b>er (/ə/)</b>		(unstressed schwa sound): better, under, summer, winter, sister
<b>ir</b>		girl, bird, shirt, first, third
<b>ur</b>		turn, hurt, church, burst, Thursday





<b>oo (/u:/)</b>	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example: zoo	food, pool, The Moon, zoo, soon
<b>oo (/ʊ/)</b>		book, took, foot, wood, good
<b>oa</b>	The digraph <b>oa</b> is rare at the end of an English word.	boat, coat, road, coach, goal
<b>oe</b>		toe, goes
<b>ou</b>	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
<b>ow (/aʊ/)</b> <b>ow (/əʊ/)</b> <b>ue</b> <b>ew</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
<b>ie (/aɪ/)</b>		lie, tie, pie, cried, tried, dried
<b>ie (/i:/)</b>		chief, field, thief
<b>igh</b>		high, night, light, bright, right
<b>or</b>		for, short, born, horse, morning
<b>ore</b>		more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>		author, August, dinosaur, astronaut
<b>air</b>		air, fair, pair, hair, chair
<b>ear</b>		dear, hear, beard, near, year
<b>ear (/ɜə/)</b>		bear, pear, wear
<b>are (/ɜə/)</b>		bare, dare, care, share, scared
<b>Words ending -y (/i:/ or /ɪ/)</b>		very, happy, funny, party, family
<b>New consonant spellings ph and wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (eg <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
<b>Using k for the /k/ sound</b>	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e</b> , <b>i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
<b>Adding the prefix un-</b>	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
<b>Compound words</b>	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
<b>Common exception words</b>	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used.

## By the end of Year 2: Outcomes

Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>READING</b></p> <p><b>Word Reading</b></p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 Programme of Study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learned. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>



Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>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</li><li>discussing the sequence of events in books and how items of information are related</li><li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>being introduced to non-fiction books that are structured in different ways</li><li>recognising simple recurring literary language in stories and poetry</li><li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>discussing their favourite words and phrases</li><li>continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul></li><li>understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>making inferences on the basis of what is being said and done</li><li>answering and asking questions</li><li>predicting what might happen on the basis of what has been read so far</li></ul></li></ul>	<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, for example, by reading 'place' instead of 'palace'.</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology, such as prefixes, to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Roleplay and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>

Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"><li>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</li><li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>	
<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i> (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>spell by:<ul style="list-style-type: none"><li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>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</li><li>learning to spell common exception words</li><li>learning to spell more words with contracted forms</li><li>learning the possessive apostrophe (singular), for example, the girl's book</li><li>distinguishing between homophones and near-homophones</li></ul></li><li>add suffixes to spell longer words, eg <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></li><li>apply spelling rules and guidelines, as listed in English Appendix 1</li><li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>	<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i></p> <p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p>



Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p><i>Handwriting</i></p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Composition</b></p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear.</p> <p>Drama and roleplay can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>

Year 2 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>• 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)</li> </ul> </li> <li>• learn how to use:               <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify, for example, <i>the blue butterfly</i></li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><i>Vocabulary, grammar and punctuation</i></p> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>



# St John Fisher RC Primary School

Spelling - revision of work from Year 1	As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.	
Spelling - new work for Year 2		
<b>Statutory requirements</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non-statutory)</b>
The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e, i</b> and <b>y</b>	The letter <b>j</b> is never used for the /dʒ/ ("dge") sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /e/, /i/, /n/, /o/ and /ʌ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as <b>g</b> before <b>e, i,</b> and <b>y</b> . The /dʒ/ sound is always spelt as <b>j</b> before <b>a, o</b> and <b>u</b> .	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy  jacket, jar, jog, join, adjust
The /s/ sound spelt <b>c</b> before <b>e, i</b> and <b>y</b>		race, ice, cell, city, fancy
The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt <b>wr</b> at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əɪ/ sound spelt <b>-le</b> at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əɪ/ sound spelt <b>-el</b> at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əɪ/ sound spelt <b>-al</b> at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending <b>-il</b>	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt <b>-y</b> at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding <b>-es</b> to nouns and verbs ending in <b>-y</b>	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it.	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. The exception is <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /o/ and /ʌ/ sound (ie to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt <b>a</b> before <b>l</b> and <b>ll</b>	The /ɔ:/ sound ("or") is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt <b>o</b>		other, mother, brother, nothing, Monday
The /i:/ sound spelt <b>-ey</b>	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b>	<b>a</b> is the most common spelling for the /ɒ/ ('hgt') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after <b>w</b>	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt <b>ar</b> after <b>w</b>	There are not many of these words.	war, warm, towards
The /ɜ:/ sound spelt <b>s</b>		television, treasure, usual
The suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b>	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (eg <i>can't</i> – <i>cannot</i> ). <i>It's</i> means it is (eg <i>It's raining</i> ) or sometimes <i>it has</i> (eg <i>It's been raining</i> ), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in <b>-tion</b>		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – eg <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. * Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.



## By the end of Year 3 and 4: Outcomes

Years 3–4 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• 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</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>	<p><b>READING</b></p> <p><b>Word reading</b></p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: for example, in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ ('technical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.</p>

Years 3–4 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry (for example, free verse, narrative poetry)</li></ul></li><li>• understand what they read, in books they can read independently, by:<ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• predicting what might happen from details stated and implied</li></ul></li></ul>	<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the Programmes of Study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing, (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.</p>



Years 3–4 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>	<p>Reading, re-reading and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i> (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i></p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in Years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>

Years 3–4 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	<p><i>Handwriting</i></p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices for example, headings and subheadings</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• 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.</li> </ul>	<p><b>Composition</b></p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>



Years 3–4 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:               <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p><i>Vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learned, for example, in writing dialogue for characters.</p>

<b>Spelling - revision of work from Years 1 and 2</b>	Pay special attention to the rules for adding suffixes.	
<b>Spelling - new work for Years 3 and 4</b>		
<b>Statutory requirements</b>	<b>Rules and guidance (non-statutory)</b>	<b>Example words (non-statutory)</b>
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b>	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
<b>The /i/ sound spelt y elsewhere than at the end of words</b>	These words should be learned as needed.	myth, gym, Egypt, pyramid, mystery
<b>The /ʌ/ sound spelt ou</b>	These words should be learned as needed.	young, touch, double, trouble, country
<b>More prefixes</b>	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. Like <b>un-</b> , the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings. The prefix <b>in-</b> can mean both 'not' and 'in/'into'. In the words given here it means 'not'. Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>re-</b> means 'again' or 'back'. <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'.  <b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.	<b>dis-</b> , <b>mis-</b> : disappoint, disagree, disobey, misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect  illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti-clockwise, antisocial <b>auto-</b> : autobiography, autograph
<b>The suffix -ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learned still apply.	information, adoration, sensation, preparation, admiration
<b>The suffix -ly</b>	The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learned still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)



<b>The suffix -ly</b>	<b>Exceptions:</b> (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i> . (4) The words <i>truly, duty, wholly</i> .	happily, angrily  gently, simply, humbly, nobly basically, frantically, dramatically
<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – eg <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
<b>Endings which sound like /ʒən/</b>	If the ending sounds like /ʒən/, it is spelt as -sion	division, invasion, confusion, decision, collision, television
<b>The suffix -ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' must be kept if the /ɪʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various  tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous  serious, obvious, curious hideous, spontaneous, courteous
<b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b>	Strictly speaking, the suffixes are -ion and -cian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. <b>Exceptions:</b> <i>attend – attention, intend – intention</i> . -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion  expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b>		league, tongue, antique, unique
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/	science, scene, discipline, fascinate, crescent
<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>		vein, weigh, eight, neighbour, they, obey
<b>Possessive apostrophe with plural words</b>	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (ie is an irregular plural – eg <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note:</b> singular proper nouns ending in an s use the 's suffix eg <i>Cyprus's</i> population)
<b>Homophones or near-homophones</b>		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/muddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## By the end of Year 5 and 6: Outcomes

Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>READING</b></p> <p><b>Word reading</b></p> <p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>





Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul> </li> <li>• understand what they read by:               <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> </li> </ul>	<p><b>READING</b></p> <p><b>Comprehension</b></p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learned to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style and effect</i>.</p> <p>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>

Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• provide reasoned justifications for their views.</li> </ul>	<p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>
<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i> (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidelines for adding them</li> <li>• spell some words with 'silent' letters, for example, <i>knight, psalm, solemn</i></li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>	<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i></p> <p>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>



Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Handwriting and presentation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task</li></ul></li></ul>	<p><i>Handwriting and presentation</i></p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters for example, for filling in a form.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• plan their writing by:<ul style="list-style-type: none"><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li></ul></li><li>• draft and write by:<ul style="list-style-type: none"><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• precisising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li></ul></li></ul>	<p><b>Composition</b></p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</p>

Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"><li>• evaluate and edit by:<ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul></li><li>• proofread for spelling and punctuation errors</li><li>• perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li></ul>	

Years 5–6 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p><i>Vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none"><li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• using passive verbs to affect the presentation of information in a sentence</li><li>• using the perfect form of verbs to mark relationships of time and cause</li><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using modal verbs or adverbs to indicate degrees of possibility</li><li>• using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (ie omitted) relative pronoun</li><li>• learning the grammar for years 5–6 in English Appendix 2</li></ul></li><li>• indicate grammatical and other features by:<ul style="list-style-type: none"><li>• using commas to clarify meaning or avoid ambiguity in writing</li><li>• using hyphens to avoid ambiguity</li><li>• using brackets, dashes or commas to indicate parenthesis</li><li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>• using a colon to introduce a list</li><li>• punctuating bullet points consistently</li></ul></li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li></ul>	<p><i>Vocabulary, grammar and punctuation</i></p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>



Spelling - revise work done in previous years		
Spelling - new work for Years 5 and 6		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃɔː/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – eg vice – vicious, grace – gracious, space – spacious, malice – malicious. <b>Exception:</b> anxious.	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce and province</i> ).	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʃ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learned.	observant, observance, (observ <del>g</del> ion), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i> ) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (eg <i>sensible</i> ).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)  changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i:/. <b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (ie letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: eg in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In these pairs of words, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.  More examples: aisle: a gangway between seats (in a church, train, plane) isle: an island  aloud: out loud allowed: permitted  affect: usually a verb (eg <i>The weather may affect our plans</i> ) effect: usually a noun (eg <i>It may have an effect on our plans</i> ). If a verb, it means 'bring about' (eg <i>He will effect changes in the running of the business.</i> ).  altar: a table-like piece of furniture in a church alter: to change	advice/advise device/devise licence/license practice/practise prophecy/prophesy  farther: further father: a male parent  guessed: past tense of the verb <i>guess</i> guest: visitor  heard: past tense of the verb <i>hear</i> herd: a group of animals  led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (as <i>heavy as lead</i> )



<p>ascent: the act of ascending (going up)          assent: to agree/agreement (verb and noun)          bridal: to do with a bride at a wedding          bridle: reins etc for controlling a horse          cereal: made from grain (eg breakfast cereal)          serial: adjective from the noun <i>series</i> – a succession of things one after the other          compliment: to make nice remarks about someone (verb) or the remark that is made (noun)          complement: related to the word <i>complete</i> – to make something complete or more complete (eg <i>her scarf complemented her outfit</i>)          descent: the act of descending (going down)          dissent: to disagree/disagreement (verb and noun)          desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)          dessert: (stress on second syllable) a sweet course after the main course of a meal          draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (eg <i>to draft in extra help</i>)          draught: a current of air</p>	<p>morning: before noon          mourning: grieving for someone who has died          past: noun or adjective referring to a previous time (eg <i>In the past</i>) or preposition or adverb showing place (eg <i>he walked past me</i>)          passed: past tense of the verb 'pass' (eg <i>I passed him in the road</i>)          precede: go in front of or before          proceed: go on          principal: adjective – most important (eg <i>principal ballerina</i>) noun – important person (eg <i>principal of a college</i>)          principle: basic truth or belief          profit: money that is made in selling things          prophet: someone who foretells the future          stationary: not moving          stationery: paper, envelopes etc          steal: take something that does not belong to you          steel: metal          wary: cautious          weary: tired          who's: contraction of <i>who is</i> or <i>who has</i>          whose: belonging to someone (eg <i>Whose jacket is that?</i>)</p>
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## Implementation of curriculum:

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

At St John Fisher we use the 'Talk For Writing' approach to English teaching. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

In order to ensure 'Quality First Teaching' in our English lessons, we begin with quality core model texts. Through our planning we apply the following core teaching principles:

- Use a strong, core model text.
- Set clear learning outcomes so that pupils know where they are heading.
- Teach in small steps: Present new material using small steps; provide models through guided reading and writing; provide scaffolds for difficult tasks.
- Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development.
- Provide appropriate challenge for all the pupils within the class in order for everyone to succeed: Planning should incorporate clear adaptations/scaffolding, catering for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils.
- Provide reflective feedback in lessons and use assessment to inform planning: planning to be personalised to each class and the individuals within them.
- Capture learning points with examples on learning walls/ in journal.



## St John Fisher RC Primary School

At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum.

### **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of our English teaching through a range of activities: planning and book audits; reviewing learning environments, data analysis and pupil voice. In addition, the English leadership team support teachers to develop their subject knowledge and expertise.

This effective monitoring drives the English subject development plan which, where appropriate, feeds into the overall whole school Development Plan. English subject leaders update and inform school governors regarding the teaching and learning and subject development.