

English Curriculum Overview

Purpose of study

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

Aims

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

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

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

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

- word reading

- comprehension (both listening and reading)

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

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

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

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

Writing

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

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

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

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

The [National Curriculum English Programme of Study](#) provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure when each genre of writing is taught throughout KS1 and KS2. Due to the level and detail of coverage, KS1 and KS2 will follow a two-year rolling programme.

English Overview

Year A	Year B
Autumn 1 Explanation Report	Autumn 1 Explanation Letter
Autumn 2 Narrative	Autumn 2 Narrative
Spring 1 Poetry	Spring 1 Poetry
Spring 2 Narrative	Spring 2 Narrative
Summer 1 Description Character	Summer 1 Description Setting
Summer 2 Narrative	Summer 2 Narrative

Year 1

COMPOSITION: PURPOSE & AUDIENCE	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).
	Compose sentences orally and in writing.
	Sequence sentences to form a short narrative or piece of information writing.
	Use basic descriptive language.
	Re-read and check writing makes sense.
GRAMMAR	Combine words to form grammatically accurate sentences.
	Join words and clauses using 'and'.
PUNCTUATION	Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
	Use capital letters for names and the personal pronoun 'I'.
TRANSCRIPTION	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
	Spell many Year 1 common exception words.
	Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').
	Form lower-case letters in the correct direction, starting and finishing in the right place.
	Form capital letters and digits 0-9.
	Separate words with spaces.

Year 2

The pupil can, after discussion with the teacher...	
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	EXS: Write about real events, recording these simply and clearly
	GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	GDS: Make simple additions, revisions and proof-reading corrections to their own writing. [From Y2 PoS: this is an expectation for all pupils.]
GRAMMAR	EXS: Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
	From PoS: Add description and specification through the use of expanded noun phrase.
	From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	GDS: Use the punctuation taught at key stage 1 mostly correctly
TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	WTS: Spell some common exception words
	EXS: Spell many common exception words
	GDS: Spell most common exception words
	GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing
	EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	GDS: Use the diagonal and horizontal strokes needed to join some letters.
	WTS: Use spacing between words.
	EXS: Use spacing between words that reflects the size of the letters.

Year 3

COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary.	
	In narrative create simple settings, characters and plot.	
	Begin to use direct speech within narratives.	
	Use paragraphs as a way of grouping related material.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
		Use present and past tense correctly, including use of the present perfect instead of the simple past.
		Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	
	Use inverted commas to punctuate direct speech.	
	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.	
	Use and spell correctly many words from the Year 3 / Year 4 spelling list.	
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	
	Use joined up writing consistently and independently.	

Year 4

COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary appropriate to purpose and form.	
	Write narratives with a clear plot, and describe settings and characters.	
	Make effective choices about using direct speech within narratives.	
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	
	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
		Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>).
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	
	Use commas after fronted adverbials.	
	Use inverted commas and other punctuation to indicate direct speech accurately.	
	Use apostrophes correctly (contraction, singular and plural possession).	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.	
	Use and spell correctly most words from the Year 3 / Year 4 spelling list.	
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.	
	Use joined up writing consistently, independently and fluently.	

Year 5

COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).	
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	
	Use dialogue in narratives to convey character or advance the action.	
	Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).	
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
		use modals and adverbs to indicate possibility.
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
		use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	
	Indicate parenthesis using brackets, commas or dashes.	
	Use punctuation to ensure meaning is clear, particularly commas for clarity.	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... common exception words from KS1; Year 3/4 statutory words; previously taught homophones.	
	Use and spell correctly many words from the year 5 / year 6 spelling list.	
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.	
	Maintain legibility in joined handwriting when writing at speed.	

Year 6

COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.	
	EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). [From Y6 PoS: this must include examples of more formal writing.]	
	<i>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i>	
	WTS: In narratives, describe settings and characters.	
	EXS: In narratives, describe settings, characters and atmosphere.	
	EXS: Integrate dialogue in narratives to convey character and advance the action.	
	WTS: Use paragraphs to organise ideas.	
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
	EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
	From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).		
GRAMMAR	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	
	EXS: Use verb tenses consistently and correctly throughout their writing.	
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>	
	<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>	
PUNCTUATION	WTS: Use ... mostly correctly	capital letters.
		full stops.
		question marks.
		commas for lists.
		apostrophes for contraction.
	EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
<i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i>		
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	
	EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
	WTS: Write legibly.	
	EXS: Maintain legibility in joined handwriting when writing at speed.	

Development Matters 2021

EYFS

Babies, toddlers and young children will be learning to...	
Birth to 3	enjoys songs and rhymes, tuning in and paying attention
	join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
	say some of the words in songs and rhymes
	copy finger movements and other gestures
	sing songs and say rhymes independently, for example, singing whilst playing
	enjoy sharing books with an adult
	pay attention and respond to the pictures or the words
	have favourite books and seek them out, to share with an adult, with another adult, or to look at alone
	repeat words and phrases from familiar stories
	ask questions about the book, make comments and shares ideas
	notice some print such as the first letter of their name, a bus or door number, or a familiar logo
develop play around favourite stories using props	
3 and 4 year olds will be learning to...	
3 and 4 year olds	understand the 5 key concepts about print
	print has meaning
	print can have different purposes
	we read English texts from left to right and top to bottom
	the names of the different parts of a book
	page sequencing
	develop phonological awareness
	spot and suggest rhymes
	count or clap syllables in a word
	recognise words with the same initial sound
engage in extended conversations about stories, learning new vocabulary	
Children in reception will be learning to...	
Children in reception	read individual letters by saying the sounds for them
	blend sounds into words, so that they can read short words made up of known letter-sound correspondences
	read some letter groups that each represent one sound and say sounds for them
	read a few common exception words matched the schools phonic programme
	read simple phrases and sentences made up for words with know letter-sound correspondences and, where necessary, a few exception words
	re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Comprehension	
ELD	demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently used 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	
ELD	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 the phonic knowledge, including some common exception words

Year 1

Initial Requirements:		
		be at least expected against the Early Learning Goals
Expected Next Steps:		
Word reading	1 (a)	applies phonic knowledge and skills as the route to decode words
	2 (a)	reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	3 (a)	reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	4 (a)	reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
	5 (a)	reads other words of more than one syllable that contain taught GPCs
	6 (a)	reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Reading for Pleasure and Performance	7 (b)	is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	8	recognises and joining in with predictable phrases
	9	is learning to appreciate rhymes and poems, and to recite some by heart
	10 (c)	sequence main events in a text
	11 (a)	discusses word meanings, linking new meanings to those already known
Comprehension	12 (a)	checks that the text makes sense to them as they read and correcting inaccurate reading
	13 (b)	discusses the significance of the title and events
	14 (d)	makes inferences on the basis of what is being said and done
	15 (e)	predicts what might happen on the basis of what has been read so far
	16	explains clearly their understanding of what is read to them
Exceeding Next Steps:		
	16	when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency
	17	applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (<u>at over 90 words per minute</u>)
	18 (d)	asks and answers questions appropriately, including those based on inference of what is said and done

Content Domain

KS1

- 1a) draw on knowledge of vocabulary to understand texts
- 1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c) identify and explain the sequence of events in texts
- 1d) make inferences from the text
- 1e) predict what might happen on the basis of what has been read so far

Year 2

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <i>If no, go to yellow level.</i>
Expected Next Steps:		
Word reading	1	applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (<u>at over 90 words per minute</u>)
	2	recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught
	3	when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency
Reading for Pleasure and Performance	4	regards reading as a pleasurable activity
	5	demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales
	6 (a)	shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary
Comprehension	7 (b)	demonstrates understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and
	8 (e)	predicts what might happen on the basis of what has been read so far
	9 (c)	identifies sequences of events in texts and offers simple explanations of how items of information relate to one another
	10 (b)	recognises and understands the different structures of non-fiction books that have been introduced
	11 (a)	recognises simple recurring literary language in stories and poetry
	12 (a)	demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided
	13	constructs meaning whilst reading independently, self-correcting where the sense of the text is lost (checks it makes sense to them)
	14 (d)	makes some inferences on what has been read
	15 (d)	asks and answers questions appropriately, including those based on inference of what is said and done
Exceeding Next Steps:		
	16	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	17	has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
	18	makes links between the book they are reading and other books they have read

Content Domain

KS1

- 1a) draw on knowledge of vocabulary to understand texts
- 1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c) identify and explain the sequence of events in texts
- 1d) make inferences from the text
- 1e) predict what might happen on the basis of what has been read so far

Year 3

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <i>If no, go to Year 1.</i>
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>
Expected Next Steps:		
Word reading	1	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	2 (a)	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading for Pleasure and Performance	3	identifies themes and conventions in a wide range of books
	4	prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	5 (a)	discusses words and phrases that capture the reader's interest and imagination
Comprehension	6 (a)	new words are understood through the exploration of their meaning in context, and by making links to known vocabulary
	7	asks questions to improve their understanding of a text
	8 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions
	9 (e)	predicts what might happen on the basis of what has been read so far
	10 (b)	retrieves and records information from non-fiction
	11	participates 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
	12	makes links between the book they are reading and other books they have read
Exceeding Next Steps:		
	13 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	14 (c)	identifies main ideas drawn from more than one paragraph and summarising these
	15 (f)	identifies how language, structure, and presentation contribute to meaning

Content Domain

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

Year 4

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <i>If no, go to Year 1.</i>
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence ; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read <i>If no, go to Year 3</i>
Expected Next Steps:		
Word reading	1	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	2	listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Reading for Pleasure and Performance	3	is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	4	recognises some different forms of poetry [for example, free verse, narrative poetry]
Comprehension	5	uses dictionaries to check the meaning of words that they have read
	6 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	7 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	8 (c)	identifies main ideas drawn from more than one paragraph and summarises these
	9 (b)	retrieves and records information from non-fiction
	10 (f)	identifies how language, structure, and presentation contribute to meaning
	11	participates 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
Exceeding Next Steps:		
	12	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	13 (e)	makes predictions based on details stated and implied
	14	distinguishes between statements of fact and opinion; and in non-fiction

Content Domain

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

Year 5

Initial Requirements:			
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <i>If no, go to Year 1.</i>	
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>	
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read <i>If no, go to Year 3</i>	
		checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; identifies main ideas drawn from more than one paragraph and summarises these; identifies how language, structure, and presentation contribute to meaning <i>If no, go to Year 4</i>	
Expected Next Steps:			
reading	Word	1	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	Reading for Pleasure and Performance	2	continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3		is 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	
4		learns a wider range of poetry by heart	
5		prepares 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	
Comprehension		6	reads books that are structured in different ways and reading for a range of purposes
	7 (a)	checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	8	asks questions to improve their understanding	
	9 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	10 (e)	makes predictions based on details stated and implied	
	11 (g)	discusses and evaluates how authors use language, including figurative language, considering the impact on the reader	
	12	distinguishes between statements of fact and opinion; and in non-fiction	
	13 (b)	in non-fiction, retrieves records and presents information to the reader	
	14	participates 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	
	15	provides reasoned justifications for their views	
Exceeding Next Steps:			
		16 (f)	explains how language, structure, and presentation, can contribute to the meaning of a text
		17 (g)	evaluates how authors use language, including figurative language, considering the impact on the reader
		18 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

Year 6

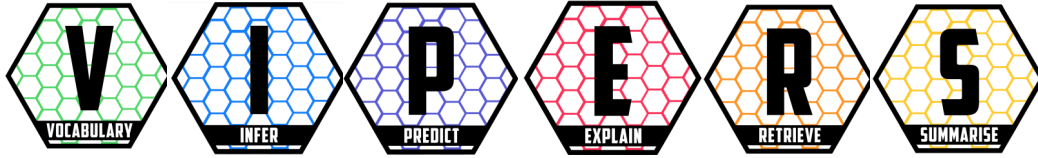
Initial Requirements:		
		checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; identifies main ideas drawn from more than one paragraph and summarises these; identifies how language, structure, and presentation contribute to meaning <i>If no, go to Year 4</i>
		fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books; makes predictions based on details stated and implied; distinguishes between statements of fact and opinion; and in non-fiction <i>If no, go to Year 5</i>
Expected Next Steps:		
Word reading	1	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	2 (a)	determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'
Reading for Pleasure and Performance	3	demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction
	4	has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions)
	5	recommends books to others based on own reading preferences, giving reasons for choice
	6	demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience
Comprehension	7 (g)	explains how language, structure, and presentation, can contribute to the meaning of a text
	8 (f)	draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings
	9 (g)	evaluates how authors use language, including figurative language, considering the impact on the reader
	10 (h)	is able to make comparisons within and across different texts
	11 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	12 (c)	summarises main ideas, identifying key details and using quotations for illustration
	13 (b)	retrieves information from non-fiction
	14	expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others
	15	explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	16	identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing
Exceeding Next Steps:		
	17	reads a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
	18	knows the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
	19 (g)	knows how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

Reading Skills: Whole School

VIPERS



VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Development Matters 2021

EYFS

Babies, toddlers and young children will be learning to...	
Birth to 3	enjoy drawing freely
	add some marks to their drawing, which they give meaning to
	make marks on their picture to stand for their name
3 and 4 year olds will be learning to...	
3 and 4 year olds	use some of their print and letter knowledge in their early writing
	write some or all of their name
	write some letters accurately
Children in reception will be learning to...	
Children in reception	form lower case and capital letters correctly
	spell words by identifying the sounds and then writing the sounds within the letter/s
	write short sentences with words with known sound-letter correspondences using a capital letter and full stop
	re-read what they have written to make sure it makes sense

Writing	
ELD	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

Punctuation and Grammar

No Nonsense Grammar Overview

Year 1

Year 2

Years 3 and 4

Years 5 and 6

Strand 1a: Simple sentences

- 1a.1 What's in a picture?
- 1a.2 Verbs
- 1a.3 Full stops
- 1a.4 Silly sentences

Strand 1b: Co-ordination and subordination

- | | | | |
|---------------------------|--------------------|-------------------------------|--------------------------------|
| 1b.1 Likes/dislikes | 1b.4 And, but, or | 1b.7 Simple sentences | 1b.13 Revising sentences |
| 1b.2 And | 1b.5 Subordination | 1b.8 Joining clauses | 1b.14 Verb forms |
| 1b.3 What's in a picture? | 1b.6 That | 1b.9 Punctuation in sentences | 1b.15 Clauses |
| | | 1b.10 Conjunctions | 1b.16 Colons and semi-colons |
| | | 1b.11 Clause variation | 1b.17 Brackets, dashes, commas |
| | | 1b.12 Sentence variation | 1b.18 Formal and Informal |

Strand 1c: Sentence types

- | | | | |
|---------------------|------------------------------|---------------------|-------------------|
| 1c.1 Sentence types | 1c.2 Sentence type (s/q/e/c) | 1c.8 Speech | 1c.10 Questioning |
| | 1c.3 Statements | 1c.9 Sentence types | |
| | 1c.4 Questions | | |
| | 1c.5 Commands | | |
| | 1c.6 Exclamations | | |
| | 1c.7 More exclamations | | |

Strand 2: Nouns and Noun Phrases

- | | | | |
|-------------------------|-----------------------------------|-------------------------------|---------------------------------|
| 2.1 Names | 2.5 Noun categories | 2.14 Determiners | 2.22 Revising noun phrases |
| 2.2 Nouns in a sentence | 2.6 Expanding nouns | 2.15 a/an | 2.23 Expanding nouns (1) |
| 2.3 Description | 2.7 Pronouns | 2.16 Adjectives | 2.24 Expanding nouns (2) |
| 2.4 Opposites | 2.8 Noun phrase | 2.17 Expanded noun phrases | 2.25 Commas in relative clauses |
| | 2.9 Apostrophes | 2.18 Word families | 2.26 Linking ideas |
| | 2.10 Adjective overload | 2.19 Plural and possessive | 2.27 Describe it |
| | 2.11 Commas in list of adjectives | 2.20 Nouns and pronouns | 2.28 Opposites |
| | 2.12 Suffixes | 2.21 Noun phrases (Build it!) | |
| | 2.13 Word combination | | |

No Nonsense Grammar Overview

Year 1

Year 2

Years 3 and 4

Years 5 and 6

Strand 3: Adverbials

3.1 Where is...?	3.3 Collecting adverbs	3.12 Adverbial position	3.21 Links within texts (1)
3.2 When did...?	3.4 Adjectives to adverbs	3.13 Prepositions	3.22 Links within texts (2)
	3.5 Transform!	3.14 Adverbials with preposition	3.23 Adverbials of possibility
	3.6 Adverbs in sentences	3.15 Cohesion using adverbials	3.24 Adverbials for cohesion
	3.7 Adverbs to add detail	3.16 -ly adverbs	
	3.8 Adjectives in noun	3.17 Adverbials for cause/reason	
	3.9 Adverbs in instructions	3.18 Adverbial clauses for subordina-	
	3.10 Adverb assessment 1	3.19 Creating physical sentences	
	3.11 Adverb assessment 2	3.20 Assessing adverbials	

Strand 4: Verbs

4.1 Verb type	4.6 Verb tense	4.13 Perfect from	4.16 Tense
4.2 Verb bingo	4.7 Verb phrase	4.14 Changing tenses	4.17 Modal verbs
4.3 Past and Present	4.8 Auxiliary verbs	4.15 Present perfect	4.18 Modal forms
4.4 Adding -ed	4.9 Simple to progressive		4.19 Modal verbs in context
4.5 Assessment	4.10 Tense sorting		4.20 Modal contractions
	4.11 Tense choices		4.21 Active and passive
	4.12 Assessment		4.22 Passive voice
			4.23 Using the passive
			4.24 Use of verbs for cohesion
			4.25 Impact of verbs
			4.26 Subjunctive
			4.27 Link across text
			4.28 Convert to verbs
			4.29 Prefixes
			4.30 Formal and Informal

Phonics and Spelling

Stage 1	Group 1	s a t p Words: at, as, pat, tap, sat, sap
	Group 2	i n m d Words: an, it, in, is, sit, tip, nip, ant, tin, map, pad, dim, and
	Group 3	g o c k Words: gap, dig, tag, on, got, pod, cog, act, cost, kit, skid, ask
Stage 2	Group 4	ck, e u r Words: pick, sock, sacks, end, pet, send, up, cut, duck, rip, drop, run
	Group 5	h, b, f, ff, Words: hug, hit, hip, bun, hob, grab, fan, fed
	Group 6	l, ll, le, ss Words: lift, doll, off, cuff, let, lick, slip, hill, little, pickles, miss, lesson
Stage 3	Group 7	j, v, w, x, Words: jam, jet, just, vet, van, vest, win, wet, wind, box, six, wax
	Group 8	y, z, zz, qu, ch Words: yes, yet, yap, zap, zip, buzz, jazz, quick, quit, quest, chin, chat, much
Stage 4	Group 9	sh, th, ng, dge, ve, Words: shop, push, this, that, moth, sing, long, things, hedge, badge, fridge, have, give
	Group 10	wh, cks, tch, nk Words: , when, whisk, ducks, rocks, sticks, pitch, fetch, match, sink, thank, blink
Stage 5	Group 11	ai, ee, igh, oa, Words: rain, nail, see, need, sigh, light, coat, road
	Group 12	oo (long) oo (short), ar, or, ur Words: book, food, car, park, start, cork, horn, storm, fur, hurt
Stage 6	Group 13	ow, oi, ear, air, er, ue, ure, ture Words: how, down, brown, foil, coins, point, hear, tears, fair, chair, stairs, fern, hammer, value, rescue, blue, pure, picture
Stage 7	Group 13	ay, oy, ea, igh/ie, Words: say, day, boy, toys, ea, team, reach, tie, pie
Stage 8	Group 14	oa/ow, ue/ew, ow/ou, Words: low, grow, few, stew, chew, flew, out, loud, shout,
	Group 15	ur/ir, or/aw, ear/eer, Words: girl, skirt, shirt, paw, claws, deer, cheers,
	Group 16	air/are, s/ce, e/ea, Words: care, share, spares, dance, voice, head, spread,
	Group 17	u/o, d/t/-ed, Words: son, Monday, front, played, hugged, jumped, stopped

Phonics and Spelling

Stage 9	Group 18	ai-ay/eigh/ey/a-e/ae/ea ee - y/e/ey/ie/ea/e-e igh - y/i/ie/i-e	Words: wait, play, weigh, they, made, lady, sundae, break Words: deep, funny, she, donkey, field, teach, swede Words: flight, why, find, tied, line
	Group 19	oa - oa/ow/o oe/o-e/ough/eau s - s/ss/se/ce/ci/cy/sc/st e - e/ea	Words: soap, grown, hello Words: toe, home, though, gateau Words: purse, voice, sunset, kiss, cellar, city, icy, scent, castle Words: enter, bread
Stage 10	Group 20	j - ge/gi/gy/dge ul - le/el/al/il ue - u/ew/u-e/eu	Words: jam, gem, magic, energy, large, badge Words: table, label, final, fossil Words: uniform, value, new, cube, feud
	Group 22	oo - u-e/o/ou/ough/ue/ew/ui/u oi - oi/oy	Words: boots, rules, move, you, soup, blue, brew, suit, super Words: soil, joyful
	Group 23	ou - ow/ou/ough or - our/aw/au/al/war/quar	Words: bow, proud, plough Words: worn, your, draw, sauce, hall, warm
Stage 11	Group 24	ur - ir/er/ear/wor/re/our u - u/o/ou/our	Words: surf, dirty, verbs, learn, work, litre, colour, Words: ugly, money, touch, thorough
	Group 25	ar - a/al/ar zh - s/si/ge	Words: smart, palm, father Words: measure, vision, collage
	Group 26	w - e/eh/u f - f/ff/ph/gh	Words: cobweb, wheel, penguin Words: trifle, puffin, telephone, rough
	Group 27	ch - ch/sh/k ie - igh/ee	Words: child, machine, chemist Words: replies, relief, movie
	Group 28	ow - ou/oa a - ai/wa/o/alt/o/	Words: flowers, below Words: adder, wash, tasty
Stage 12	Group 29	Ch - tch/chu/ture sh - sh/ch sh - ti/ci/ssi/sci	Words: bench, batch, nature Words: shallow, chef Words: station, special, mission, conscious
	Group 30	g - gu/gue/gh eer - ear/eer/ere/ier	Words: gold, guess, league, ghost Words: cheers, appear, here, pier
	Group 31	air - are/ear/ere n - n/nn/kn/gn	Words: flair, share, bear, there Words: number, knot, funny, gnaw
	Group 32	R - r/rr/wr/rh m - m/mm/mb/mn	Words: register, wrist, arrive, rhyme Words: merit, comb, autumn, hammer
	Group 33	K - c/k/ck/ch/qu/que or - or/ore/our/oor/oar/ or - aw/au/al/augh/ough	Words: kangaroo, rock, crisps, chords, mosquito, antique Words: port, store, pour, door, soar, fawn, small, automatic, taught, thought

Spelling Expectations: KS1

Helpful Words

Some of following words would have been defined as 'common exception words'.

These helpful words match to our chosen phonic programme, Floppy's Phonics. They are included in the cumulative texts and the captions, sentences, poems and texts within the Floppy's Phonics sounds books.

Group 1

I, no, go, into, little, of, ten, the, to

Group 2

he, she, we, me, my, was, you, they, all, are, her, off, when, six, seven, have, today

Group 3

be, my, sister, too, why, sky, again, look, put, push, pull, full, house

Group 4

said, says, like, so, do, some, come, were, there, out, what, mother, brother, one, three, looked, your

Group 5

their, people, Mr, Mrs, called, asked, could, oh no, should, would because, here, our, father, who, were, which, four, five, eight, ball, cry, try, nine, small, call, ask, liked, two, goes, does, shoes, love, friend, school

Year 2

Year 2 Helpful Words

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

Autumn Term 1

Week 1 The sound /n/ spelt 'kn' and 'gn'	Week 2 The sound /r/ spelt 'wr'	Week 3 The sound /s/ spelt 'c'	Week 4 The sound /j/ spelt with '-dge' and '-ge'	Week 5 The sound 'j' spelt 'g'
knock know knee gnat gnaw door floor	write written wrote wrong wrap again wild	race ice cell city fancy children climb	badge edge bridge age huge parents most	magic giant giraffe energy gem only both

Autumn Term 2

Week 1 The sound /l/ spelt '-le'	Week 2 The sound /l/ spelt '-el'	Week 3 The sound /l/ spelt '-il' and '-al'	Week 4 The sound /igh/ spelt '- y'	Week 5 Adding '-ies' to nouns and verbs ending in '-y'
table apple bottle little middle find mind	camel tunnel squirrel travel towel tinsel behind old	pencil fossil nostril metal pedal capital cold hold	cry fly dry try reply gold told	flies tries replies copies babies carries every everybody

Year 2

Spring Term 1				
Week 1	Week 2	Week 3	Week 4	Week 5
Adding '-ed', '-er' and '-est' to a word ending in '-y'	Adding '-ing' to a word ending in '-y'	Adding '-ing', '-ed', '-er', '-est' and '-y' to words ending in '-e'	Adding '-ing', '-ed', '-er', '-est' and '-y' to words ending in a single consonant	The sound /or/ spelt 'a'
copier copied happier happiest cried replied fast last	copying crying replying marrying carrying father class	hiking hiked hiker nicer nicest shiny grass pass	patting patted humming hummed sadder saddest plant path	all ball call walk talk always bath people

Spring Term 2				
Week 1	Week 2	Week 3	Week 4	Week 5
The sound /u/ spelt 'o'	The sound /ee/ spelt '-ey'	The sound /o/ spelt 'a'	The stresses /er/ spelt 'or' and /or/ spelt 'ar'	The sound /zh/ spelt 's'
other mother brother nothing Monday money even break	key donkey monkey chimney valley journey steak great	want watch wander quantity squash quality move prove	word work worm world war towards improve sure	television treasure usual division pleasure sugar eye

Year 2

Summer Term 1				
Week 1 The suffixes '-ment', '-ness' and '-ful'	Week 2 The suffixes '-less' and '-ly'	Week 3 Words ending in '-tion'	Week 4 Contractions	Week 5 The possessive apostrophe
enjoyment sadness careful playful argument happiness any many	badly hopeless penniless happily slowly clothes water	station fiction motion national section pretty Christmas	can't didn't hasn't wouldn't shouldn't couldn't beautiful busy	Megan's Ravi's the girl's the child's the school's a teacher's poor kind

Summer Term 2				
Week 1 Homophones and near homophones	Week 2 Homophones and near homophones	Week 3 Homophones and near homophones	Week 4 Months of the year	Week 5 Time words
there their they're here hear see sea	be bee quite quiet bare bear one won	night knight blue blew hole whole	January February March April May June July etc.	after past hour half minute quarter

Year 3

Year 3 Common Exception Words and Year 3 Spelling List Words

accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle, breathe, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, forwards, fruit, grammar, group, guard, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, mention, minute.

Year 3 Spelling Rules and Words

Possessive apostrophes with singular words (Y2 revision)

girl's, boy's, man's, baby's, child's, dog's

Possessive apostrophes with plural words (new learning)

girls', boys', men's, babies', children's, dogs'

Homophones, near homophones and easily confused words

here / hear heel / heal / he'll not / knot male / mail
 accept / except affect / effect ball / bawl berry / bury
 break / brake fare / fair great / grate groan / grown
 main / mane meat / meet missed / mist piece / peace
 plain / plane rain / rein / reign weather / whether
 who's / whose medal / meddle scene / seen

The suffix '-ly' (added to an adjective to form an adverb. Added straight to most root words without changing root)

sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically

The /u/ sound spelt 'ou'

young, touch, double, trouble, country

More prefixes 'dis-' & 'mis-' added to the beginning of the root without changing the root. They have negative meanings

disappoint, disagree, disobey, misbehave, mislead, misspell

Prefix 'in-' can mean both 'not' and 'in/into', here it means 'not'

inactive, incorrect,

Prefix before a root word starting with i, 'in-' becomes 'il-'

illegal, illegible

'e-i', 'eigh', 'ei', 'ey'

vein, weigh, eight, neighbour, they, obey

/zher/ ending with '-sure'

measure, treasure, pleasure, enclosure

ending '-ture'

creature, furniture, picture, nature, adventure

Adding suffixes beginning with vowel letters to words of more than one syllable. 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

'-sub' meaning under

subdivide, subheading, submarine, submerge

Spelling Expectations: KS2

Year 4

Year 4 Common Exception Words and Year 4 Spelling List Words

natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.

Year 4 Spelling Rule Words

Suffixes '-ion' and '-ian' and deciding whether to put '-t', '-s', '-ss' or '-c' before them. '-tion' is the most common and is used when the root word ends in '-t' or '-te'	invention, injection, action, hesitation, completion
'-ssion' is used if the root word ends in '-ss' or '-mit'	expression, discussion, confession, permission, admission
'-sion' is used if the root word ends in '-d' or '-se'	expansion, extension, comprehension, tension
'-cian' is used if the root word ends in '-c' or '-cs'	musician, electrician, magician, politician, mathematician
'-ation' added to verbs to form nouns. Rules already learned still apply	information, adoration, sensation, preparation, admiration
Suffix '-sion'	division, invasion, confusion, decision, collision, television
Suffix '-ous'	poisonous, dangerous, mountainous, famous, various
A final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept	courageous, outrageous
If there is an /i/ sound before the '-ous' ending it is usually spelt as 'i' but a few have 'e'	serious, obvious, curious hideous, spontaneous, courteous
'inter-i' meaning between or among	interact, intercity, international, interrelated
'anti-' meaning against	antiseptic, anti-clockwise, antisocial
'auto-' meaning self or own	autobiography, autograph
'super-' meaning above	supermarket, superman, superstar
Prefixes. Before a root word beginning with 'r', 'in-' becomes 'ir-'	irregular, irrelevant, irresponsible
're-' means again or back	redo, refresh, return, reappear, redecorate
Before a root word starting with 'm' or 'p', 'in-' becomes 'im-'	immature, immortal, impossible, impatient, imperfect
The /i/ sound spelt 'y' other than at the end of words	myth, gym, Egypt, pyramid, mystery
/k/ sound spelt 'ch'	scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt 'gue'	league, intrigue
Words ending with the /k/ sound spelt 'que'	antique, unique
/sh/ sound spelt 'ch'	chef, chalet, machine, brochure
/s/ sound spelt 'sc'	science, scene, discipline, fascinate, crescent

Spelling Expectations: KS2

Year 5

Year 5 Common Exception Words	
<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice,</p>	
Year 5 Spelling Rule Words	
'ough' words	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough,
Endings spelt '-cious' or '-tious'	vicious, precious, conscious, delicious, malicious, suspicious
'-cial' ending after a vowel letter	official, special, artificial
'-tial' after a consonant letter	partial, confidential, essential
Endings '-ant', '-ance', '-ancy', '-ent', '-ence', '-ency', '-tion'	observ <u>at</u> ion, expect <u>at</u> ion, hesit <u>at</u> ion, toler <u>at</u> ion, subst <u>ant</u> ial, observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance, innocent, innocence, decent, decency, frequent, frequency, confident, confidence, confidential, assistant, assistance, obedient,
Adding suffixes beginning with vowel letters to words ending in '-fer'.	referring, referred, referral, preferring, preferred, transferring,
Words ending in '-able'	adorable, adorably, (adoration), applicable, applicably, (application),
'-able' and '-ible'. If the root word ends in '-ce' or '-ge', the 'e' after the 'c' or 'g' must be kept as those letters would otherwise have their 'hard' sounds before the 'a' of the able ending. The '-able' ending is usually used if a complete root word can be heard before it	changeable, noticeable exceptions: forcible, legible dependable, comfortable, understandable, reasonable, enjoyable,
The '-ible' ending is common if a complete root word can't be heard before it but also sometimes occurs when a complete word can be heard	possible/possibly horrible/horribly terrible/terribly visible/visibly
Adding suffixes beginning with vowel letters to '-fer'. The 'r' is not	reference, referee, preference, transference
Use of the hyphen to join a prefix to a root word, especially if the	co-ordinate, re-enter, co-operate, co-own
Words with the sound /ee/ spelt 'ei' after soft 'c'	deceive, conceive, receive, perceive, ceiling
Homophones, near homophones and easily confused words	advice / advise device / devise licence / license practice / practise prophecy / prophesy farther / further / father guessed / guest heard / herd ascent / assent past / passed morning / mourning precede / proceed principal / principle profit / prophet steel / steal stationery / stationary who's / whose aisle / isle / I'll aloud / allowed affect / effect altar / alter led / lead

Interventions

Below are the schemes being used to promote rapid progress as an intervention.



Nessy

Principles of Best Practice

- Nessy Reading & Spelling adheres to the Orton-Gillingham approach meaning that each child receives instruction tailored to his or her specific needs.
- Flexible enough to be adapted to how the individual learns. Nessy can be used to supplement an existing program or as a complete system of instruction.
- Every resource is graded so the student is not expected to know anything that has not yet been taught.
- Multisensory activities, reading and spelling are taught at the same time.
- A highly structured, sequential, cumulative and systematic phonics based learning program.

8 Essential Components of Nessy Reading & Spelling

1. Phoneme-Grapheme Correspondences
2. Six syllable types
3. Suffixes
4. Rhyming skills
5. Phoneme identity, blending and segmentation
6. Phonological awareness
7. Phonics and word recognition
8. Vocabulary, fluency and comprehension

NELI



The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.

Rockerbox News



Rockerbox News provides a constantly evolving library of age and level-appropriate non-fiction texts. From positive current affairs, knowledge linked to special days, and subject-specific fun facts, every Rockerbox News article is available at 3-5 national curriculum-aligned reading levels.

With Rockerbox News, pupils put their reading skills and strategies into practice with texts relevant to their age and interests as well as their reading level. They'll also be consolidating knowledge, building confidence, and developing important critical thinking and global citizenship skills.