

# 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. An overview of what is expected a child to achieve by the end of each year group is also below.

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 our mixed age class structure in KS1, the planning below shows a Year A and Year B grid. The KS1 children will follow a 'Topic Generated' English curriculum where the various genres will be covered.

## KS1 English Overview: Year A

Year A	Topic	Genre	Global Link
Autumn 1	The Big Build	Traditional Tales Instructions Recounts	Roald Dahl Black History
Autumn 2	Polar Adventures	Diary Recount Non-Fiction: labels, captions, posters and lists.	World Animal Day Anti Bullying Bonfire Night 7 <sup>th</sup> November is Outdoor Classroom Learning Day Remembrance
Spring 1	To the Rescue!	Stories from familiar settings Letter writing	Chinese New Year Lent / Shrove Tuesday
Spring 2	Our Amazing World	Stories from other cultures Fact Files Fantasy stories	Int. Women's Day St Piran's Day St George's Day World Book Day
Summer 1	Wonderful Weather	Poetry Non-chronological Reports	Walk to school WWF
Summer 2	Sun, Sea and Sand	Non-fiction: posters Narrative	World Ocean Day *Sporting Event*

KS1 English Overview: Year B

Year B	Topic	Genre	Global Link
Autumn 1	Toys	Stories with familiar settings Poetry	Roald Dahl Black History
Autumn 2	War and Remembrance	Explanation texts Non-fiction: labels, captions, posters and lists Letter writing	World Animal Day Anti Bullying Bonfire Night 7 <sup>th</sup> November is Outdoor Classroom Learning Day Remembrance Christmas
Spring 1	Famous for More Than Five Minutes	Recounts Diary writing	Chinese New Year Lent / Shrove Tuesday
Spring 2	Sensational Safari	Traditional tales Stories from other cultures	Int. Women's Day St Piran's Day St George's Day World Book Day
Summer 1	Our Country	Non-chronological report Instructions	Walk to school WWF
Summer 2	Oceans and Seas	Fantasy stories Myths and legends Poetry	World Ocean Day *Sporting Event*

Due to the level and detail of coverage, KS2 will also follow a Year A and B model. Each foundation and additional core subject has been linked to ensure that a rich, broad and balanced English curriculum is achieved.

## KS2 English Overview with Curriculum Links: Year A

Geography	Computing	History	R.E.	Science (core subject)	
Year A	Foundation Link				Global Link
	Y3	Y4	Y5	Y6	
Autumn 1 Book / Film Review	Animals including humans	Animals including humans	Forces	Animals including Humans	Roald Dahl Black History
	Stone Age to Bronze Age	Romans in Britain	Anglo-Saxons	Vikings	
	France: UK	Edinburgh	Eastern Europe	The Americas	
Autumn 2 Adventure  + 1 Week Poetry	Rocks	Electricity	Forces	Electricity	Anti Bullying Bonfire Night Remembrance Christmas
	Christianity: Main Beliefs	Christianity: Christmas	Christianity: God and Jesus	Christianity: Cornwall	
	Programmers	Software Developers	Artists	App planners	
Spring 1 Journalistic	Rocks	States of Matter	Properties of Materials	Light	Chinese New Year Lent / Shrove Tuesday
	Ancient Egypt	Shang Dynasty	Ancient Greece	Early Islamic Civilisation	
	Extreme Earth	Water	Mountains	Rivers	
Spring 2 Myths and Legends  + 1 Week Poetry	Forces	States of Matter	Properties of Materials	Living things and the habitats	Int.Women's Day St Piran's Day St George's Day World Book Day
	Christianity: Holy Week	Christianity: The Bible	Christianity: Evidence of God	Christianity: The Church	
	Presenters	Musicians	Cryptographers	App developers	
Summer 1 Biographies	Light	Living things and the habitats	Living things and the habitats	Evolution	Walk to school WWF
	Local History	Modern History	Notable People of History	Crime and Punishment	
	Rainforests	All Around the World	Enough for Everyone	Our Changing World	
Summer 2 Traditional Tales / Play Scripts  + 1 Week Poetry	Plants	Sound	Space	Working Scientifically	World Ocean Day *Sporting Event*
	Sikhism	Islam	Hinduism	Judaism	
	Opinion Pollsters	Meteorologists	Game Developers	Marketers	

## KS2 English Overview with Curriculum Links: Year B

Geography	Computing	History	R.E.	Science (core subject)	
Year B	Foundation Link				Global Link
	Y3	Y4	Y5	Y6	
Autumn 1  Instructions / Explanations	Animals including humans	Animals including humans	Forces	Animals including Humans	Roald Dahl  Black History
	Stone Age to Bronze Age	Romans in Britain	Anglo-Saxons	Vikings	
	France: UK	Edinburgh	Eastern Europe	The Americas	
Autumn 2  Detective / Mystery  + 1 Week Poetry	Rocks	Electricity	Forces	Electricity	Anti Bullying  Bonfire Night  Remembrance  Christmas
	Christianity: Main Beliefs	Christianity: Christmas	Christianity: God and Jesus	Christianity: Cornwall	
	Programmers	Software Developers	Artists	App planners	
Spring 1  Persuasive / Letter	Rocks	States of Matter	Properties of Materials	Light	Chinese New Year  Lent / Shrove Tuesday
	Ancient Egypt	Shang Dynasty	Ancient Greece	Early Islamic Civilisation	
	Extreme Earth	Water	Mountains	Rivers	
Spring 2  Fantasy / Science Fiction  + 1 Week Poetry	Forces	States of Matter	Properties of Materials	Living things and the habitats	Int.Women's Day  St Piran's Day  St George's Day  World Book Day
	Christianity: Holy Week	Christianity: The Bible	Christianity: Evidence of God	Christianity: The Church	
	Presenters	Musicians	Cryptographers	App developers	
Summer 1  Non-Chronological	Light	Living things and the habitats	Living things and the habitats	Evolution	Walk to school  WWF
	Local History	Modern History	Notable People of History	Crime and Punishment	
	Rainforests	All Around the World	Enough for Everyone	Our Changing World	
Summer 2  Stories from Other Cultures  + 1 Week Poetry	Plants	Sound	Space	Working Scientifically	World Ocean Day  *Sporting Event*
	Sikhism	Islam	Hinduism	Judaism	
	Opinion Pollsters	Meteorologists	Game Developers	Marketers	

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
	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 <small>If no, go to yellow level.</small>
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 active discussion that takes account of what others say
	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
	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
	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
	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
- 2h) make comparisons within the text

# Reading Progression of Skills: KS2

## 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]
	5	uses dictionaries to check the meaning of words that they have read
Comprehension	6 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in
	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
- 2h) make comparisons within the text

# Reading Progression of Skills: KS2

## 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
		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
		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
- 2h) make comparisons within the text

## 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
- 2h) make comparisons within the text

# Writing Progression of Skills: KS1

*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

# Writing Progression of Skills: KS1

## Year 1

Transcription	1	Usually correctly spell high-frequency words at L&S Phase 5 and common exception words in Year 1.
	2	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you']
	3	Use letter names to distinguish between alternative spellings of the same sound: ['ai' as in rain and 'ay' as in play]
	4	Independently uses the spelling rule '-s' or '-es' [cats, thanks, catches] mostly accurately.
		Independently use the prefix 'un-' in own writing [unhappy, undo, unfair]
		Independently use the suffixes '-ing', '-ed', '-er' and '-est' in own writing [buzzing, buzzed, grander, grandest], accurate on most occasions.
Punctuation and Vocabulary	5	Spell the days of the week.
	6	Independently and correctly chooses to join words and clauses with 'and' in most writing [I went to the park and played on the swing]
	7	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Overall Text Structure	8	Almost always demarcates sentences accurately with capital letters and full stops and sometimes uses question marks and exclamation marks as alternatives appropriately. Pupil is consistent across a range of dictated and independent writing.
	9	Compose a sentence orally before writing it.
Presentation, Evaluation and Improvement	10	In independent writing, the majority of ideas are sequenced appropriately [stories have a beginning, middle and an end and the content is appropriate to the task set]
	11	Majority of letters are formed correctly using the upstroke.
	12	Understand the difference between letter families [l, b, k, f, t, u]
	13	Form capital letters.
	14	Form digits 0-9.
	15	Leave spaces between words.
	16	Independently re-reads what they have written to check that it makes sense and is usually able to put things right if it doesn't.
	17	Listen and sometimes respond by making comments in discussion with teacher about what they have written [ 'Oops, I forgot to put a capital letter after that full stop' or 'I used my sounds to help me spell that long word.' ]
	18	Read aloud their writing clearly enough to be heard by their peers and the teacher.
Exceeding Criteria:		
	19	Consistently correctly spell high-frequency and common exception words for Year 1 across the curriculum.
	20	Demarcates sentences accurately and uses question marks, exclamation marks appropriately and is experimenting with commas.
	21	Write expanded noun phrases using descriptive language [the enchanted castle]

# Writing Progression of Skills: KS1

## Year 2

Transcription	1	Usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible [yestirday, exsighting, speshall]
	2	Distinguish between and usually correctly spell common homophones and near homophones, e.g. some/sum, blew/blue, knight/night.
	3	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [because, sugar, people]
	4	Beginning to correctly apply the suffixes '-ment', '-ness', '-ful', '-less', '-ly' to root words ending in a consonant (see left) and to exception words ending in '-y' [merriment, happiness, plentiful, penniless, happily]
Grammar, Punctuation and Vocabulary	5	Write sentences with different forms [statement, question, exclamation and command] across a range of writing.
	6	Write expanded noun phrases using descriptive language [the enchanted castle]
	7	Write the present and past tenses correctly and consistently including the progressive form ['-ing' verbs]
	8	Use subordinating conjunctions [when, if, because] and co-ordinating conjunctions [and, but, or]
	9	Show features of written Standard English.
	10	Use full stops correctly.
	11	Use capital letters correctly.
	12	Use exclamation marks and question marks correctly.
	13	Use commas for lists.
	14	Use apostrophes for contracted forms and the possessive.
Overall Text and Structure	15	Write narratives about personal experiences and those of others [real and fiction]
		Write about real events.
		Write poetry, narratives and recounts adapting style accordingly.
	16	Independently, write down some ideas, key words and new vocabulary to improve their own writing [on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing]
Presentation, Evaluation and Improvement	17	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
	18	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	19	Use spacing between words that reflects the size of the letters.
	20	Evaluate their writing with the teacher and other pupils against success criteria.
	21	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently [sitted to sat]
	22	Notice most of their own and others' spelling and punctuation errors quickly and knows how to correct them.
	23	Read aloud what they have written with appropriate intonation to make the meaning clear.
Exceeding Criteria (GDS):		
	24	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	25	Make simple additions, revisions and proof-reading corrections to their own writing
	26	Use the punctuation taught at key stage 1 mostly correctly
	27	Spell most common exception words
	28	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
	29	Use the diagonal and horizontal strokes needed to join some letters



# Writing Progression of Skills: KS2

## Year 3

Transcription	1	Majority of Year 3 NC and high frequency words spelt correctly.
	2	Use of the forms a or an accordingly [a rock, an open box]
	3	Show understanding of word families based on common words [solve, solution, dissolve]
	4	Spell most homophones correctly [here/hear, their/there/they're, mail/male]
Grammar, Punctuation and Vocabulary	5	Expressing time, place and cause using conjunctions [but, so, because, when, if, after, next]
	6	Expressing time, place and cause using adverbs [often, soon, never, everywhere, slowly]
	7	Expressing time, place and cause using prepositions [before, after, during, inside, under]
	8	Begin to increase the range of vocabulary to engage and excite the reader.
	9	Correct use of capital letters and full stops.
	10	Correct use of commas in lists.
	11	Begin to use inverted commas to punctuate direct speech (other speech punctuation not required)
	12	Maintain correct use of verb tense throughout text.
Overall Text and Structure	13	In narratives, creating settings, characters and plot. (genre dependent) In non-narrative material, use simple organisational devices [headings and sub-headings]
	14	Begin to use paragraphs as a way to group related material.
	15	Plan by discussing and recording ideas.
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g.
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Accurate choice of nouns and pronouns for clarity and to avoid repetition.
	19	Proof-read for spelling and punctuation errors.
	20	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.
Exceeding Criteria		
	21	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	22	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	23	Organise paragraphs around a theme.

# Writing Progression of Skills: KS2

## Year 4

Transcription	1	Majority of Year 3 and 4 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [through/threw, allowed/aloud, whether/weather]
	3	Use the first two or three letters of a word to check its spelling in a dictionary.
Grammar, Punctuation and Vocabulary	4	Know the grammatical difference between plural and possessive -s
	5	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	6	Use fronted adverbials [Later that day, I heard the bad news.]
	7	Extend the range of sentences with more than one clause by using a wider range of conjunctions [when, if, because, although, while]
	8	Standard English forms for verb inflections instead of local spoken forms [we were instead of we was, or I did instead of I done]
	9	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	10	Correct use of capital letters and full stops, exclamation and question marks (if used).
Overall Text and Structure	11	Use of commas after fronted adverbials and in lists.
	12	In narratives, create settings, characters and plot. (genre dependent) In non-narrative material, use simple organisational devices [headings and sub-headings]
	13	Organise paragraphs around a theme.
	14	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Presentation, Evaluation and Improvement	15	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
	16	Effective use of cursive handwriting with correct letter joins..
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Proof-read for spelling and punctuation errors.
Exceeding Criteria	19	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.
	20	Ensures the consistent and correct use of tense throughout a piece of writing.
	21	Ensures the correct subject and verb agreement when using singular and plural.
	22	Links ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]

# Writing Progression of Skills: KS2

## Year 5

Transcription	1	Majority of Year 5 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [passed/past, guessed/guest, heard/herd, morning/mourning]
	3	Use the first two or three letters of a word to check its spelling and/or meaning in a dictionary.
Grammar, Punctuation and Vocabulary	4	Writes relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	5	Select appropriate vocabulary to engage the reader (with use of thesaurus)
	6	Can indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]
	7	Use expanded noun phrases to convey complicated information concisely [the strict maths teacher with curly hair]
	8	Ensures the consistent and correct use of tense throughout a piece of writing.
	9	Ensures the correct subject and verb agreement when using singular and plural.
	10	Use brackets, dashes or commas to indicate parenthesis.
	11	Correct use of capital letters and full stops, exclamation and question marks (if used)
	12	Use commas after fronted adverbials, for lists and to clarify meaning.
Overall Text and Structure	13	Use devices to build cohesion within a paragraph [then, after that, this, firstly]
	14	Link ideas across paragraphs. E.g. using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before].
	15 (genre dependent)	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. In non-narratives, use organisational devices [headings, sub-headings]
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins.
	17	Assess the effectiveness of their own and others' writing.
	18	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	19	Proof-read for spelling and punctuation errors.
	20	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Exceeding Criteria:		
	21	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
	22	Understands synonyms and antonyms and has a wide, rich range to draw on.
	23	Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence]

Writing Progression of Skills:      KS2

Year 6

Transcription		1	Use a thesaurus
		2	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
		3	Majority of Year 5 and 6 NC words and most homophones and near homophones spelt correctly
Grammar, Punctuation and Vocabulary		4	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
		5	Use passive and modal verbs
		6	Select vocabulary and grammatical structures that reflect the level of formality required
		7	Understand synonyms and antonyms and has a wide, rich range to draw on
		8	Use a wide range of clause structures
		9	Add detail using adverbials, prepositional phrases and expanded noun phrases.
		10	Integrate dialogue
	Using mostly correctly:	11	inverted commas
		12	commas for clarity
		13	punctuation for parenthesis
	Some correct use of:	14	semi-colons
		15	dashes
		16	colons
		17	apostrophes for contraction and possession
		18	hyphens
Overall Text and Structure		19	Links ideas across and within paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
		20	Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action
		21	Chooses the appropriate register (style, audience and level) for writing
		22	Plan by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing
		23	Can précis (summarise) longer passages
Presentation, Evaluation and Improvement		24	Assess the effectiveness of their own and others’ writing
		25	Effective use of cursive handwriting with correct letter joins.
		26	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		27	Proof-read for spelling and punctuation errors
		28	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Exceeding Criteria (GDS):			
		GDS 29	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
		GDS 30	Distinguish between the language of speech and writing and choose the appropriate register
		GDS 31	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		GDS 32	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and use such punctuation precisely to enhance meaning and avoid ambiguity

Expectations: EYFS / KS1

## 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,

Spelling Expectations:    KS1

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

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



# Spelling Expectations: KS1

## 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

Spelling Expectations:    KS1

Year 2

Summer Term 1				
Week 1	Week 2	Week 3	Week 4	Week 5
The suffixes '-ment', '-ness' and '-ful'	The suffixes '-less' and '-ly'	Words ending in '-tion'	Contractions	The possessive apostrophe
enjoyment sadness careful playful argument happiness any	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	Megan's Ravi's the girl's the child's the school's a teacher's poor

Summer Term 2				
Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Months of the year	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

# Spelling Expectations: KS2

## 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-’ 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	
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, secretary, shoulder, signature, sincere, sincerely	
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>a</u> tion, expect <u>a</u> tion, hesit <u>a</u> tion, toler <u>a</u> tion, subst <u>a</u> ntial, observ <u>a</u> nt, observ <u>a</u> nce, expect <u>a</u> nt, hesit <u>a</u> nt, hesit <u>a</u> ncy, toler <u>a</u> nt, toler <u>a</u> nce, subst <u>a</u> nce, innocent, innoc <u>e</u> nce, decent, dec <u>e</u> ncy, frequent, frequ <u>e</u> ncy, confid <u>e</u> nt, confid <u>e</u> nce, confid <u>e</u> ntial, assist <u>a</u> nt, assist <u>a</u> nce, obed <u>i</u> ent, obed <u>i</u> ence, independ <u>e</u> nt, independ <u>e</u> nce.
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	referring, refer <u>r</u> ed, refer <u>r</u> al, prefer <u>r</u> ing, prefer <u>r</u> ed, transferr <u>ing</u> , transferr <u>ed</u> ,
Words ending in '-able'	adorable, ador <u>a</u> bly, (ador <u>a</u> tion), applic <u>a</u> ble, applic <u>a</u> bly, (applic <u>a</u> tion), toler <u>a</u> ble, toler <u>a</u> bly (toler <u>a</u> tion).
'-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, comfort <u>a</u> ble, understand <u>a</u> ble, reason <u>a</u> ble, enjoy <u>a</u> ble, reli <u>a</u> ble
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/possib <u>ly</u> horrib <u>le</u> /horrib <u>ly</u> terrib <u>le</u> /terrib <u>ly</u> visib <u>le</u> /visib <u>ly</u> incredib <u>le</u> /incredib <u>ly</u> sensib <u>le</u> /sensib <u>ly</u>
Adding suffixes beginning with vowel letters to '-fer'. The 'r' is not doubled if the '-fer' is no longer stressed	refer <u>ence</u> , refer <u>ee</u> , prefer <u>ence</u> , transfe <u>rence</u>
Use of the hyphen to join a prefix to a root word, especially if the prefix ends in a vowel and the root also begins with one	co-ordin <u>a</u> te, re-ent <u>e</u> r, co-op <u>e</u> rate, co-own <u>er</u>
Words with the sound /ee/ spelt 'ei' after soft 'c'	deceiv <u>e</u> , conceiv <u>e</u> , receiv <u>e</u> , perceiv <u>e</u> , ceil <u>ing</u>
Homophones, near homophones and easily confused words	advice / advise    device / devise    licence / license    practice / practise prophecy / proph <u>e</u> sy    farther / furth <u>e</u> r    father    guess <u>e</u> d / guest heard / herd    ascent / ass <u>e</u> nt    past / pass <u>e</u> d    morn <u>i</u> ng / mourn <u>i</u> ng preced <u>e</u> / proceed    princip <u>a</u> l / princip <u>le</u> profit / proph <u>e</u> t    steel / steal station <u>e</u> ry / station <u>a</u> ry    who's / whose    aisle / isle / I'll aloud / allow <u>e</u> d    affect / effect    altar / alt <u>e</u> r    led / lead bridal / brid <u>le</u> cereal / serial

# 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

Vocabulary, fluency and comprehension