

New Seaham Academy Literacy scheme of work

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 1:

	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn 1</u> Suggested theme - Dinosaurs	Reading - word reading	<ul style="list-style-type: none">• To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• To apply phonic knowledge and skills as the route to decode words.• To read other words of more than one syllable that contain taught GPCs.• To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - dictation	<ul style="list-style-type: none">• To write sentences as dictated by the teacher that include words taught so far.	•
<u>m</u>	Writing - composition	<ul style="list-style-type: none">• To write sentences by saying out loud what they are going to write about.• To begin to punctuate sentences using a capital letter and final punctuation.• To sequence sentences to form short narratives.• To begin to punctuate sentences using a capital letter and final punctuation.• To use a capital letter for proper nouns and the personal pronoun <i>I</i>.• To read aloud their writing clearly enough to be heard by the whole class.	•

	Spelling	<ul style="list-style-type: none"> • To name the letters of the alphabet in order. • To spell words containing each of the 40+ phonemes already taught. • To use letter names to tell apart alternative spellings of the same sound. • To spell words containing each of the 40+ phonemes already taught. 	•
	Punctuation	<ul style="list-style-type: none"> • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To begin to punctuate sentences using a capital letter and final punctuation. 	•
	Grammar	<ul style="list-style-type: none"> • To use the grammatical terminology in Appendix 2 in discussing their writing. 	•
	Handwriting	<ul style="list-style-type: none"> • To begin to form lower-case letters using the correct direction, start and end points. • To understand the handwriting letter 'families' and to practise the letters in each. • To sit correctly at a table, holding a pencil comfortably and correctly. • To leave spaces between words. • To form capital letters. 	•
Autumn 2 Suggested theme - Fairytales	Reading - word reading	<ul style="list-style-type: none"> • To re-read books to build up their fluency and confidence in word reading. • To read words containing taught GPCs and end in '-s', '-es', '-ing', '-ed', '-er' or '-est'. • To speedily match sounds to graphemes correctly, including alternative sounds. • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • To speedily match sounds to graphemes correctly, including alternative sounds. • To read other words of more than one syllable that contain taught GPCs. • To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - dictation	<ul style="list-style-type: none"> • To write sentences as dictated by the teacher that include words taught so far. 	•

	Writing - composition	<ul style="list-style-type: none"> • To begin to punctuate sentences using a capital letter and final punctuation. • To sequence sentences to form short narratives. • To say out loud what they are going to write about. • To re-read what they have written to check that it makes sense. 	•
	Spelling	<ul style="list-style-type: none"> • To spell common exception words. • To use the rule for adding '-s' or '-es' to pluralise nouns or singularise verbs. • To apply simple spelling rules and guidelines, as listed in Appendix 1. • To use the prefix 'un-'. • To spell words containing each of the 40+ phonemes already taught. • To use letter names to distinguish between alternative spellings of the same sound. 	•
	Punctuation	<ul style="list-style-type: none"> • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To begin to punctuate sentences using a capital letter and final punctuation. 	•
	Grammar	<ul style="list-style-type: none"> • To learn the grammar in column 1 in Year 1 in Appendix 2. 	•
	Handwriting	<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly. • To begin to form lower-case letters using the correct direction, start and end points. • To form digits 0–9. • To form capital letters. • To leave spaces between words. 	•
<u>Spring 1</u>	Reading - word reading	<ul style="list-style-type: none"> • To read words containing taught GPCs and end in '-s', '-es', '-ing', '-ed', '-er' or '-est'. • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word and to spell them. • To apply phonic knowledge and skills as the route to decode words. 	•

	Reading - comprehension	<ul style="list-style-type: none"> • SEE SEPERATE READING COMPREHENSION SCHEME OF WORK 	•
	Writing - dictation	<ul style="list-style-type: none"> • To write sentences as dictated by the teacher that include words taught so far. 	•
	Writing - composition	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To read aloud their writing clearly enough to be heard by their peers and teacher. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To sequence sentences to form short narratives. 	•
	Spelling	<ul style="list-style-type: none"> • To use '-ing', '-ed', '-er' and '-est' where the spelling of root words is unchanged. • To use the rule for adding '-s' or '-es' to pluralise nouns or singularise verbs. • To spell the days of the week. 	•
	Punctuation	<ul style="list-style-type: none"> • To begin to punctuate sentences using a capital letter and final punctuation. 	•
	Grammar	<ul style="list-style-type: none"> • To learn the grammar in column 1 in Year 1 in Appendix 2. • To use the grammatical terminology in Appendix 2 in discussing their writing. • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To sequence sentences to form short narratives. • To learn the grammar in column 1 in Year 1 in Appendix 2. • To join words and join sentences using <i>and</i>. 	•
	Handwriting	<ul style="list-style-type: none"> • To form lower-case letters using the correct direction, start and end points. 	•
<u>Spring 2</u>	Reading - word reading	<ul style="list-style-type: none"> • To read words with contractions and understand what the apostrophe represents. • To read aloud accurately books that are consistent with their developing 	•

		<p>phonic knowledge and that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • To read other words of more than one syllable that contain taught GPCs. • To re-read books to build up their fluency and confidence in word reading. 	
	Reading - comprehension	<ul style="list-style-type: none"> • SEE SEPERATE READING COMPREHENSION SCHEME OF WORK 	•
	Writing - dictation	<ul style="list-style-type: none"> • To write sentences as dictated by the teacher that include words taught so far. • To leave spaces between words. • To begin to punctuate sentences using a capital letter and final punctuation. • To apply simple spelling rules and guidelines, as listed in Appendix 1. 	•
	Writing - composition	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To leave spaces between words. • To begin to punctuate sentences using a capital letter and final punctuation. • To re-read what they have written to check that it makes sense. • To discuss what they have written with the teacher or other children. • To apply simple spelling rules and guidelines, as listed in Appendix 1. 	•
	Spelling	<ul style="list-style-type: none"> • To use '-ing', '-ed', '-er' and '-est' where the spelling of the root word is unchanged. • To spell common exception words. • To apply simple spelling rules and guidelines, as listed in Appendix 1. • To name the letters of the alphabet in order. • To use letter names to tell apart alternative spellings of the same sound. 	•
	Punctuation	<ul style="list-style-type: none"> • To join words and join sentences using <i>and</i>. 	•
	Grammar	<ul style="list-style-type: none"> • To join words and join sentences using <i>and</i>. • To learn the grammar in column 1 in Year 1 in Appendix 2 	•
	Handwriting	<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly. • To form capital letters. • To leave spaces between words. • To begin to form lower-case letters using the correct direction, start and end points 	•

<u>Summer 1</u>	Reading - word reading	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • To re-read books to build up their fluency and confidence in word reading. • To use '-ing', '-ed', '-er' and '-est' where the spelling of the root word is unchanged. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - dictation	<ul style="list-style-type: none"> • To begin to punctuate sentences using a capital letter and final punctuation. • To use a capital letter for proper nouns and the personal pronoun I. 	•
	Writing - composition	<ul style="list-style-type: none"> • To sequence sentences to form short narratives. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To re-read what they have written to check that it makes sense. • To apply simple spelling rules and guidelines, as listed in Appendix 1. • To use the grammatical terminology in Appendix 2 in discussing their writing. 	•
	Spelling	<ul style="list-style-type: none"> • To spell words containing each of the 40+ phonemes already taught. 	•
	Punctuation	<ul style="list-style-type: none"> • To begin to punctuate sentences using a capital letter and final punctuation. • To use a capital letter for proper nouns and the personal pronoun I. 	•
	Grammar	<ul style="list-style-type: none"> • To use the grammatical terminology in Appendix 2 in discussing their writing. • To learn the grammar in column 1 in Year 1 in Appendix 2. 	•
	Handwriting	<ul style="list-style-type: none"> • To understand the handwriting letter 'families' and to practise the letters in each. • To begin to form lower-case letters using the correct direction, start and end points. 	•
<u>Summer 2</u>	Reading - word reading	<ul style="list-style-type: none"> • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • To read words with contractions and understand that the apostrophe 	•

		represents the omitted letter(s).	
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - dictation	<ul style="list-style-type: none"> • To write sentences as dictated by the teacher that include words taught so far. • To apply simple spelling rules and guidelines, as listed in Appendix 1. • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To join words and join sentences using <i>and</i>. 	•
	Writing - composition	<ul style="list-style-type: none"> • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To re-read what they have written to check that it makes sense. • To read aloud their writing clearly enough to be heard by the whole class. • To discuss what they have written with the teacher or other children. • To join words and join sentences using <i>and</i>. • To use the grammatical terminology in Appendix 2 in discussing their writing. 	•
	Spelling	<ul style="list-style-type: none"> • To apply simple spelling rules and guidelines, as listed in Appendix 1 • To spell the days of the week. • To use letter names to tell apart alternative spellings of the same sound. • To use the prefix 'un-'. • To spell words containing each of the 40+ phonemes already taught. • To use the rule for adding '-s' or '-es' to pluralise nouns or singularise verbs. • To spell common exception words. • To use the prefix 'un-'. • To use '-ing', '-ed', '-er' and '-est' where the spelling of root words is unchanged. • To use letter names to tell apart alternative spellings of the same sound. 	•
	Punctuation	<ul style="list-style-type: none"> • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To begin to punctuate sentences using a capital letter and final punctuation. 	•
	Grammar	<ul style="list-style-type: none"> • To use a capital letter for proper nouns and the personal pronoun <i>I</i>. • To learn the grammar in column 1 in Year 1 in Appendix 2 • To join words and join sentences using <i>and</i>. • To leave spaces between words. • To learn the grammar in column 1 in Year 1 in Appendix 2. • To use the grammatical terminology in Appendix 2 in discussing their writing. 	•

	Handwriting	<ul style="list-style-type: none">• To form digits 0–9.	<ul style="list-style-type: none">•
--	-------------	---	---

Year 2:

Objectives repeat each term, but there are differences in the text types to be concentrated on.

Coverage of Grammar, Spelling and Punctuation material is at teacher's discretion.

Speaking and listening should permeate through all areas of English.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

<u>Notes</u>	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
	Reading – word reading	Pupils should be taught to: <ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•

	Writing - transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ learn how to use: <ul style="list-style-type: none"> ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English Appendix 2 ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	•
	Writing – composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes ▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary 	•

- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.

Autumn 1	Narrative Recount of events – real
Autumn 2	Diary entry of a fictional character Narrative
Spring 1	Narrative Poetry
Spring 2	Narrative Newspaper Report
Summer 1	Instructions Poetry
Summer 2	Narrative Non-Chronological report

Some suggested books:
 The Monster Bed
 Four Seasons for Toby
 Alien Tea on Planet Zumzee
 Paperbag Princess
 Princess Smartypants

		<p>Chocolate Cake – Michael Rosen The Enchanted Wood – Enid Blyton Paddington Flat Stanley Babar (European Dimension) Winnie The Poo</p>	
	<p>Speaking and listening</p>	<p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and</p>	<ul style="list-style-type: none"> •

		<p>evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	
	<p>Spelling</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl's book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ apply spelling rules and guidance, as listed in <u>English Appendix 1</u> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> •

	Handwriting	<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	•
	Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	•
	Grammar	<p>Word</p> <p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives</p>	•

		<p style="text-align: center;">into adverbs</p> <p>Sentence Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>Terminology for pupils</p> <ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) 	
--	--	---	--

		apostrophe, comma	
<u>Spelling Appendix 1</u>	Statutory	Rules and Guidance	Example words
	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
	The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
	The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw

	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
	The // or /ə/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
	The // or /ə/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
	The // or /ə/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal

	Words ending –il	There are not many of these words.	pencil, fossil, nostril
	The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
	Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed , –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying

	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
	The /ɔ:/ sound spelt a before I and II	The /ɔ:/ sound (‘or’) is usually spelt as a before I and II .	all, ball, call, walk, talk, always
	The /ʌ/ sound spelt o		other, mother, brother,

	The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
	The sound spelt or after w /ɜ:/	There are not many of these words.	word, work, worm, world, worth
	The /ɔ:/	sound spelt ar after w	There are not many of these words.

	war, warm, towards	The /z/ sound spelt s	television,
	The /ɔ:/	sound spelt ar after w	There are not many of these words.
	The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll

	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
	Words ending in -tion		station, fiction, motion, national, section
	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	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,

			<p>move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>
--	--	--	--

Year 3:

Objectives repeat each term, but there are differences in the text types to be concentrated on.

Speaking and listening should permeate through all areas of English.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

<u>Notes</u>	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
---------------------	---------------------	--------------------------	-------------------------

	Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in the grammar section below by: <ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar below ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. 	•

	<p>Writing – composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ▪ organising paragraphs around a theme <ul style="list-style-type: none"> ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others’ writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ 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. 	<ul style="list-style-type: none"> • 										
		<table border="1"> <tr> <td data-bbox="707 1011 1171 1082">Autumn 1</td> <td data-bbox="1171 1011 1630 1082">Narrative Non-Chronological report</td> </tr> <tr> <td data-bbox="707 1082 1171 1152">Autumn 2</td> <td data-bbox="1171 1082 1630 1152">Narrative Newspaper Reports</td> </tr> <tr> <td data-bbox="707 1152 1171 1222">Spring 1</td> <td data-bbox="1171 1152 1630 1222">Play scripts Poetry – shape poems</td> </tr> <tr> <td data-bbox="707 1222 1171 1292">Spring 2</td> <td data-bbox="1171 1222 1630 1292">Diary entries Instructions</td> </tr> <tr> <td data-bbox="707 1292 1171 1362">Summer 1</td> <td data-bbox="1171 1292 1630 1362">Narrative Poetry</td> </tr> </table>	Autumn 1	Narrative Non-Chronological report	Autumn 2	Narrative Newspaper Reports	Spring 1	Play scripts Poetry – shape poems	Spring 2	Diary entries Instructions	Summer 1	Narrative Poetry	
Autumn 1	Narrative Non-Chronological report												
Autumn 2	Narrative Newspaper Reports												
Spring 1	Play scripts Poetry – shape poems												
Spring 2	Diary entries Instructions												
Summer 1	Narrative Poetry												

		Summer 2	Biography Poetry – nonsense poems	
	Speaking and listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 		•

	Spelling	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	•
	Handwriting	<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	•

	Punctuation	Introduction to inverted commas to punctuate direct speech	•
	Grammar	<p>Word Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i><u>a</u>n open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> <p>Sentence Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> <p>Text Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	•

	Terminology	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	•
<u>Spelling Appendix 1</u>	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
	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
	<p>More prefixes</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>illegal, illegible</p>

		<p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
--	--	---	---

	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
	The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly, basically, frantically, dramatically</p>
	Words with endings sounding like or /ʒə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure

	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
	The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
	Endings which sound like spelt -tion , -sion , -ssion , -cian /ʃən/,	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se. Exceptions: <i>attend – attention, intend – intention</i>.</p> <p>-cian is used if the root word ends in c or cs.</p>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
	Words with the /ʃ/		sound spelt ch (mostly French in origin)
	chef, chalet, machine, brochure		Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent

	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>'s</i> is added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
	Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Years 3 and 4 Word List



Year 4:

Objectives repeat each term, but there are differences in the text types to be concentrated on.

Coverage of Grammar, Spelling and Punctuation material is at teacher's discretion.

Speaking and listening should permeate through all areas of English.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

<u>Notes</u>	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
	Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in the grammar section below by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	•

		<ul style="list-style-type: none"> ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar below ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. 	
	Writing – composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that 	•

		<p>the meaning is clear.</p> <table border="1"> <tr> <td data-bbox="712 229 1171 336">Autumn 1</td> <td data-bbox="1171 229 1628 336">Narrative – stories set in the past Poetry – use of imagery</td> </tr> <tr> <td data-bbox="712 336 1171 411">Autumn 2</td> <td data-bbox="1171 336 1628 411">Non-chronological reports Diary entries</td> </tr> <tr> <td data-bbox="712 411 1171 486">Spring 1</td> <td data-bbox="1171 411 1628 486">Play scripts Letters – informal</td> </tr> <tr> <td data-bbox="712 486 1171 593">Spring 2</td> <td data-bbox="1171 486 1628 593">Narrative – stories set in the future Instructions</td> </tr> <tr> <td data-bbox="712 593 1171 668">Summer 1</td> <td data-bbox="1171 593 1628 668">Advertisements Newspaper report</td> </tr> <tr> <td data-bbox="712 668 1171 770">Summer 2</td> <td data-bbox="1171 668 1628 770">Narrative – story set in another culture Poetry – narrative poems</td> </tr> </table>	Autumn 1	Narrative – stories set in the past Poetry – use of imagery	Autumn 2	Non-chronological reports Diary entries	Spring 1	Play scripts Letters – informal	Spring 2	Narrative – stories set in the future Instructions	Summer 1	Advertisements Newspaper report	Summer 2	Narrative – story set in another culture Poetry – narrative poems	
Autumn 1	Narrative – stories set in the past Poetry – use of imagery														
Autumn 2	Non-chronological reports Diary entries														
Spring 1	Play scripts Letters – informal														
Spring 2	Narrative – stories set in the future Instructions														
Summer 1	Advertisements Newspaper report														
Summer 2	Narrative – story set in another culture Poetry – narrative poems														
	Speaking and listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of 	•												

		<p>Standard English</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 	
	Spelling	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	•
	Handwriting	<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not 	•

		touch].	
	Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	•
	Grammar	<p>Word The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i><u>Later that day</u>, I heard the bad news.</i>]</p> <p>Text Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid</p>	•

		repetition	
	Terminology	determiner pronoun, possessive pronoun adverbial	•
<u>Spelling Appendix 1</u>	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
	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country

	<p>More prefixes</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il-.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p>
--	---	---	---

		<p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
	The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
	The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly, basically, frantically, dramatically</p>

	Words with endings sounding like like or /ʒə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television
	The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
	Endings which sound like spelt –tion , –sion , –ssion , –cian /ʃən/,	Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te . –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: <i>attend –</i>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension,

		<i>attention, intend – intention.</i> -cian is used if the root word ends in c or cs .	comprehension, tension musician, electrician, magician, politician, mathematician
	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
	Words with the /ʃ/		sound spelt ch (mostly French in origin)
	chef, chalet, machine, brochure		Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)

	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
	Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign,

			scene/seen, weather/whether, whose/who's
--	--	--	--

Years 3 and 4 Word List

--

6Year 5:

Objectives repeat each term, but there are differences in the text types to be concentrated on.

Coverage of Grammar, Spelling and Punctuation material is at teacher's discretion.

Speaking and listening should permeate through all areas of English.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they

can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

<u>Notes</u>	<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
	Reading – word reading	Pupils should be taught to: <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. 	•
	Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	•
	Writing - transcription	Pupils should be taught to: <ul style="list-style-type: none"> ▪ develop their understanding of the concepts in the grammar section below by ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility 	•

		<ul style="list-style-type: none"> ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for year 5 ▪ indicate grammatical and other features by: ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. 	
	Writing – composition	<p>should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to 	•

		<p>structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <table border="1" data-bbox="712 724 1621 1126"> <tr> <td data-bbox="712 724 1167 799">Autumn 1</td> <td data-bbox="1167 724 1621 799">Adventure Stories Non-Chronological report</td> </tr> <tr> <td data-bbox="712 799 1167 874">Autumn 2</td> <td data-bbox="1167 799 1621 874">Play scripts Newspaper Reports</td> </tr> <tr> <td data-bbox="712 874 1167 949">Spring 1</td> <td data-bbox="1167 874 1621 949">Fantasy stories Poetry – use of imagery</td> </tr> <tr> <td data-bbox="712 949 1167 1024">Spring 2</td> <td data-bbox="1167 949 1621 1024">Diary entries Instructions</td> </tr> <tr> <td data-bbox="712 1024 1167 1099">Summer 1</td> <td data-bbox="1167 1024 1621 1099">Persuasive writing Poetry – narrative poetry</td> </tr> <tr> <td data-bbox="712 1099 1167 1126">Summer 2</td> <td data-bbox="1167 1099 1621 1126">Letter – formal and informal</td> </tr> </table>	Autumn 1	Adventure Stories Non-Chronological report	Autumn 2	Play scripts Newspaper Reports	Spring 1	Fantasy stories Poetry – use of imagery	Spring 2	Diary entries Instructions	Summer 1	Persuasive writing Poetry – narrative poetry	Summer 2	Letter – formal and informal	
Autumn 1	Adventure Stories Non-Chronological report														
Autumn 2	Play scripts Newspaper Reports														
Spring 1	Fantasy stories Poetry – use of imagery														
Spring 2	Diary entries Instructions														
Summer 1	Persuasive writing Poetry – narrative poetry														
Summer 2	Letter – formal and informal														
	Speaking and listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions 	•												

		<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication <p><u>Some suggested books that might be helpful:</u></p> <p>Modern Fiction: David Walliams (e.g. Mr Stink) books – for talking about issues Jacqueline Wilson books George’s Secret Key to the Universe Harry Potter</p> <p><u>Traditional Stories/Myths and Legends:</u> Fairy Tales Robin Hood</p> <p><u>Fiction from our Literary Heritage:</u> Abridged classics such as: Alice in Wonderland, Peter Pan The Water Babies, What Katy Did</p>	
--	--	---	--

		<p>Enid Blyton – Secret Seven Goodnight Mr Tom</p> <p><u>Myths and Legends:</u> Books in library relating to Greek and Norse mythology Irish myths and Legends (Finn McCool)</p> <p><u>Poetry:</u> My Mother Saw a Dancing Bear – personification and use of imagery Narrative Poetry – Michael Rosen, chocolate cake (and includes use of onomatopoeia)</p> <p><u>Books from other Cultures and Traditions:</u> Kensuke’s Kingdom – Michael Morpurgo (and other Morpurgo books) Anne of Green Gables</p> <p>There is also a range of non-fiction literature in the library</p>	
	Spelling	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	•

	Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. 	•
	Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	•
	Grammar	<p>Word Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p>Sentence Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	•

		<p>Text Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	
	Terminology	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	•
<u>Appendix 1</u> <u>Spelling</u>	<u>Statutory</u>	<u>Guidance and rules</u>	<u>Examples</u>
	Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
	Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>

	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
	<p>Endings which sound like /ʃəs/ spelt –cious or –tious</p>	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
	<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application),</p> <p>considerable/considerably (consideration),</p> <p>tolerable/tolerably</p>

		<p>ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>(toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
	Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

	Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
	Homophones and other words that are often confused	In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . <u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island.	advice/advise device/devise licence/license practice/practise prophecy/propheesy

		<p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).</p> <p>effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before proceed: go on</p>
--	--	--	---

	<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things prophet: someone who foretells the future</p> <p>stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
--	---	--	---

Year 6:

Objectives repeat each term, but there are differences in the text types to be concentrated on.

Coverage of Grammar, Spelling and Punctuation material is at teacher's discretion.

Speaking and listening should permeate through all areas of English.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they

can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
Reading – word reading	Pupils should be taught to: <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • Appendix 1 of English Programme of study • Dictionaries
Reading - comprehension	SEE SEPERATE READING COMPREHENSION SCHEME OF WORK	
Writing - transcription	Pupils should be taught to: <ul style="list-style-type: none"> ▪ develop their understanding of the concepts in the grammar section below by ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information 	<ul style="list-style-type: none"> • Grammar and punctuation guidance in National Curriculum

	<p>concisely</p> <ul style="list-style-type: none"> ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for year 6 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. 	
<p>Writing – composition</p>	<p>should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • Range of books and text types to use as examples

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Autumn 1	Biographies Playscripts Diary entries
Autumn 2	Newspaper Reports Persuasive Argument Non-Chronological reports
Spring 1	Narrative Writing Science Fiction stories Argument
Spring 2	Fantasy Stories Poetry – Slam Poem, imagery and

	<table border="1"> <tr> <td></td> <td>rhythm</td> </tr> <tr> <td>Summer 1</td> <td>Letters: formal and informal Persuasive Writing</td> </tr> <tr> <td>Summer 2</td> <td>Poetry: Narrative Persuasive speeches</td> </tr> </table>		rhythm	Summer 1	Letters: formal and informal Persuasive Writing	Summer 2	Poetry: Narrative Persuasive speeches	
	rhythm							
Summer 1	Letters: formal and informal Persuasive Writing							
Summer 2	Poetry: Narrative Persuasive speeches							
Spelling	<p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	<ul style="list-style-type: none"> • Year 5 and 6 Spelling list from National curriculum website 						
Handwriting	<p>Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Handwriting scheme 						

Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	•
Grammar	<p>Word The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Sentence Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	•
Terminology	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	•

<u>Statutory</u>	<u>Guidance and rules</u>	<u>Examples</u>
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience,</p>

		independent, independence
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application),</p> <p>considerable/considerably (consideration),</p> <p>tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly,</p>

		sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough

		through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p> <p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to</p> <p>agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a</p>	<p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead:</p>

	<p>horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before proceed: go on</p>
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief</p> <p>profit: money that is made in selling things</p>

		<p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
--	--	--