

## English from the National Curriculum

ENGLISH: READING: LETTERS AND SOUNDS		
<b>KS1</b>	<b>Y1</b>	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
		Read other words of more than one syllable that contain taught GPCs
	<b>Y2</b>	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
		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
<b>KS2</b>	<b>Y3</b>	<i>No Statutory Content</i>
	<b>Y4</b>	
	<b>Y5</b>	<i>No Statutory Content</i>
	<b>Y6</b>	

ENGLISH: READING: WORD READING		
<b>KS1</b>	<b>Y1</b>	Apply phonic knowledge and skills as the route to decode words
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings;
		Read other words of more than one syllable that contain taught GPCs
		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	<b>Y2</b>	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

**ENGLISH: READING: WORD READING**

<b>KS2</b>	<b>Y3</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet
	<b>Y4</b>	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	<b>Y5</b> <b>Y6</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words

**ENGLISH: READING: BOOKS AND RANGE OF READING**

<b>KS1</b>	<b>Y1</b>	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
		Re-read these books to build up their fluency and confidence in word reading.
		Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
		Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	<b>Y2</b>	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.
		Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<b>KS2</b>	<b>Y3</b> <b>Y4</b>	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		Reading books that are structured in different ways for a range of purposes
		Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	<b>Y5</b> <b>Y6</b>	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		Reading books that are structured in different ways and for a range of purposes
		Identifying and discussing themes and conventions across a wide range of writing
		Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

		Recommending books that they have read to their peers, giving reasons for their choices
		Making comparisons within and across books

### ENGLISH: READING: VOCABULARY, LANGUAGE AND STRUCTURE

<b>KS1</b>	<b>Y1</b>	Discussing word meaning, linking new meanings to those already known
		Recognising and joining in with predictable phrases
	<b>Y2</b>	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
		Discussing their favourite words and phrases
Recognising simple recurring literary language in stories and poetry		
<b>KS2</b>	<b>Y3</b>	Using dictionaries to check the meaning of words that they have read
	<b>Y4</b>	Discussing words and phrases that capture the reader's interest and imagination
		Identifying how language, structure, and presentation contribute to meaning
		Identifying themes and conventions in a wide range of books
	<b>Y5</b>	Identifying how language, structure and presentation contribute to meaning
	<b>Y6</b>	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

### ENGLISH: READING: POETRY, PLAYS AND PERFORMANCE

<b>KS1</b>	<b>Y1</b>	Learning to appreciate rhymes and poems, and to recite some by heart
	<b>Y2</b>	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
<b>KS2</b>	<b>Y3</b>	Preparing poems and play scripts to read aloud and to perform,
	<b>Y4</b>	Recognising some different forms of poetry [for example, free verse, narrative poetry]  showing understanding through intonation, tone, volume and action
	<b>Y5</b>	Learning a wider range of poetry by heart
	<b>Y6</b>	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**ENGLISH: READING: UNDERSTANDING AND COMPREHENSION**

<b>KS1</b>	<b>Y1</b>	Drawing on what they already know or on background information and vocabulary provided by the teacher
		Checking that the text makes sense to them as they read and correcting inaccurate reading
		Explain clearly their understanding of what is read to them.
	<b>Y2</b>	Drawing on what they already know or on background information and vocabulary provided by the teacher
		Checking that the text makes sense to them as they read and correcting inaccurate reading
		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.so far
<b>KS2</b>	<b>Y3</b> <b>Y4</b>	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
		Asking questions to improve their understanding of a text
	<b>Y5</b> <b>Y6</b>	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
		Asking questions to improve their understanding

**ENGLISH: READING: INFERENCE, DEDUCTION AND PREDICTION**

<b>KS1</b>	<b>Y1</b>	Making inferences on the basis of what is being said and done
		Predicting what might happen on the basis of what has been read so far
	<b>Y2</b>	Making inferences on the basis of what is being said and done
		Predicting what might happen on the basis of what has been read
<b>KS2</b>	<b>Y3</b> <b>Y4</b>	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		Predicting what might happen from details stated and implied
	<b>Y5</b> <b>Y6</b>	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
		Predicting what might happen from details stated and implied

ENGLISH: READING: DISCUSSION AND VIEWPOINTS		
KS1	Y1	Participate in discussion about what is read to them, taking turns and listening to what others say
		Discussing the significance of the title and events
	Y2	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
		Discussing the sequence of events in books and how items of information are related
		answering and asking questions
KS2	Y3	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
KS2	Y4	
	Y5	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
		Y6

ENGLISH: READING: NON FICTION BOOKS, SUMMARY AND RETRIEVAL		
KS1	Y1	<i>No statutory content</i>
	Y2	Being introduced to non-fiction books that are structured in different ways
KS2	Y3	Identifying main ideas drawn from more than one paragraph and summarising these
	Y4	Retrieve and record information from non-fiction
	Y5	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Y6		Distinguish between statements of fact and opinion
		Retrieve, record and present information from non-fiction

**ENGLISH: WRITING: SPELLING**

<b>KS1</b>	<b>Y1</b>	Words containing each of the 40+ phonemes already taught
		Common exception words
		The days of the week
		Name the letters of the alphabet: naming the letters of the alphabet in order
		Using letter names to distinguish between alternative spellings of the same sound
		Add prefixes and suffixes:
		Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
		Using the prefix un–
		Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
		Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>
		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	<b>Y2</b>	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 <a href="#">English Appendix 1</a>
		Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**ENGLISH: WRITING: SPELLING**

<b>KS2</b>	<b>Y3</b>	Spell further homophones
<b>KS2</b>	<b>Y4</b>	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		
Use further prefixes and suffixes and understand how to add them (English Appendix 1)		
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
<b>KS2</b>	<b>Y5</b>	Use further prefixes and suffixes and understand the guidance for adding them
	<b>Y6</b>	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.

**ENGLISH: WRITING: PUNCTUATION**

<b>KS1</b>	<b>Y1</b>	Leaving spaces between words
	<b>Y2</b>	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)
<b>KS2</b>	<b>Y3</b>	Using commas after fronted adverbials
	<b>Y4</b>	Indicating possession by using the possessive apostrophe with plural nouns
		Using and punctuating direct speech

	<b>Y5</b>	Indicate grammatical and other features by:
	<b>Y6</b>	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

### ENGLISH: WRITING: HANDWRITING AND PRESENTATION

<b>KS1</b>	<b>Y1</b>	Sit correctly at a table, holding a pencil comfortably and correctly
		Begin to form lower-case letters in correct direction, starting / finishing in right place
		Form capital letters and form digits 0-9
		Understand which letters belong to which handwriting 'families' and to practise these.
	<b>Y2</b>	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.
<b>KS2</b>	<b>Y3</b>	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
	<b>Y4</b>	
		Increase legibility, consistency and quality of 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].
	<b>Y5</b>	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
	<b>Y6</b>	

### ENGLISH: WRITING: ORGANISATION AND RANGE

<b>KS1</b>	<b>Y1</b>	Write sentences by sequencing sentences to form short narratives
	<b>Y2</b>	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)

		Writing about real events
		Writing poetry
		Writing for different purposes
<b>KS2</b>	<b>Y3</b>	Organising paragraphs around a theme in narratives, creating settings, characters, plot
	<b>Y4</b>	In non-narrative material, using simple organisational devices
	<b>Y5</b>	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	<b>Y6</b>	Longer passages
		Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

<b>ENGLISH: WRITING: PLANNING AND DRAFTING</b>			
<b>KS1</b>	<b>Y1</b>	Write sentences by saying out loud what they are going to write about	
		Composing a sentence orally before writing it	
	<b>Y2</b>	Consider what they are going to write before beginning by:	
		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		
<b>KS2</b>	<b>Y3</b>	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
	<b>Y4</b>	Discussing and recording ideas	
		Draft and write by composing and rehearsing sentences orally progressively building a varied, rich vocabulary and an increasing range of sentence structures	
	<b>Y5</b>	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	
		Selecting appropriate grammar and vocabulary, understanding how such précising choices can change and enhance meaning	
		Draft and write by - in narratives - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	

**ENGLISH: WRITING: EDITING AND READING ALOUD**

<b>KS1</b>	<b>Y1</b>	Re-reading what they have written to check that it makes sense	
		Discuss what they have written with the teacher or other pupils	
		Read aloud their writing clearly enough to be heard by their peers and the teacher.	
	<b>Y2</b>	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.	
<b>KS2</b>	<b>Y3</b>	Evaluate and edit by 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	
	<b>Y4</b>	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.	
		<b>Y5</b>	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
	<b>Y6</b>	Ensuring the consistent and correct use of tense throughout a piece of writing	
		Ensuring correct subject and verb agreement when using singular and plural, Perform	
		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.	

**ENGLISH: WRITING: GRAMMAR**

<b>KS1</b>	<b>Y1</b>	Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
		Using a capital letter for proper nouns and the personal pronoun 'I'
	<b>Y2</b>	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 (or, and, or but)
		Some features of written Standard English
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		
<b>KS2</b>	<b>Y3</b>	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
	<b>Y4</b>	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
		Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
		<b>Y5</b>
	<b>Y6</b>	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
		Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	

