



English

(subject progression)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery

Curriculum Area: English



Intent

Our intent is to inspire a love of reading, writing and speaking and listening that will last a lifetime. We want to immerse learners in the wonders of English. We intend to ensure that every learner leaves Knights Templar Community Church School reading, writing, listening and speaking confidently and fluently in order to communicate their thoughts and emotions and give them the skills they need to be successful global citizens. Our English curriculum is flexible, and responsive to individual needs whilst recognising the unique setting in which Knights Templar is in.

We provide a high-quality curriculum, which is sequenced to allow the acquisition of knowledge and skills, and to develop learner's fluency in the use of the English language.

Our aims can be encapsulated by the following:

- read easily, fluently and with good understanding*
- develop the habit of reading widely and often, for both pleasure and information*
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- actively promote speaking, listening and discussion in a variety of settings*
- appreciate our rich and varied literary heritage*

We fully adhere to the requirements of the 'Early Years Development matters' and National curriculum. Our English Curriculum is equitable for all learners.

Implementation

At Knights Templar, English is delivered in the following ways:

- In Nursery, phonic development is promoted through the use of phase one letter and sounds
- Read Write Inc. Phonics is taught to learners in Reception, Year 1 and in the Autumn Term of Year 2 and for our learners in Years 2, 3 and 4 who need to catch up
- Read Write Inc. Spelling is used to teach spelling for all of our learners in KS1 and in KS2 we have a bespoke programme which adheres to both our curriculum needs and statutory requirements
- Reading is an essential part of the RWi phonics scheme as well as embedding in our English units of work
- Whole Class Reading is taught from Year 2 to Year 4
- High quality texts are selected as a vehicle for our English units of work and WCR texts. These texts are pitched at an ambitious level and are used to explore and practise reading skills and inspire quality writing
- Speaking and listening is developed throughout our curriculum and is outlined in our bespoke Oracy framework

Impact

We measure the impact of our English Curriculum in numerous ways, such as learner's progress and the high quality of the learning environment, and the interactions between each other. At Knights Templar, we expect learners to reach age expected or better than age expected progress. Progress is tracked on our pupil tracker sheets and SIMS.

By the end of their time at Knights Templar, our learners will be:

- **Confident individuals** in the art of speaking and listening and to be able to use discussion to communicate and further their learning. They will be able to read fluently both for pleasure and to further their learning and enjoy writing across a range of genres.
- **Successful learners** who succeed in all English lessons because work will be carefully planned, appropriately scaffolded, regularly scrutinized and taught with expertise and passion.
- **Responsible citizens** who understand the importance and sensitivity of information gleaned from our highly responsive English curriculum that raises issues from the past, present and the moral implications that arise from this.

This document outlines our English curriculum – Speaking and Listening, Phonics, Reading, Writing and Spelling. The appendices show the statutory guidance for which our curriculum successfully meets.

Knights Templar Community Church School



Oracy Framework

Our philosophy

At Knights Templar Community Church School, we firmly believe that language is at the heart of learning. We recognise the fundamental role that oracy plays in shaping a child's educational journey and overall development. Our commitment to fostering a culture of rich and effective communication underpins our approach to teaching and learning.

Oracy, the ability to express oneself fluently and articulate thoughts and ideas confidently, serves as the cornerstone of academic achievement and personal growth. It is not merely a skill to be acquired but a foundation upon which all other skills are built. Whether it be reading, writing, mathematics, science, or the arts, proficient communication is essential for success across the curriculum. Through oracy, children learn to comprehend, to analyse, and synthesize information, enabling them to engage meaningfully with subject matter and apply their knowledge in various contexts.

Furthermore, we recognise that speaking and listening are not only integral to academic progress but also crucial for social development. Effective communication skills empower children to navigate interpersonal relationships, collaborate with peers, and participate actively in their communities. By cultivating a culture of respect, empathy, and open dialogue, we aim to equip our learners with the tools they need to thrive both academically and socially.

At Knights Templar Community Church School, we are committed to providing our learners with ample opportunities to develop their oracy skills. Through structured activities, such as group discussions, debates, presentations, and drama exercises, we aim to nurture confidence, clarity, and creativity in communication. We encourage active listening, thoughtful questioning, and respectful dialogue, fostering a supportive environment where every voice is valued and heard.

By prioritising oracy in our curriculum and school ethos, we aim to empower our learners to become effective communicators, critical thinkers, and compassionate individuals. We believe that by equipping them with strong communication skills, we are not only preparing them for academic success but also laying the foundation for a lifetime of confident and meaningful interactions in an ever-changing world.

Phase	Early Years Foundation Stage
<p>What does oracy look like in this phase?</p>	<ul style="list-style-type: none"> • Asking and answering 'what, 'where' and 'why' questions • Take turns in conversations • Learning new vocabulary all of the time • Use longer sentences and link sentences together • Describe past events • Listen to longer stories, retell familiar stories & answer questions about what they have heard • Understanding & following instructions when actively listening • Understand & use time connectives • Engaging in make-believe play and take on different roles • Make most speech sounds clearly • Use talk to solve problems & organise their thinking
<p>What opportunities to develop oracy are provided?</p>	<ul style="list-style-type: none"> • Weekly Helicopter Story sessions • Weekly Poetry Basket sessions- oral learning & retelling of poems • Oral learning and performance of traditional tales • Listening games & activities during key worker group times • Story times at least twice a day with a focus upon discussion of the story & comprehension questions • Key vocabulary identified and planned for each key text explored throughout the year • Adults playing alongside & with children introducing new vocabulary & modelling key oracy skills • Key worker group snack times where the adult sits with the children and models conversational skills • Stem sentences used and modelled by adults • Daily Singing time & Nursery Rhymes • Oral feedback during learning times • Answering 'I wonder..' questions
<p>What vocabulary do the children use in this phase?</p>	<ul style="list-style-type: none"> • Everyday language- Tier one • Time connectives • Subject specific language- Tier two/tier three words • Question words

How are children supported with oracy?

- *Stem sentences*
- *Modelling*
- *Repetition*
- *Story times*
- *Songs & Rhymes*
- *Poetry*
- *Interventions including 'Time to Talk'*
- *Questioning*
- *Vocabulary rich environment*

Phase	Key Stage 1
What does oracy look like in this phase?	<ul style="list-style-type: none"> • Listen attentively to someone else speaking. • Ask for an explanation if something is unclear. Understand and be able to follow complex 2-part instructions. • Use a stem sentence to be able to explain their thinking clearly. • Speak in a clear tone, with intonation and at an appropriate volume.
What opportunities to develop oracy are provided?	<ul style="list-style-type: none"> • Show and Tell. • Talk partners in lessons • Open ended questions • Modelling • Presenting their work • Songs • Upskilling vocabulary that are give
What vocabulary do the children use in this phase?	<ul style="list-style-type: none"> • Compare words • Subject specific words • Technical vocabulary • Introducing more complex adjectives/adverbs • Question words
How are children supported with oracy?	<ul style="list-style-type: none"> • Word banks • Writing frames • Stem sentences • Modelling • Repetition

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| | <ul style="list-style-type: none">• <i>Songs</i>• <i>Interventions – talk boost</i>• <i>RWI</i> |
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Phase	Key Stage 2
What does oracy look like in this phase?	<ul style="list-style-type: none"> • Speaking in clear sentences • Developing use of technical language • Articulation – to understand words being said. • Understanding definitions of words – stay on topic • Scaffolding with use of stem sentences. • Intonation – when reading aloud we expect expression to link in to how they speak. • Learn through reading and apply it in conversation
What opportunities to develop oracy are provided?	<ul style="list-style-type: none"> • Talk time in structured lessons – talk partners, show and tell, performances of writing • Presentations in assemblies • Show and tell • Christmas performances • Singing • Oral feedback • Reflection • Class worship • TAP time (talk and play) • Unstructured times / lunch times
What vocabulary do the children use in this phase?	<ul style="list-style-type: none"> • Expecting technical language • Use of emotional language – I am feeling upset because... • Using conjunctions • Extending ideas – elaboration • Tone • Respect – not what you say but how you say it
How are children supported with oracy?	<ul style="list-style-type: none"> • Stem sentences • Vocabulary rich environment • Modelling language (use of TIS?)

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| | <ul style="list-style-type: none">• <i>Understanding that phrases can mean the same thing</i>• <i>Spelling sessions – words in context</i>• <i>Definitions for children with misunderstanding</i>• <i>Questioning</i>• <i>VIPERS – guided reading</i>• <i>Tier 2 Words</i>• <i>Tier 3 Words</i>• <i>Learning objectives support this.</i> |
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Long Term Overview

English	Fiction		Nonfiction	Poetry	Fiction	Nonfiction	Poetry	Fiction	Nonfiction	Poetry	
YR R Year A	<i>Stories About Families</i>		<i>Labels, Lists, Signs & Posters</i>	<i>Pattern & Rhyme</i>	<i>Stories with Repeating Patterns</i>	<i>Instructions</i>		<i>Fairy Stories & Traditional Tales</i>	<i>Instructions</i>		
<i>*Suggested texts</i>	1 st Half	The Colour Monster	The Great Big Book of Families	Autumn/ Harvest Poems	Chicken Licken	You Can't Take an Elephant on the Bus		The Enormous Turnip	Jasper's Beanstalk	Supertato	
	2 nd Half	The Little Red Hen	Owl Babies/ Facts about Animals & Habitats	Oh No! Shark in the Snow!	The Gingerbread Man	Mr Wolf's Pancakes	Rhinos Don't Eat Pancakes	Matisse's Magical Trail	The Big Book of Bugs	Flip Flap Minibeasts	
Yr R Poetry Basket	I'm a T-rex Chop chop Breezy Weather Falling Apples		Pointy Hat Wise Old Owl Leaves are Falling Five Little Pumpkins		Popcorn Hungry Birdies Let's Put on our Mittens I Can Build a Snowman Carrot House A Little House	Pancakes Mrs Bluebird Stepping stones Spring Wind A Little Seed Furry Furry Squirrel		Pitter Patter Dance Thunderstorm The Enormous Turnip Supertato	Under a Stone I Have a Little Frog Dance A Little Shell Five Little Peas		
Yr R Writing Experiences	Mark making with meaning & lists & labels <ul style="list-style-type: none"> - Name writing - Labelling bodies/ animals - Shopping lists - Ingredient lists - Christmas cards 				Labels, lists & simple captions with finger spaces <ul style="list-style-type: none"> - Instruction writing- Pancakes, Gingerbread Men - Mother's Day cards - Easter cards - Missing Posters- GBM - Wanted Poster- CL 			Captions and sentences using capital letters & full stops <ul style="list-style-type: none"> - I wish my teacher knew writing - Minibeast fact writing - Instruction writing - Recount writing- Greatwood Visit 			

<p>YR 1/2</p> <p>Year A</p> <p><i>*Suggested texts</i></p>	<p>Narrative – Fantasy</p> <p><i>The Paper Bag Princess – Robert Munsch</i></p>	<p>Instructions</p> <p><i>Instructions – Neil Gaiman</i></p>	<p>Classic Poetry</p> <p><i>The Owl and the Pussy Cat – Edward Lear</i></p>	<p>Narrative Traditional Tales</p> <p><i>Tales from the Caribbean</i></p> <p><i>Trish Cooke</i></p>	<p>Non-chronological report</p> <p><i>Animalium – Jenny Broom</i></p>	<p>Poetry from Other Cultures</p> <p><i>A Nest full of stars – James Berry</i></p>	<p>Narrative – Quest Stories</p> <p><i>The Way Back Home – Oliver Jeffers</i></p>	<p>Recounts</p> <p><i>The Velveteen Rabbit – Margery Williams</i></p>	<p>Monster / Alien Poetry</p> <p><i>Various Monster/ Alien poems</i></p>
<p>Yr1/2</p> <p>Year B</p> <p><i>*Suggested texts</i></p>	<p>Narrative</p> <p><i>Here We Are</i></p> <p><i>Beegu – Alexis Deacon</i></p>	<p>Non-Chronological Report</p> <p><i>Augustus and His Smile – Catherine Rayner</i></p> <p>Recount</p> <p><i>Winter Sleep: A Hibernation story – Sean Taylor and Alex Morss.</i></p>	<p>Poetry about Weather</p> <p><i>Out and About – Shirley Hughes</i></p>	<p>Narrative</p> <p><i>Little Red Hood – Marjolsine Leray</i></p>	<p>Biography</p> <p><i>Georgia O’Keefe – Little people, big dreams</i></p> <p><i>Frida Kahlo – Little people, big dreams</i></p> <p>Diary Recount</p> <p><i>The Great Fire of London – Emma Adams</i></p>	<p>Senses</p> <p><i>Sensational! Poems inspired by the five senses – Roger McGough</i></p>	<p>Narrative</p> <p><i>The Lumber’s Jack Beard</i></p>	<p>Instructions</p> <p><i>Grow: A First Guide to Plants and How to Grow Them</i></p>	<p>Poetry</p> <p><i>Mustard, Custard, Grumble Belly and Gravy – Michael Rosen</i></p>

	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Year 3/4 Year A <i>*suggested texts</i>	The Secrets of Ancient Egypt <i>The Time Travelling Cat</i>	Non-fiction Information booklet <i>All about Egyptians</i> Instructional Text <i>Keeping fit and healthy</i>	Humorous poems <i>The truth about teachers by Paul Cookson</i> Performance Poetry <i>Joseph Coelho</i>	Comic Fiction <i>Ug: Boy Genius of the Stone Age by Raymond Briggs</i>	Instructional text <i>How to Wash a Woolly Mammoth</i> Recount <i>Extreme earth events- recounts e.g. tsunamis, earthquakes & volcanoes.</i>	Shape Poems <i>Liz Brownlee's wonderful anthology Shaping the World.</i>	Historical Legends <i>King Arthur and the Knights of the Round Table</i> <i>Beowulf by Rob Lloyd Jones,</i> <i>(Usborne young reader)</i>	Non-chronological report <i>Harry Potter by JK Rowling</i>	Shape Poems <i>Apes to Zebra and Doodles</i>
<i>*suggested texts</i> Year 3/4 Year B	Stories with a historical setting <i>How to Train a Dragon</i> <i>There is a Viking in my Bed by Jeremy Strong</i>	Information text <i>The Gruesome Truth about the Vikings by Jillian Powell and Matt Buckingham</i> <i>The Vikings- Raiders, Traders and Adventurers!</i>	Poems with historical themes <i>History of Vikings- a poem by Paul Perro</i> <i>Viking Verses</i> <i>King Canute- a poem by Paul Perro</i> <i>Drapas and Kennings- Viking poems and verses</i>	Stories with familiar settings <i>Gangsta Granny David Walliams</i>	Narratives of Liberation <i>Henry's Freedom</i> <i>and the story of Rosa Parks'</i>	Poetry around the World <i>Let's Celebrate edited by Debjani Chatterjee and Brian</i> <i>Celebrate local sea shanties</i>	Imaginary world story <i>The Explorer by Katherine Rundell</i> Stories that Raise Issues <i>The Great Kapok Tree by Lynne Cherry, The Shaman's Apprentice by Lynne Cherry</i> Celebrate local stories	Persuasive writing <i>Save the Rainforests!</i> <i>Rainbow Bear- Michael Morpugo</i>	Performance Poetry <i>Poems Out Loud by Brian Moses</i> <i>You Tell Me by Michael Rosen</i>



READING

Guidance

#WELOVEREADING!

Knights Templar Community Church School and Nursery



Whole Class Reading

At Knights Templar we have a Guided Reading Philosophy that is underpinned by 5 Principles.

Principle 1 Inclusion for all

All children in the same year group access the same book regardless of their decoding ability using the principles of Whole Class Reading. To support poor decoding the teacher or teaching assistant reads the text to them. This allows for a focused approach to developing word comprehension for each child alongside Knights Templar's detailed Read Write Inc Phonics programme.

Principle 2 Anchoring around a text

In the Early Years and Key Stage 1, the teacher of reading programme is anchored around the RWI Phonics scheme. In Key Stage 2, we have developed a bespoke rolling programme using high-quality texts that are linked to our rolling curriculum. We aim to gain a deeper understanding of what we read by going beyond the text- text to self, text to world, text to other texts. We use 'looking', 'clue' and 'thinking' questions around the text.

Principle 3 We use the following strategies in helping to develop our comprehension understanding

We use these key strategies to build children's comprehension skills following the VIPERS structure. By using them, we can explicitly support the development of comprehension. These strategies are revisited regularly and taught in a blended way, allowing children to achieve mastery in their use. All of these strategies (with the exception of evaluating) can help to support the process of inference making – which, in itself, is also an outcome: readers infer different things from the same text. There are lessons which focus on understanding the new vocabulary which is necessary for the comprehension of a text. All other sessions will focus on 'book talk' where the other reading skills will be blended.

- *V- Vocabulary (1a, 2a) and Visualisations*

Vocabulary- clarifying involves ensuring that words in the text have been understood. At Knights Templar, we dedicate a session each week to exploring text vocabulary prior to the adult-led teaching session.

Visualising- When a text has been read, the reader arrives at a mental representation of its content. At Knights Templar we ask children to visualise what they are reading. Asking them to consider: How do the 'pictures' in your head look? We ask them to verbalise what they 'see'.

- *I – Inference (1d, 2d)*

Inference- involves 'reading between the lines'. Our readers are encouraged to look for what is suggested, rather than just what is being stated clearly or obviously. At Knights Templar, children are taught to infer:

- *a general fact or a precise piece of information*
- *emotions and feelings*
- *the author's opinions or feelings*

By looking for clues or references in the text, thinking about the connotations of words used in the text and matching something in the text to their own understanding, experience or knowledge.

- *P- Prediction (1e, 2e)*

This involves anticipating future events in a text by applying knowledge of the text read so far, knowledge of the world, knowledge of text types, and previous experiences.

- *E- Explanation (2f,g,h)*

At Knights Templar we encourage children to develop their explanation skills. We encourage children to give details or information to explain what is happening and why it is happening. We encourage children to identify/explain how information/narrative content is related and contributes to the meaning as a whole. We encourage children to identify/explain how meaning is enhanced through choice of words and phrases and encourage them to make comparisons within and between texts.

- *R- Retrieval 1(b, 2b)*

When retrieving in reading, we are finding key details or information in the text and extracting them. All reading depends on retrieval and has to be developed. At Knight Templar, we actively teach the skills of retrieval and ensure that children use the text, through teaching techniques such as 'fastest finger first'.

- **S- Summarising and sequencing (1c, 2c)**

This involves outlining the key events in a text briefly, and recalling events from earlier in the text. It promotes a basic level of literal.

In addition, we encourage

- **Connecting**

This involves encouraging children to find links (including causal links) between events, actions, themes and ideas in the text.

- **Evaluating**

This encourages children to give and justify opinions about what they have read. It will invariably involve activating prior knowledge and connecting ideas to make judgments.

Principle 4 Discussion is at the heart of our programme

We know that often spoken language comprehension is greater than the ability to decode for the majority of children. This is why discussion is at the heart of our guided reading programme.

Principle 5. Building vocabulary knowledge

At Knights Templar, we ensure that any new vocabulary knowledge is taught at the beginning of the new book. We ensure throughout the text the child encounters new vocabulary multiple times. This ensures vocabulary development and removes any potential barriers to comprehension caused by poor vocabulary, in addition it also builds each child's personal repertoire of words.

Curriculum Coverage and Content Domains

Through our carefully planned Reading lessons, we ensure that the statutory requirements of the National Curriculum are delivered and the content domains are incorporated.

The content domains break down the approach to reading into aspects in which our children should become skilled. They explore background knowledge, vocabulary, language structures, literacy knowledge, and word recognition, which help to ensure that our children develop a clear understanding of the different aspects of reading.

Reading Content Domain KS1:

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

Reading Content Domain KS2:

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to meaning as a whole

2g identify / explain how meaning is enhanced through choice of words and phrases

2h make comparisons within the text

Assessment of Reading

In Reception, summative assessments take place for every child across the Early Learning Goals and they will be assessed in their ability to use phonic knowledge to decode. Teachers obtain evidence for this using the half-termly RWI assessments which check phonological development and speed of reading / fluency.

In KS1, formative assessments of the children's abilities are recorded using the school's assessments grids. Teachers obtain evidence for this using the outcomes of the half-termly RWI assessments which check phonological development and speed of reading/fluency.

In KS2, formative assessments of the children's abilities are recorded using the school's assessment grids. Teachers obtain evidence for this using the whole class Reading lesson. Judgements of attainment are also informed by the bi-weekly one-to-one reading sessions.

Summative assessments are taken each term in the form of the GL Assessment texts and the Salford Reading Test.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Component 1 Whole Class Developing vocabulary	Component 2 Whole Class Read Comprehension and visualisation	Independent Journal Tasks	Differentiated Group (link to RWInc. Book Bag Books) Reading with TA	Component 3 Work with the teacher Deep Questioning and writing tasks.
Group 2			Component 3 Work with the teacher Deep Questioning and writing tasks.	Independent Journal Tasks	Differentiated Group (link to RWInc. Book Bag Books) Reading with TA
Group 3			Differentiated Group (link to RWInc. Book Bag Books) Reading with TA	Component 3 Work with the teacher Deep Questioning and writing tasks.	Independent Journal Tasks

How is Reading Structured at Knights Templar?

Reception and Key Stage 1

Primarily, our Read Write Inc Phonics programme develops comprehension at the early stages of reading. From Reception onwards we use age-expected books for Guided Reading. This is led by a member of staff. Each book is broken down into three components over the week.

Component 1 At Knights Templar, we look at the vocabulary that the children need to become familiar with in order to understand the story. We teach the vocabulary using the context of the story and pictures to support links between other areas of their understanding. We also try to put the words into oral sentences. All the words are on display on the English Working Wall or in a vocabulary folder, and are added to each week.

Component 2 The teacher reads the text to the whole class. We use 'looking', 'clue' and 'thinking' questions around the text to develop their understanding.

Component 3 We focus on developing our discussions around the book and completing a writing task. This is done in smaller groups, led by the teacher. Insights are then recorded on the observation sheet.

Year 2

Once the children have completed the RWi programme, the children receive daily WCR sessions of 30 minutes. The focuses on an ambitious texts where the children explore new vocabulary with subsequent lessons blending the development of reading domains. The lessons are centred around the participation of all of the children using echo, choral and skip reading. The teacher is the model reader of the text in the session.

Key Stage 2

In KS2, we have 3 Whole Class Reading lessons of 30 minutes a week. The first lesson focuses on learning new vocabulary to help the children comprehend a text. Following lessons are blending other areas of the reading domain with the overall objective: **LO: Can I read, understand and talk about a text?** The lessons are centred around the participation of all the children through echo, choral and skip reading. As the best reader in the room, the teacher models reading aloud. Interesting, high-quality texts are selected that match our curriculum or relevant events to inspire.

Questioning to Develop Comprehension.

We encourage all staff to use questions to promote comprehension. We actively encourage children to question what they are reading.

The following are questions that have been carefully selected to promote each reading strategy.

Reading Domain Questions Early Years - Reception.

Early Years - Reception	
Strategy	Questions
Visualisation	<ul style="list-style-type: none">• What picture can you see in your head for this story?• What picture can you see in your head for the part when...?
1a Vocabulary	<ul style="list-style-type: none">• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?• Highlight a key phrase or line. By using this word, why has the author used this word here? What does it mean?• In the story, 'x' is mentioned a lot. Why?• The writer uses words like ... to describe ... What does this tell you about a character or setting?• What other words mean the same as...?• The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter/ calm etc?
1b Retrieval	<ul style="list-style-type: none">• Where does the story take place?• When does the story take place?• What did s/he/it look like?• Who was s/he/it?• Where did s/he/it live?• Who are the characters in the book?• Where in the book would you find...?• What do you think is happening here?

	<ul style="list-style-type: none"> • What happened in the story? • What might this mean? • Who is telling the story? • Which part of the story best describes the setting? • What part of the story do you like best/ and why? • How do the title/contents page/index... help me find information in this book? • Which part of the text should I use to find...? • Why has the author organised the information like this?
<p>1c Summarizing and sequencing</p>	<ul style="list-style-type: none"> • What happens first in the story? • Can you describe the beginning, middle and end of this text? • Sequence the story cards/ pictures with sentences • Draw the beginning, middle and/or end of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story?
<p>1d Inference</p>	<ul style="list-style-type: none"> • What makes you think that? • Which words gave you that idea? • How do you feel about...? • Can you explain why...? • I wonder why the author used these words. • I wonder why the writer decided to... • What do these words mean and why do you think the author chose them?
<p>1e Prediction</p>	<ul style="list-style-type: none"> • Look at the cover/title/first line...what do you think will happen next? • How have the cover/title/first line...helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the story? • Can you think of another story, that is like this one; e.g. good over evil; weak over strong; wise over foolish? Do you think the story will end in the same way?

	<ul style="list-style-type: none"> • Which stories start in the same way e.g. Once upon a time... Do you think similar things will happen? • Why did the author choose this setting? Will the setting change? Where do you think the character will go next? • How is character X like someone you know? Do you think they will react in the same way?
Connect	<ul style="list-style-type: none"> • Can you think of another similar story? e.g. traditional tale, adventure story, repetitive text, nursery rhymes, good over evil; weak over strong, wise over foolish? • Do you think the story will end in the same way? • Do you know of another story, which deals with love, friendship, anger.... • Can you think of a time when you have ...??? Connect and relate their experiences with the book.
Evaluate	<ul style="list-style-type: none"> • Why did you like this book? Give your reasons... • Why didn't you like this book? • What part of the story do you like best? Can you explain why?

Key Stage 1		
Strategy	Questions	Ideas for Independent Journal tasks
Visualisation	<ul style="list-style-type: none"> • Can you visualise the story? • Can you visualise the part when...? • What do you see? 	<ul style="list-style-type: none"> • Draw or using any material make what you see.
1a Vocabulary	<ul style="list-style-type: none"> • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By using this word, what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like ... to describe ... What does this tell you about a character or setting? • What other words/phrases could the author have used? • The writer uses ...words/phrases...to describe ... How does this make you feel? • How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? Can you find those words? 	<ul style="list-style-type: none"> • Find 5 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words. • Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, together = to, get, her • Find 5 adjectives in your book. Now try to use them in your own sentences • Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word. • Find 5 adverbs in your book. Put them in alphabetical order. • List any key words or phrases from the book. • Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.

	<ul style="list-style-type: none"> • Which words and /or phrases make you think/feel...? 	
1b Retrieval	<ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here? • What happened in the story? • What might this mean? • Through whose eyes is the story told? • Which part of the story best describes the setting? • What part of the story do you like best? • What evidence do you have to justify your opinion? • Find, it. Prove it. • How do the title/contents page/chapter headings/glossary/index... help me find information in this book? • Which part of the text should I use to find...? • Why has the author organised the information like this? 	<ul style="list-style-type: none"> • List all the characters that appear in the story. • Write some questions about events in the story. See if a friend can find the answers to your questions by using the book. • Choose one character from the story. Find three things the author says about this character. • Draw a picture of your favourite character. Label it with words the author uses to describe the character. • Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means. • Write down some facts you have learned from your book. • Make a fact file about a topic from your book. • Make up some questions about your book. Give them to a friend and see if they can use the book to answer them. • Create a true/false quiz about the book. Try the quiz out on a friend.
1c Summarizing and sequencing	<ul style="list-style-type: none"> • What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. 	<ul style="list-style-type: none"> • List all the events in your story in the correct order. • Draw a story mountain or story map to show the events in the book. • Draw a cartoon strip of the main events in the story. • Sequence events from the story.

	<ul style="list-style-type: none"> • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? • How does the hero save the day in the story? 	<ul style="list-style-type: none"> • Re-write the story in your own words. • Make a timeline of events from the story. • Look at these jumbled-up pictures/sentences. Can you put them in order?
1d Inference	<ul style="list-style-type: none"> • What makes you think that? • Which words give you that impression? • How do you feel about...? • Can you explain why...? • I wonder what the writer intended? • I wonder why the writer decided to...? • What do these words mean and why do you think the author chose them? 	<ul style="list-style-type: none"> • Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view. • How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble? • Write down three questions you would want to ask a character from the book. Now try to write their answers. • Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description. • Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character. • Write three alternative titles for the book. Explain why you have come up with these titles.
1e Prediction	<ul style="list-style-type: none"> • Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? 	<ul style="list-style-type: none"> • After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter. • Write a blurb for the book. • Think of what might have happened before the story took place. Write this in your own words.

	<ul style="list-style-type: none"> • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the text? • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? How will that effect what happens next? • How is character X like someone you know? Do you think they will react in the same way? 	<ul style="list-style-type: none"> • Look at the front cover. What do your think is going to happen in this book?
Connect	<ul style="list-style-type: none"> • Can you think of another story, which has a similar theme;? • e.g. good over evil; weak over strong; • wise over foolish? • Do you think this story will go the same way? • Do you know of another story which deals with 	<ul style="list-style-type: none"> • Draw a picture when you experienced this e.g. a holiday on the beach.. • What did you take with you when you went into snow,.draw what you wore to keep warm? (relate activities to 'self' and their experiences)

	<ul style="list-style-type: none"> • <i>Can you think of a time when you have ...???</i> <i>Connect and relate their experiences with the book.</i> 	
Evaluate	<ul style="list-style-type: none"> • <i>Why did you like this book? Give you reasons/</i> • <i>Why didn't you like this book?</i> • <i>What part of the story do you like best? Find evidence to support your opinion.</i> • <i>What evidence do you have to justify your opinion?</i> 	<ul style="list-style-type: none"> • <i>Write a book review</i> • <i>Write a vlog</i> • <i>Do a cinematic video selling why you like this book..and give reasons..</i>

Key Stage 2		
Strategy	Questions	Ideas for further Journal
Visualisation	<p>Visualisation</p> <p>When a text has been read, can they verbalise what they 'see'?</p>	<p>Draw or using any material make what you see</p>
2a Vocabulary	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that</p> <p>What other words/phrases could the author have used?</p> <p>Which word most closely matches the meaning of the word x?</p> <p>The writer uses ...words/phrases...to describe ... How does this make you feel?</p> <p>Which of these words..... is a synonym for (choose a word from the text)?</p> <p>Give the meaning of the word..... in this sentence (language)</p>	<ul style="list-style-type: none"> • Find 10 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words. • Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, shelter – She, he, helter... • Find 10 adjectives in your book. Now try to use them in your own sentences • Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word. • Find 10 adverbs in your book. Put them in alphabetical order. • List any key words or phrases from the book. • Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting. • Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.

		<ul style="list-style-type: none"> • Make a list of the words and phrases used to create atmosphere, set the scene or describe character.
<p>2b Retrieval</p>	<p>How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does... do? How is? What can you learn from from this section? Give one example of..... The story is told from whose perspective? Where/when does the story take place? What did s/he/it look like? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What is happening at this point in the text? What happened in the story? Through whose eyes is the story told? Which part of the story best describes the setting</p>	<ul style="list-style-type: none"> • List all the characters that appear in the story. • Write some questions about events in the story. See if a friend can find the answers to your questions by using the book. • Choose one character from the story. Find three things the author says about this character. • Draw a picture of your favourite character. Label it with words the author uses to describe the character. • Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years? Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them? • Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story? • Draw a bar chart to show the most exciting/dramatic parts of the story. • Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means. • Write down some facts you have learned from your book.

		<ul style="list-style-type: none"> • Make a fact file about a topic from your book. • Make up some questions about your book. Give them to a friend and see if they can use the book to answer them. • Create a true/false quiz about the book. Try the quiz out on a friend.
<p>2c Summarizing and sequencing</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter headings come in the story?</p> <p>What's the main point in this paragraph?</p> <p>Can you sum up what happens in these three/four/five... paragraphs?</p> <p>You've got 'x' words; sum up these paragraphs.</p> <p>Sort the information in these paragraphs. Do any of them deal with the same information?</p>	<ul style="list-style-type: none"> • List the main events in the story. • Summarise the main things you have learned from this book • Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. • Draw a story mountain or story map to show the events in the book. • Draw a cartoon strip of the main events in the story. • Sequence events from the story. • Re-write the story in your own words • Write a fact file about the main ideas from this book. • Write a blurb for this book. • Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website. • Rewrite a section of your book as a playscript or as a text for younger children.

		<ul style="list-style-type: none"> • Try to summarise the paragraph/chapter/book in 100 words or less.
<p>2d Inference</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel?</p> <p>How does this paragraph suggest this?</p> <p>How do the descriptions of show that they are</p> <p>How can you tell that.....</p> <p>What impression of do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was thinking when.....</p> <p>Who is telling the story?</p> <p>What makes you think that?</p> <p>Which words give you that impression?</p> <p>How can you tell that...?</p> <p>Can you explain why...?</p> <p>Explain what x (phrase with challenging vocabulary) suggests about x.</p> <p>What does this... word/phrase/sentence... imply about... (character/setting/mood)?</p>	<ul style="list-style-type: none"> • Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view. • How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble? • Write down three questions you would want to ask a character from the book. Now try to write their answers. • Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description. • Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character. • Write three alternative titles for the book. Explain why you have come up with these titles. • Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?

		<ul style="list-style-type: none"> • Write a telephone conversation between two characters from the book. Explain from where you have got your evidence. • Write a letter from one character in the book to another. Explain from where you have got your evidence. • Draw a chart to show how a character's feelings change over the course of a story. • Write a missing scene for the story. This must be something that is implied in the text but which the author has left out.
<p>2e Prediction</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after?</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>	<ul style="list-style-type: none"> • After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter. • Write a blurb for the book. • Think of what might have happened before the story took place. Write this in your own words. • Choose a character from the book and say what you think would have happened if they had behaved/reacted differently. • Choose a key moment from the story and change the event – what would have happened next? • Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false? • Before finishing the story, what do you think is going to happen?

<p>2 f,g,h Explain</p>	<p><i>Explain how content is related and contributes to the meaning as a whole.</i></p> <p><i>Explain how meaning is enhanced through choice of language.</i></p> <p><i>Explain the themes and patterns that develop across the text.</i></p> <p><i>Explain how information contributes to the overall experience.</i></p> <p><i>Example questions Why is the text arranged in this way?</i></p> <p><i>What structures has the author used?</i></p> <p><i>What is the purpose of this text feature?</i></p> <p><i>Is the use of effective?</i></p> <p><i>The mood of the character changes throughout the text. Find and copy the phrases which show this.</i></p> <p><i>What is the author's point of view?</i></p> <p><i>What affect does have on the audience?</i></p> <p><i>How does the author engage the reader here?</i></p> <p><i>Which words and phrases did effectively?</i></p> <p><i>Which section was the most interesting/exciting part? How are these sections linked?</i></p>	<ul style="list-style-type: none"> • <i>Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?</i> • <i>Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...). Evaluate what the diagrams tell you that the words cannot. Could you find out all the information by looking only at the photographs? What is the value of the annotations?</i> • <i>Look at the organisational features used by the author. Rank the features in order of importance and explain your choice.</i> • <i>Create a quiz about the book which uses different organisational features. Challenge a friend to find the information using the different parts of the book.</i> • <i>Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?</i> • <i>Choose two books on the same topic and compare the way they are set out – what features are similar/different?</i>
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- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.
- Draw pictures of different settings/different characters in the books and collect descriptive vocabulary from the text used to describe them. What similarities and differences can you find?
- Compare different chapters in the book. Look at the organisational features; how are they similar and different? Why has the author chosen to present the information this way? How does this organisation work to support the finding of information?
- Compare your book to a website on the same topic; which do you think gives better information and why?
- Compare this book to others by the author. Are there any similarities or differences?
- Was there a part of the story that reminds you of any other books you have read? Explain the connections.
- Does this writer have a website? Find out and see if you can find out about similarities and differences in the types of books they write.

<p>Connect</p>	<p>Can you think of another story, which has a similar theme? e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with Can you think of a time when you have ...and relate their experiences with the book?</p>	<ul style="list-style-type: none"> • Draw a picture when you experienced this e.g. a holiday on the beach.. • What did you take with you when you went into the snow, draw what you wore to keep warm? (relate activities to self and their experience)
<p>Evaluate</p>	<p>Why did you like this book? Give your reasons/ Why didn't you like this book? What part of the story do you like best? Find evidence to support your opinion. What evidence do you have to justify your opinion?</p>	<ul style="list-style-type: none"> • Write a book review • Write a vlog <p>Do a cinematic video selling why you like this book..and give reasons</p>



WRITING

Overview and Expectations

#WELOVEWRITING!

Knights Templar Community Church School and Nursery

At Knights Templar School our writing curriculum is underpinned by the following nine guiding principles

1. *Providing High Quality Literature*-We immerse children in high quality literature as reading plays a significant part in developing writers-we promote a breadth of texts including those that are visual and digital.

We use texts as a wonderful vehicle to write. Every child is encouraged to write daily during English lessons and across the curriculum.

All texts used are of the highest quality and are inspiring texts. We promote reading from across a range of genres, reflecting a range of writing styles; fiction, non-fiction and poetry. We choose texts that are rich in vocabulary, and enable children to comprehend beyond their own reading fluency level. We include texts that allow children to absorb the rhythms and patterns of language, reflecting the cultural, social and linguistic diversity of the children, as well as introducing a world beyond the familiar. Hearing the written word is extremely important but we also ensure that children can understand how meaning is conveyed in other forms such as film, illustration, digital texts and performance.

With a rich diet of quality texts and enriching experiences children at knights Templar are able to find their own reasons to write and develop a style that fits the purpose, audience and form intended.

2. *Providing Authenticity*- We provide meaningful opportunities to write for real purposes and audiences where we support the children to identify as writers and to develop their own authentic voice.

From the earliest stages, we promote the importance of children understanding that writing is a means of expression and a communication tool. By making writing a part of daily life, linked to play, fictional and real experiences we provide authentic contexts that are meaningful to the children and demand their active and critical engagement with the process. Through purposeful opportunities and reasons to write, children at Knights Templar are able to develop authentic personal voice, style, stamina and range as a writer. We encourage real, authentic purpose; where there is an audience

that authenticates their voice, whether themselves or another reader. They enjoy writing expressively, imaginatively and informatively for purpose – they become authors.

3. Providing Feelings Feedback- We validate the children's writing with appropriate response, focusing first on the effect that the writing has on the reader

We validate children's writing with appropriate response, focusing first on the effect that the writing has on the reader.

4. Providing Cooperative Writing-We model the craft and process of writing authentically

In all areas of learning, we model the process of writing. We demonstrate how to craft texts with the reader in mind and how to reflect critically on our own writing. We encourage **cooperative writing** with children where we articulate the thought process that we are going through and strategies that we draw on to articulate ideas and to overcome difficulties. This helps children to see how to manipulate and control writing to achieve intent as a writer for purpose and effect on the reader.

We model the planning, drafting, responding, revising and editing process in shared and collaborative writing to demonstrate how to strengthen all parts of the writing. We start with response to structure and impact on the reader and later polish with proofreading and editing before producing a published piece, fit for the intended purpose and audience.

5. Providing a Writing Journal- 'The Wonder of Words' We give children time and space to develop their own ideas in writing

In addition to our structured writing, we give children time and space to write freely to allow them to use and apply their learning for their own purpose and pleasure. Each child has a free-writing journal, The Wonder of Words, and is given time to develop writing projects, and hone personal style.

We provide well-stocked writing areas with a wide range of materials and media for writing, including appropriate technology to engage in wider forms of writing.

We believe that by giving children time and space to use writing as a tool for thinking, and opportunities to share ideas and preferences, they take ownership over their choices and develop the confidence to play around with language features, writing conventions and form.

6. Providing 'Text Talk'-We use creative teaching approaches that build imagination, promote depth of understanding and give time for oral rehearsal

We use creative teaching approaches prior to composition that build imagination and promote depth of understanding. We give time for oral rehearsal by pausing at pivotal moments as the text unfolds to allow children to express and discuss their initial responses through speech, art, drama and role-play, music and movement. This we call 'Text Talk'.

7. Providing Professional Authors- We develop an understanding of the craft of writing by engaging meaningfully with professional writers and their processes

We promote an understanding of the craft of writing by engaging with professional writers and their processes. Real life writers bring a greater depth to learning about authentic writing processes. Having the opportunity to see and learn from a professional writer's practice is aspirational for children as writers at Knights Templar and helps them to see the process of writing from a new and exciting perspective. We encourage a range of writers to share their processes e.g. authors, poets, filmmakers, and journalists to discuss.

8. Providing in context- we ensure that the teaching of spelling, grammar and punctuation is embedded in context.

Through our detailed planning we ensure the teaching of grammar, punctuation and spelling is embedded in context. This teaches children about the language and grammar structures appropriate for different audiences, purposes and forms of writing. In addition, we have discrete sessions where spelling is taught daily and on some occasions discrete grammar and punctuation sessions.

9. Providing Celebration of Writing- writing through authentic publication and presentation across platforms

At Knights Templar, we celebrate writing through authentic publication and presentation e.g. we may create picture books, short stories, graphic novels, a collection of poetry, a class newspaper, a school newspaper, leaflets, posters, notices, information booklets and instructions as well as digital publications.

We plan opportunities that allow the children's writing to gain a wider audience and opportunities to create pride in finished pieces. We provide opportunities for children to read aloud their finished pieces e.g. at a Poetry Slam.

How often do children at Knights Templar write?

- *Daily writing throughout the curriculum.*
- *Twice a week children are given two slots to write in their own journal, 'The Wonder of Words'.*

How do we assess writing?

- *through formative assessment on a daily basis*
- *child's self-assessment*
- *peer assessment*
- *A Termly-writing piece is assessed against the writing grids.*

How we do quality assure our writing?

- *Book scrutiny*
- *Even Better If (EBI) walks*
- *Child feedback*
- *Observations*
- *Peer Partners*
- *Once a year, in February, we moderate writing. Each teacher brings 3 pieces of work from a child that they consider to be at age expected, below age expected and above age expected. In addition, we use an external school to complete this benchmark exercise.*
- *Attendance at External Moderation events for example EYFS moderation meetings*
- *External moderation by the LA*

Knights Templar

Year 3 / 4 Spelling Scheme – YEAR A

<u>Autumn 1</u>						
<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
Science / History Words Light / Egyptians	Y2 Revisit – common exception words	Y2 Revisit – contractions	Y2 Revisit – Adding -ing / - ed	Suffixes er, ed, ing (no doubling)	Suffixes er, ed, ing (double final consonant)	Statutory Words
light dark shadow mirror reflection Pharaoh papyrus tomb mummification pyramid	should would could any because when where with was were	can't didn't hasn't couldn't wouldn't shouldn't wasn't won't you're they're	patting patted humming hummed dropping dropped sadder saddest runner runny	gardener gardening limited limiting offering offered benefited benefiting focused focusing	forgetting forgotten beginning beginner preferred preferring occurred occurring forbidden committed	increase knowledge naughty occasion opposite perhaps possess strange though thought

Autumn 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p><i>Geography / Science Words</i></p> <p><i>Rivers / Animals including Humans</i></p>	<p>Words with short 'i' sound spelt 'y' (Link <i>Egyptians</i>)</p>	<p>Long a sound spelt ei and ey</p>	<p>Words ending with /zhuh/ sound spelt 'sure'</p>	<p>Adding the prefixes auto- (meaning 'self' or 'own') and inter- (meaning 'between' or 'among')</p>	<p>Statutory Words</p>	<p>Bespoke words for class</p>
<p><i>movement</i></p> <p><i>muscle</i></p> <p><i>bone</i></p> <p><i>skull</i></p> <p><i>nutrition</i></p> <p><i>skeleton</i></p> <p><i>confluence</i></p> <p><i>delta</i></p> <p><i>erosion</i></p> <p><i>flood</i></p>	<p><i>myth</i></p> <p><i>gymnastics</i></p> <p><i>Egypt</i></p> <p><i>pyramid</i></p> <p><i>mystery</i></p> <p><i>hymn</i></p> <p><i>system</i></p> <p><i>symbol</i></p> <p><i>lyric</i></p> <p><i>typical</i></p>	<p><i>eight</i></p> <p><i>weight</i></p> <p><i>neighbour</i></p> <p><i>vein</i></p> <p><i>eighth</i></p> <p><i>they</i></p> <p><i>obey</i></p> <p><i>grey</i></p> <p><i>prey</i></p> <p><i>survey</i></p>	<p><i>treasure</i></p> <p><i>measure</i></p> <p><i>pleasure</i></p> <p><i>enclosure</i></p> <p><i>closure</i></p> <p><i>leisure</i></p> <p><i>exposure</i></p> <p><i>pressure</i></p> <p><i>composure</i></p> <p><i>fissure</i></p>	<p><i>autograph</i></p> <p><i>autobiography</i></p> <p><i>automatic</i></p> <p><i>autofocus</i></p> <p><i>autocorrect</i></p> <p><i>interact</i></p> <p><i>interfere</i></p> <p><i>internet</i></p> <p><i>international</i></p> <p><i>interrupt</i></p>	<p><i>believe</i></p> <p><i>appear</i></p> <p><i>often</i></p> <p><i>group</i></p> <p><i>breath</i></p> <p><i>continue</i></p> <p><i>arrive</i></p> <p><i>women</i></p> <p><i>describe</i></p> <p><i>height</i></p>	<p>Words to be generated by looking at children's misspelt words in their writing</p>

<u>Spring 1</u>					
<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Science / History Words Rocks / Stone Age	Words with sh sound spelt 'ch'	Word families based on common words, showing how words are related in form and meaning	Homophones and Near Homophones	Homophones and Near Homophones	Statutory words
fossil soil sandstone granite marble pumice crystal absorbent prehistory hillfort	chef chalet machine brochure crochet ricochet parachute moustache champagne chute	phone phonics microphone telephone homophone real reality realistic unreal realisation	here hear heal heel main mane male mail knot not	berry bury break brake meat meet ball bawl fair fare	calendar grammar regular particular peculiar popular familiar consider remember quarter

Spring 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<p>Science / Geography Words Extreme Earth / Magnets and Forces</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p>	<p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p>	<p>Creating adverbs using the suffix -ly (root word ends in 'le')</p>	<p>Statutory Challenge Words</p>	<p>Bespoke words for class</p>
<p>magnetic force contact attract repel friction mantle magma volcano active</p>	<p>kindly quickly safely rudely sweetly strongly bravely secretly finally usually</p>	<p>happily angrily lazily easily busily greedily messily wearily cheekily clumsily</p>	<p>gently simply humbly nobly horribly terribly possibly incredibly comfortably probably</p>	<p>address busy business heart fruit breathe strange complete extreme forwards</p>	<p>Words to be generated by looking at children's misspelt words in their writing</p>

Summer 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p><i>History / Science Words</i></p> <p><i>Anglo-Saxons / Plants - Flowers</i></p>	<p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p>	<p>Creating adverbs using the suffix -ly (exceptions to the rules)</p>	<p>Prefix mis-</p>	<p>Prefix dis-</p>	<p>Homophones & Near Homophones</p>	<p>Adding the suffix -ous (No change to root word)</p>
<p><i>air</i></p> <p><i>water</i></p> <p><i>dispersal</i></p> <p><i>pollination</i></p> <p><i>flower</i></p> <p><i>Angles</i></p> <p><i>Saxons</i></p> <p><i>mead</i></p> <p><i>rune</i></p> <p><i>thatch</i></p>	<p><i>basically</i></p> <p><i>frantically</i></p> <p><i>dramatically</i></p> <p><i>magically</i></p> <p><i>tragically</i></p> <p><i>comically</i></p> <p><i>actually</i></p> <p><i>accidentally</i></p> <p><i>occasionally</i></p> <p><i>eventually</i></p>	<p><i>truly</i></p> <p><i>duly</i></p> <p><i>wholly</i></p> <p><i>fully</i></p> <p><i>daily</i></p> <p><i>publicly</i></p> <p><i>dryly</i></p> <p><i>slyly</i></p> <p><i>shyly</i></p> <p><i>coily</i></p>	<p><i>misspell</i></p> <p><i>mislead</i></p> <p><i>mistreat</i></p> <p><i>misbehave</i></p> <p><i>mistrust</i></p> <p><i>misprint</i></p> <p><i>misuse</i></p> <p><i>misplace</i></p> <p><i>misheard</i></p> <p><i>misread</i></p>	<p><i>dislike</i></p> <p><i>disobey</i></p> <p><i>discolour</i></p> <p><i>discover</i></p> <p><i>disappear</i></p> <p><i>dishonest</i></p> <p><i>disallow</i></p> <p><i>disbelieve</i></p> <p><i>disapprove</i></p> <p><i>discontinue</i></p>	<p><i>grate</i></p> <p><i>great</i></p> <p><i>grown</i></p> <p><i>groan</i></p> <p><i>plain</i></p> <p><i>plane</i></p> <p><i>peace</i></p> <p><i>piece</i></p> <p><i>rain</i></p> <p><i>reign</i></p>	<p><i>dangerous</i></p> <p><i>poisonous</i></p> <p><i>mountainous</i></p> <p><i>joyous</i></p> <p><i>synonymous</i></p> <p><i>hazardous</i></p> <p><i>riotous</i></p> <p><i>perilous</i></p> <p><i>momentous</i></p> <p><i>scandalous</i></p>

Summer 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p>Science / Geography Words</p> <p>Plants / UK Study</p>	<p>Homophones & Near Homophones</p>	<p>Words with k sound spelt 'ch'</p>	<p>Prefix re-</p>	<p>Words ending in 'g' sound spelt 'gue'</p>	<p>Statutory Words</p>	<p>Bespoke words for class</p>
<p>nutrients soil reproduction transportation north south east west weather climate</p>	<p>scent sent vain vein rode road steel steal waist waste</p>	<p>scheme chorus echo character ache chaos stomach chemistry orchestra technology</p>	<p>reappear redecorate reapply repay rebuild replay return recycle rehydrate revisit</p>	<p>league plague rogue vague fatigue tongue dialogue prologue epilogue intrigue</p>	<p>length strength purpose history different difficult separate suppose therefore knowledge</p>	<p>Words to be generated by looking at children's misspelt words in their writing</p>



Knights Templar

Year 3 / 4 Spelling Scheme – YEAR B

Statutory words from Y3/4 List in BOLD

<u>Autumn 1</u>						
<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
History / Science Words Vikings / States of Matter	Y2 Revisit – common exception words	Y2 Revisit – contractions	Y2 Revisit – Adding -ing / - ed	Words with a short u sound spelt 'ou'	Word families based on common words, showing how words are related in form and meaning	Statutory words
solid liquid gas temperature freezing heating longboat raid trade settle	should would could any because when where with was were	can't didn't hasn't couldn't wouldn't shouldn't wasn't won't you're they're	patting patted humming hummed dropping dropped sadder saddest runner runny	enough young touch double trouble country courage rough tough cousin	solve solution insoluble dissolve solvent sign signature assign design signal	address although busy business disappear eighth forward forwards fruit heart

Autumn 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p><i>Science Words</i></p> <p><i>Electricity</i></p>	<p>Word families</p>	<p>Word families</p>	<p>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p>	<p>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p>	<p>Statutory Word List</p>	<p>Bespoke words for class</p>
<p><i>cell</i></p> <p><i>wire</i></p> <p><i>bulbs</i></p> <p><i>switches</i></p> <p><i>buzzer</i></p> <p><i>battery</i></p> <p><i>circuit</i></p> <p><i>series</i></p> <p><i>conductor</i></p> <p><i>insulator</i></p>	<p><i>inspect</i></p> <p><i>inspector</i></p> <p><i>respect</i></p> <p><i>perspective</i></p> <p><i>spectacles</i></p> <p><i>unit</i></p> <p><i>union</i></p> <p><i>united</i></p> <p><i>universe</i></p> <p><i>universally</i></p>	<p><i>press</i></p> <p><i>express</i></p> <p><i>compress</i></p> <p><i>scope</i></p> <p><i>telescope</i></p> <p><i>microscope</i></p> <p><i>instruct</i></p> <p><i>structure</i></p> <p><i>construction</i></p> <p><i>instruction</i></p>	<p><i>various</i></p> <p><i>furious</i></p> <p><i>glorious</i></p> <p><i>victorious</i></p> <p><i>mysterious</i></p> <p><i>humorous</i></p> <p><i>glamorous</i></p> <p><i>vigorous</i></p> <p><i>odorous</i></p> <p><i>rigorous</i></p>	<p><i>famous</i></p> <p><i>nervous</i></p> <p><i>ridiculous</i></p> <p><i>carnivorous</i></p> <p><i>herbivorous</i></p> <p><i>porous</i></p> <p><i>adventurous</i></p> <p><i>courageous</i></p> <p><i>outrageous</i></p> <p><i>advantageous</i></p>	<p><i>straight</i></p> <p><i>earth</i></p> <p><i>early</i></p> <p><i>learn</i></p> <p><i>heard</i></p> <p><i>bicycle</i></p> <p><i>library</i></p> <p><i>February</i></p> <p><i>ordinary</i></p> <p><i>woman</i></p>	<p>Words to be generated by looking at children's misspelt words in their writing</p>

Spring 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<p><i>History / Science</i> Words</p> <p><i>Crime and Punishment / Sound</i></p>	<p>Words with a soft c spelt ce/ci</p> <p>/ Statutory Words</p>	<p>Words ending with /chuh/ sound spelt 'ture'</p>	<p>Words ending with /chuh/ sound spelt 'ture'</p>	<p>Adding the prefix in- and im-</p>	<p>Adding the prefix il-</p>
<p><i>volume</i></p> <p><i>vibration</i></p> <p><i>wave</i></p> <p><i>pitch</i></p> <p><i>tone</i></p> <p><i>speaker</i></p> <p><i>justice</i></p> <p><i>court</i></p> <p><i>prison</i></p> <p><i>judge</i></p>	<p><i>centre</i></p> <p><i>century</i></p> <p><i>certain</i></p> <p><i>recent</i></p> <p><i>experience</i></p> <p><i>circle</i></p> <p><i>decide</i></p> <p><i>medicine</i></p> <p><i>exercise</i></p> <p><i>special</i></p>	<p><i>creature</i></p> <p><i>picture</i></p> <p><i>nature</i></p> <p><i>furniture</i></p> <p><i>capture</i></p> <p><i>culture</i></p> <p><i>moisture</i></p> <p><i>future</i></p> <p><i>gesture</i></p> <p><i>structure</i></p>	<p><i>lecture</i></p> <p><i>literature</i></p> <p><i>facture</i></p> <p><i>miniature</i></p> <p><i>mixture</i></p> <p><i>puncture</i></p> <p><i>sculpture</i></p> <p><i>signature</i></p> <p><i>temperature</i></p> <p><i>texture</i></p>	<p><i>inactive</i></p> <p><i>incorrect</i></p> <p><i>inaccurate</i></p> <p><i>indefinite</i></p> <p><i>incomplete</i></p> <p><i>impossible</i></p> <p><i>impatient</i></p> <p><i>impolite</i></p> <p><i>important</i></p> <p><i>improper</i></p>	<p><i>illegal</i></p> <p><i>illegible</i></p> <p><i>illogical</i></p> <p><i>illiterate</i></p> <p><i>illicit</i></p> <p><i>irregular</i></p> <p><i>irrelevant</i></p> <p><i>irresponsible</i></p> <p><i>irrational</i></p> <p><i>irresistible</i></p>

Spring 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<p><i>Geography / Science Words</i></p> <p><i>Local Study / Habitats - animals</i></p>	Homophones and near homophones	Homophones and near homophones	Homophones & near homophones	Statutory Word List	Bespoke words for class
<p><i>fish</i></p> <p><i>amphibian</i></p> <p><i>reptile</i></p> <p><i>bird</i></p> <p><i>mammal</i></p> <p><i>habitat</i></p> <p><i>invertebrate</i></p> <p><i>Watchet</i></p> <p><i>human</i></p> <p><i>physical</i></p>	<p><i>accept</i></p> <p><i>except</i></p> <p><i>affect</i></p> <p><i>effect</i></p> <p><i>aloud</i></p> <p><i>allowed</i></p> <p><i>weather</i></p> <p><i>whether</i></p> <p><i>whose</i></p> <p><i>who's</i></p>	<p><i>cereal</i></p> <p><i>serial</i></p> <p><i>check</i></p> <p><i>cheque</i></p> <p><i>through</i></p> <p><i>threw</i></p> <p><i>draft</i></p> <p><i>draught</i></p> <p><i>stares</i></p> <p><i>stairs</i></p>	<p><i>medal</i></p> <p><i>meddle</i></p> <p><i>missed</i></p> <p><i>mist</i></p> <p><i>scene</i></p> <p><i>seen</i></p> <p><i>board</i></p> <p><i>bored</i></p> <p><i>which</i></p> <p><i>witch</i></p>	<p><i>natural</i></p> <p><i>actual</i></p> <p><i>island</i></p> <p><i>answer</i></p> <p><i>guard</i></p> <p><i>guide</i></p> <p><i>surprise</i></p> <p><i>sentence</i></p> <p><i>notice</i></p> <p><i>accident</i></p>	<p><i>Words to be generated by looking at children's misspelt words in their writing</i></p>

Summer 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p><i>History / Science Words</i></p> <p><i>Amazon Rainforest / Digestive System and Teeth</i></p>	<p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p>	<p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p>	<p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p>	<p>Adding the suffix -ous (No definitive root word)</p>
<p><i>mouth teeth stomach canine incisor molar Amazon Equator Tropic of Cancer Tropic of Capricorn</i></p>	<p>division invasion confusion decision collision television revision erosion inclusion explosion</p>	<p>expansion extension comprehension tension corrosion supervision fusion conclusion persuasion suspension</p>	<p>expression discussion confession permission admission transmission possession profession depression impression</p>	<p>invention injection action question mention attraction translation devotion position solution</p>	<p>musician politician electrician magician mathematician dietician statistician technician clinician beautician</p>	<p>tremendous enormous jealous serious hideous fabulous curious anxious obvious gorgeous</p>

Summer 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<p><i>Geography</i></p> <p><i>Threats to the Amazon</i></p>	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural Possessive Apostrophes with plural words	Words with the /s/ sound spelt with 'sc'	Statutory Spellings Challenge Words	Bespoke words for class
<p><i>deforestation</i></p> <p><i>environment</i></p> <p><i>forest floor</i></p> <p><i>understory</i></p> <p><i>canopy</i></p> <p><i>emergent layer</i></p> <p><i>endangered</i></p> <p><i>species</i></p> <p><i>threat</i></p> <p><i>protect</i></p>	<p>information</p> <p>adoration</p> <p>sensation</p> <p>preparation</p> <p>education</p> <p>location</p> <p>exaggeration</p> <p>concentration</p> <p>imagination</p> <p>organisation</p>	<p>submerge</p> <p>subheading</p> <p>submarine</p> <p>subordinate</p> <p>subway</p> <p>superman</p> <p>supervise</p> <p>supersede</p> <p>superpower</p> <p>superhuman</p>	<p>girls'</p> <p>boys'</p> <p>babies'</p> <p>parents'</p> <p>teachers'</p> <p>women's</p> <p>men's</p> <p>children's</p> <p>people's</p> <p>mice's</p>	<p>science</p> <p>crescent</p> <p>discipline</p> <p>fascinate</p> <p>scent</p> <p>scissors</p> <p>ascent</p> <p>descent</p> <p>scientist</p> <p>scenery</p>	<p>interest</p> <p>experiment</p> <p>potatoes</p> <p>favourite</p> <p>imagine</p> <p>material</p> <p>promise</p> <p>opposite</p> <p>minute</p> <p>increase</p>	<p>Words to be generated by looking at children's misspelt words in their writing</p>

English Non-Negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
<ul style="list-style-type: none"> • School format for planning will be used and will identify: Learning Objective, Skills Progression, identified knowledge outcomes, Teacher input, Practise It and Review It sections • Planning will be shared on p/drive with Key Stage Team • Resources will be identified on the planning • Links to other curriculum areas will be made where appropriate 	<ul style="list-style-type: none"> • English long and medium-term plans • Knowledge organisers • Somerset Literacy Network • Resources for Learning • RWI Phonics • RWI Spelling 	<ul style="list-style-type: none"> • Curriculum Portfolios • Wall displays • Digital formats • Writing Wall in hall 	<ul style="list-style-type: none"> • Prior learning revisit • Now I know... • Oral quizzes to recap learning • Lesson plenary- what have we learnt today? What do we now know? • End of unit retrieval quizzes 	<ul style="list-style-type: none"> • Pre-teaching of key vocabulary • Teacher modelling and scaffolding of language and ideas • Use of practical resources • Use of alternative methods of recording • Use of scribes/partnered work • Use of word mats, sounds mats • Scaffolded writing frames • Talking Tins • Dictation apps

Appendices: Statutory
Guidance – Speaking and
Listening, Reading, Writing
and Phonics / Spelling

Speaking and Listening

Progression Map

“Speak in such a way that others love to listen to you. Listen in such a way that other love to speak to you”

Spoken Language

Listening Skills

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds.
Reception	Communication and Language		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and response.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Following Instructions

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly.

Asking and Answering Questions

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
Reception	Communication and Language		<ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.
		Speaking	<ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Drama, Performance and Confidence

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show more confidence in new social situations. • Develop appropriate ways of being assertive.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building and Standard English

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. • Use longer sentences of four to six words.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Speaking for a Range of Purposes

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World	<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.
Reception	Communication and Language	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others.

	Understanding the World		<ul style="list-style-type: none"> • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their meanings. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		Word Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.
		People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
ELG	Expressive Arts	Creating with Materials	<ul style="list-style-type: none"> • Share their creations, explaining the processes they have used.

	and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
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Participating in Discussion

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Year 1	Year 2	Year 3	Year 4
Listening Skills	To listen to others in a range of situations and usually respond appropriately	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers
Following Instructions	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition
Asking and Answering Questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
Drama, Performance and Confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.

		discuss reasons why this might happen		To discuss the language choices of other speakers and how this may vary in different situations.
Vocabulary Building and Standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
Speaking for a Range of Purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
Participating in Discussion	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum

Reading Progression Map

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

Reading: Word Reading		
Phonics and Decoding		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words		
Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme.
Fluency		

Three and Four-Year-Olds	Literacy		<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension

Understanding and Correcting Inaccuracies

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.

Reception	Communication and Language		<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.

Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.

Reception	Communication and Language		<ul style="list-style-type: none"> Engage in storytimes. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Year 1	Year 2	Year 3	Year 4
Phonics Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
Common Exception Words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>
Fluency	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word</p>

	<p>strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>reading should support the development of vocabulary.</p>
Understanding and correcting inaccuracies	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>		
Comparing, Contrasting and Commenting	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and</p>

	<p>increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>discussing texts (plot, character, setting).</p>	<p>features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
Words in Context and Authorial Choice	<p>To discuss word meaning and link new meanings to those already known</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>
Inference and Prediction	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>

	what has been read so far.	what has been read so far in a text.	motives. To justify predictions using evidence from the text.	To justify predictions from details stated and implied.
Poetry and Performance	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-fiction	To recognise that non-fiction books are often structured in different ways.	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

Writing Progression Map

“Words are our most inexhaustible source of magic”

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
Reception	Literacy	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
	Literacy	<ul style="list-style-type: none"> • Write some letters accurately.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly.
ELG	Physical Development	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.
Writing: Composition		
Planning, Writing and Editing		

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy		<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Develop storylines in their pretend play.
ELG	Literacy	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.

ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use longer sentences of four to six words.
Reception	Communication and Language		<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in storytimes. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.

ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Year 1	Year 2	Year 3	Year 4
Phonics and Spelling Rules	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission,</p>

	<p>the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); 	<p>spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); the /aɪ/ sound spelt –y (e.g. cry, fly, July); adding –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; adding the endings –ing, –ed, –er, –est and –y to words ending in –e with 	<p>spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).</p>

	<ul style="list-style-type: none"> • adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); 	<p>a consonant before (including exceptions);</p> <ul style="list-style-type: none"> • adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /ɜ/ sound spelt 's' (e.g. television, usual).g 		
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	<ul style="list-style-type: none"> - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, 			
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	<p>scared);</p> <ul style="list-style-type: none"> spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin). 			
Common and Exception Words	<p>To spell all Y1 common exception words correctly.* To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>
Prefixes and Suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>

			e.g. forgotten beginning).	
Further Spelling Conventions	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that learners have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', learner's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>
Letter Formation, Placement and Positioning	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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].</p>

	To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	that reflects the size of the letters.		
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters.	To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
Planning, Writing and Editing	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other learners.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other learners.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>

		the ends of sentences are punctuated correctly).		
Awareness of Audience, Purpose and Structure	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</p>
Sentence Composition and Tense	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>
Use of Phrase and Clauses	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with</p>

		to describe and specify (e.g. the blue butterfly).	conjunctions, adverbs and prepositions to show time, place and cause. To use frontal adverbials.	the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> -capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

Phonics / Spelling Progression Map

For Read Write Inc.



Early Years

<p>Statutory Framework for the Early Years Foundation Early Years Framework and how it is closely matched to the Early Years Foundation Stage (Including YR)</p>	<p><i>Read Write Inc. Phonics</i></p>	<p><i>Read Write Inc. Get Writing</i></p>
<p>Communication and language</p>	<p>These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.</p>	
<p>Listening and attention – ‘Learners listen attentively in a range of situations. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.’</p>	<p>In the <i>Get Writing Handbook</i>, there is detailed advice on how to plan, organise and run storytimes, ensuring that learner develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.</p> <p>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give learner access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	
<p>Understanding – ‘Learners follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.’</p>	<p>In the <i>Get Writing Handbook</i>, questions are suggested to encourage learner to talk about stories that they have heard or read, and to expand their vocabulary along with their ideas.</p>	

<p><i>Speaking – ‘Learners express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.’</i></p>	<p><i>In the <i>Get Writing Handbook</i>, there are suggestions for how ‘Talk through the day’ can encourage learner to use new vocabulary, comment on events that are happening, and have happened, thereby developing their own narratives.</i></p>	
<p>Literacy</p>		
<p><i>Reading – ‘Learners read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.’</i></p>	<p><i>Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. Learner start reading simple sentences in the Red Ditty books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</i></p> <p><i>They decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.</i></p> <p><i>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give learner access to fiction, non-fiction and poetry at at a level beyond which they can read independently.</i></p>	<p><i>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give learner access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</i></p>

Writing – ‘Learners use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.’

The Read Write Inc. Speed sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:

** Set 1 teaches the most common sound-letter correspondences:*

m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk

** Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy*

** Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure*

The Speed sounds are taught using cards and are the key focus sounds that learner learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’.

Building from writing phrases in the Red Ditty books, learner go on to develop the ability to write simple sentences, supported by the Get Writing practice books.

There are 9 Get Writing! activities for each of the Read Write Inc. Phonics books making spelling a fundamental part of Read Write Inc. Get Writing.

- 1. Play ‘Fred Rhythms’ to learn to spell the words – encoding.*
- 2. Play ‘Fred Fingers’ to memorise the spelling – encoding.*
- 3. Carry out a spelling check – encoding.*
- 4. Take a spelling test – encoding.*
- 5. Hold a sentence – encoding.*
- 6. Build a sentence – language comprehension and encoding.*
- 7. Edit for spelling and punctuation – language comprehension and encoding.*

These have a special focus throughout the programme, to ensure learner learn to read and spell them with confidence.



Year 1

National Curriculum English programmes of study: Spoken Language

National Curriculum English programmes of study content	Read Write Inc. Phonics	Read Write Inc. Get Writing
Spoken language [for Years 1-6]	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<i>Pupils should be taught to:</i>		
'Listen and respond appropriately to adults and their peers.'	Throughout	Throughout
'Ask relevant questions to extend their understanding and knowledge.'	Throughout	Throughout
'Use relevant strategies to build their vocabulary.'	Throughout	Throughout
'Articulate and justify answers, arguments and opinions.'	Throughout	Throughout
'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'	Throughout	Throughout

<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	Throughout	Throughout
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Throughout	Throughout
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Throughout	Throughout
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	Throughout	Throughout
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	Throughout
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	Throughout
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	Throughout

National Curriculum English programmes of study Year 1		
	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Writing</i>
Reading – word reading	<i>All the skills below are covered through the reading of the carefully-levelled fiction and non-fiction books in the programme.</i>	

<i>'Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.'</i>	Throughout	Throughout
<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>	Throughout	Throughout
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>	Throughout	Throughout
<i>'Read words containing common suffixes.'</i>	Throughout	Throughout
<i>'Read further common exception words.'</i>	The majority of these words are practised as Red words in Phonics (high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure learner learn to read and spell them with confidence).	
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Throughout	Throughout
<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	Throughout	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout	
Reading – comprehension		
<i>'Develop pleasure in reading by:</i> <ul style="list-style-type: none"> <i>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.</i> 	Storytime sessions <i>(explained in the Get Writing Handbook and on ruthmiskintraining.com) give learner</i>	

	access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
• <i>Discussing the sequence of events in books and how items of information are related.</i>	Throughout	
• <i>Becoming familiar with and retelling a wider range of stories.</i>	Throughout	
• <i>Being introduced to non-fiction books that are structured in different ways.</i>	Throughout	
• <i>Recognising simple recurring literary language in stories and poetry.</i>	Throughout	
• <i>Discussing and clarifying the meanings of words.</i>	Throughout	
• <i>Discussing their favourite words and phrases.</i>	Throughout	
• <i>Continuing to build up a repertoire of poems learnt by heart.'</i>	Throughout	
'Understand books by: • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher.</i>	Throughout	
• <i>Checking that the text makes sense to them as they read and correcting inaccurate reading.</i>	Throughout	
• <i>Making inferences on the basis of what is being said and done.</i>	Throughout	

<ul style="list-style-type: none"> • <i>Answering and asking questions.</i> 	Throughout	
<ul style="list-style-type: none"> • <i>Predicting what might happen on the basis of what has been read so far.'</i> 	Throughout	
<i>'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.'</i>	Discussion is encouraged throughout the programme, both about books that the learner read themselves, and those that they listen to during class Storytime.	
<i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i>	Throughout	
Writing – transcription		
<i>'Spell (words containing phonemes taught, common exception words, days of the week).'</i>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <p>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</p> <p>* Set 2 <i>Speed sounds</i> teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p>	<p>There are 9 <i>Get Writing!</i> activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing</i></p> <ol style="list-style-type: none"> 1. Play 'Fred Rhythms' to learn to spell the words – encoding 2. Play 'Fred Fingers' to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding

	<p>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</p> <p>The Speed sounds are taught using cards and are the key focus sounds that learner learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure learner learn to read and spell them with confidence.</p>	<p>6. Build a sentence – language comprehension and encoding</p> <p>7. Edit for spelling and punctuation – language comprehension and encoding</p>
<p><i>'Name letters of alphabet.'</i></p>	<p>Pink/Orange Level.</p>	<p>Yellow level</p>
<p><i>'Add prefixes and suffixes.'</i></p>	<p>Learner's awareness of prefixes and suffixes is developed in the storybook activities for each book.</p>	<p>Learner will use some words with prefixes and suffixes where appropriate in their own writing after seeing them modelled by the teacher.</p>
<p><i>'Apply simple spelling rules as outlined in English Appendix 1.'</i></p>	<p>See Appendix 1: Spelling Year 1 below.</p>	

<i>'Write from memory simple dictated sentences.'</i>		This skill is developed through the 'Hold a sentence' concept introduced early in the programme and practised throughout.
Writing – handwriting		
<i>'Sit and hold pencil correctly.'</i>	Speed Sounds lessons, from Red Level onwards	Learner practise handwriting at each stage of learning to write – letter formation and phonic knowledge go hand in hand. Guidance on teaching handwriting is provided in the Read Write Inc. Get Writing! Handbook.
<i>'Begin to form lower case letters in correct direction.'</i>	Speed Sounds lessons, from Red Level onwards	
<i>'Capital letters.'</i>		
<i>'Digits 0-9.'</i>		
<i>'Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.'</i>		
Writing – composition		
<i>'Write sentences by:</i> <ul style="list-style-type: none"> • <i>Saying out loud what they are going to write about.</i> • <i>Composing a sentence orally before writing it.</i> • <i>Sequencing sentences to form short narratives.</i> • <i>Re-reading what they have written to check that it makes sense.'</i> 		All these skills are embedded in the entire Get Writing programme, from the earliest level particularly in activities 8. Composition: picture prompts – language comprehension and encoding. 9. Composition – language comprehension and encoding.
<i>'Discuss what they have written with the teacher and other pupils.'</i>		Throughout

<i>'Read aloud their writing clearly enough to be heard by their peers and the teacher.'</i>		Throughout
Writing – vocabulary, grammar and punctuation		
<i>'Leaving spaces between words.'</i>		One finger space' is recommended in <i>Get Writing</i>
<i>'Joining words and clauses using 'and'.'</i>		Throughout
<i>'Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.'</i>		Throughout
<i>'Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I.'</i>	<i>'I' taught as alternative to Set 2 as part of the storybook activities. Days of the week taught as part of weekly activities in Read Write Inc. Spelling</i>	Learner are taught to use capital letters at the start of sentences, for names and for the word 'I'.
<i>'Learning the grammar for Year 1 in English Appendix 2.'</i>		See Appendix 2, below.
<i>'Use the grammatical terminology in English Appendix 2 in discussing their writing.'</i>		See Appendix 2, below.

National Curriculum English Appendix 1: Spelling Year 1

National Curriculum English Appendix 1: Spelling Year 1				
English Appendix 1: Spelling Year 1 content	Curriculum example words (from English - Appendix 1: Spelling)	Read Write Inc. Phonics	Read Write Inc. Get Writing	Read Write Inc. Spelling
				The Read Write Inc. Spelling programme covers Years 2-

				6, but provides activities to assess and revise the Year 1 content of English Appendix 1: Spelling
<i>he sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</i>	<i>off, well, miss, buzz, back</i>	Taught as alternatives to Set 1 sounds as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 huff, bell, pass, buzz, duck.
<i>The /ŋ / sound spelt n before k (bank, sunk)</i>	<i>bank, think, honk, sunk</i>	Since nk and ng are very frequent sound combinations, nk and ng taught together as part of Set 1.	Throughout.	Quick recap: Pre-programme Activity 2 bank.
<i>Division of words into syllables</i>		Learner's awareness of syllable breaks is developed in the storybook activities for each book.	-	Quick recap: Pre-programme Activity 2; pre-programme Activity 5 question 2. If you feel learner need further practice, work through Pre-programme Special focus 2 (available online).
<i>-tch (fetch, hutch)</i>	<i>catch, fetch, kitchen, notch, hutch (rich, which, much, such)</i>	Taught as alternative to Set 1 ch as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 catch.

<i>The /v/ sound at the end of words (have, live)</i>	<i>have live give</i>	Taught as alternative to Set 1 v as part of the storybook activities.	Throughout.	Quick recap: Pre-programme Activity 2 give.
<i>Adding s and es to words (plural of nouns and the third person singular of verbs)</i>	<i>cats, dogs, spends, rocks, thanks catches</i>	Throughout fiction and non-fiction.	Learner will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing.	Quick check: Pre-programme Activity 5 question 4. If you feel learner need further practice, work through Pre-programme Special focus 4 and special focus 5 (available online).
<i>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</i>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>	Throughout fiction and non-fiction.	Learner will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel learner need further practice, work through Pre-programme Special focus 7 and Special focus 8 (available online).
<i>Adding -er and -est to adjectives where no change is needed to the root word</i>	<i>grander, grandest, fresher, freshest, quicker, quickest</i>	Throughout fiction and non-fiction.	Learner will use these forms where appropriate in their own writing after seeing them modelled by the teacher.	Quick check: Pre-programme Activity 5, questions 5 and 6. If you feel learner need further practice, work through Pre-

				programme Special focus 6 (available online).
<i>ai, oi (rain, oil)</i>	<i>rain, wait, train, paid, afraid oil, join, coin, point, soil</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 train spoil.
<i>ay, oy (day, enjoy)</i>	<i>day, play, say, way, stay boy, toy, enjoy, annoy</i>	Speed sounds set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 day boy.
<i>a-e (made, safe)</i>	<i>made, came, same, take, safe</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 make.
<i>e-e (these, complete)</i>	- <i>these, theme, complete</i>	-	-	Quick recap: Pre-programme Activity 2 theme.
<i>i-e (five, ride)</i>	<i>five, ride, like, time, side</i>	Speed sound set 3.	Grey level.	Quick recap: Pre-programme Activity 2 kite.
<i>o-e (home, hope)</i>	<i>home, those, woke, hope, hole</i>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 smoke.
<i>u-e (June, rude)</i>	<i>June, rule, rude, use, tube, tune</i>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 rude.
<i>ar (car, garden)</i>	<i>car, start, park, arm, garden</i>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 car.
<i>ee (see, green)</i>	<i>see, tree, green, meet, week</i>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 see.

<i>ea (/i:/) (sea, each)</i>	<i>sea, dream, meat, each, read (present tense)</i>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 dream.
<i>ea (/ɛ/) (bread, instead)</i>	<i>head, bread, meant, instead, read (past tense)</i>	Speed sound set 3.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 head.
<i>er (/ɜ:/) (her, person)</i>	<i>(stressed sound): her, term, verb, person</i>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 verb.
<i>er (/ə/) (<u>better</u>, <u>sister</u>)</i>	<i>(unstressed schwa sound): better, under, summer, winter, sister ir</i>	Not taught in Phonics as the unstressed schwa because so many sounds can be pronounced this way in natural spoken English. Sounds are individually taught if stressed.	-	-
<i>ir (girl, third)</i>	<i>girl, bird, shirt, first, third</i>	Speed sound set 2.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 whirl.
<i>ur (turn, burst)</i>	<i>turn, hurt, church, burst, Thursday</i>	Speed sound set 3.	Grey Level.	Quick recap: Pre-programme Activity 2 burn.
<i>oo (/u:/) (food, soon)</i>	<i>food, pool, moon, zoo, soon</i>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 zoo.
<i>oo (/ʊ/) (book, good)</i>	<i>book, took, foot, wood, good</i>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 look.
<i>oa (boat, goal)</i>	<i>boat, coat, road, coach, goal</i>	Speed sound set 3.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 boat.

<i>oe (toe, goes)</i>	<i>toe, goes</i>	Taught as alternative to Set 3 o-e as part of the storybook activities.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 toe.
<i>ou (out, sound)</i>	<i>out, about, mouth, around, sound</i>	Speed sound set 2.	Orange Level onwards.	Quick recap: Pre-programme Activity 2 shout.
<i>ow (/aʊ/) (now, brown)</i> <i>ow (/əʊ/) (own, show)</i> <i>ue (blue, rescue)</i> <i>ew (new, drew)</i>	<i>now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw</i>	Set 2 ow. Set 3 ow. ue taught as alternative to Set 3 ew.	Pink onwards for Set 2 ow; Yellow onwards for Set 3 ow, ew and alternative ue.	Quick recap: Pre-programme Activity 2 blow, brown, blue, chew.
<i>ie (/aɪ/) (tie, dried)</i>	<i>lie, tie, pie, cried, tried, dried</i>	Speed sounds set 3.	Blue Level onwards.	Quick recap: Pre-programme Activity 2 tie.
<i>ie (/i:/) (chief, thief)</i>	<i>chief field thief</i>	Taught as alternative to Set 2 ee.	Blue and Grey Level.	Quick recap: Pre-programme Activity 2 chief.
<i>igh (high, right)</i>	<i>high, night, light, bright, right</i>	Speed sound set 2..	Pink Level onwards.	Quick recap: Pre-programme Activity 2 high.
<i>or (for, horse)</i>	<i>for, short, born, horse, morning</i>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme. Activity 2 for
<i>ore (more, shore)</i>	<i>more, score, before, wore, shore</i>	Taught as alternative to Set 2 as part of the storybook activities.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 snore.
<i>aw (saw, yawn)</i>	<i>saw, draw, yawn, crawl</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 law.

<i>au (author, dinosaur)</i>	<i>author, August, dinosaur, astronaut</i>	Taught as alternative to Set 3 aw as part of the storybook activities.	Grey Level onwards.	Quick recap: Pre-programme Activity 2 author.
<i>air (fair, pair)</i>	<i>air, fair, pair, hair, chair</i>	Speed sound set 2.	Pink Level onwards.	Quick recap: Pre-programme Activity 2 fair given as example.
<i>ear (dear, year)</i>	<i>dear, hear, beard, near, year</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 ear given as example.
<i>ear (/ɛə/) (bear, pear)</i>	- <i>bear, pear, wear</i>	-	-	Quick recap: Pre-programme Activity 2 bear.
<i>are (/ɛə/) (dare, care)</i>	<i>bare, dare, care, share, scared</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 care.
<i>Words ending -y (/i:/ or /ɪ/) (happy, funny)</i>	<i>very, happy, funny, party, family</i>	Speed sound set 3.	Yellow Level onwards.	Quick recap: Pre-programme Activity 2 happy.
<i>New consonant spellings ph and wh (dolphin, where)</i>	<i>dolphin, alphabet, phonics, elephant when, where, which, wheel, while</i>	ph taught as alternative for Set 1 f; wh taught as alternative for Set 1 w.	Ditties.	Quick recap: Pre-programme Activity 2 which, photo.
<i>Using k for the /k/ sound (kit, skin)</i>	<i>Kent, sketch, kit, skin, frisky</i>	K taught as alternative sound for Speed sound set 1 ch.	Throughout.	Quick recap: Pre-programme Activity 2 skin.
<i>Adding the prefix -un</i>	<i>unhappy, undo, unload, unfair, unlock</i>	Not explicitly taught.	Not explicitly taught, but learner will use these forms where appropriate in their	Quick check: Pre-programme Activity 5, question 3.. If you feel

			own writing as modelled by the teacher.	learner need further practice, work through Pre-programme Special focus 3 (available online).
<i>Compound words</i>	<i>football, playground, farmyard, bedroom, blackberry</i>	Not explicitly taught.	Not explicitly taught, but learner will use these forms where appropriate in their own writing after seeing it modelled by the teacher.	Quick check: Pre-programme Activity 5, question 1. If you feel learner need further practice, work through Pre-programme Special focus 1 (available online).
<i>Common exception words</i>	<i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i>	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure learner learn to	The majority of these words are practised as Red words in Phonics. From Yellow level onwards of <i>Get Writing!</i> Activities 1, 2, 3 and 4 particularly focus on the spelling of Green and Red words (Red words being high frequency words with a low frequency grapheme. These have a special focus throughout the programme, to ensure learner learn to	Practised as Red words in activities in every unit of the programme in Year 2. These words are available to print and make into cards in the Red words Word bank.

		read and spell them with confidence).	read and spell them with confidence).	
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<i>National Curriculum English Appendix 2: Vocabulary, grammar and punctuation Year 1</i>		
<i>English Appendix 2: Vocabulary, grammar and punctuation content Year 1</i>	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
Word		
<i>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</i>	<i>Throughout fiction and non-fiction.</i>	<i>Learners will use plural nouns and third person singular verbs ending with s and es where appropriate in their writing as modelled by the teacher.</i>
<i>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</i>	<i>Throughout fiction and non-fiction.</i>	<i>Not explicitly taught, but learners will use these forms where appropriate in their own writing after seeing them modelled by the teacher.</i>
<i>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing. untie the boat]</i>	<i>Not explicitly taught.</i>	<i>Not explicitly taught, but learners will use these forms where appropriate in their own writing as modelled by the teacher.</i>
Sentence		
<i>How words can combine to make sentences</i>	<i>Through reading the fiction and non-fiction books in the programme, learner’s understanding of how words combine to make sentences develops steadily.</i>	<i>From early preparation of linking words into phrases in the Red Ditty Get Writing books, learner develop their knowledge and ability to combine words to make sentences.</i>

Joining words and joining clauses using <i>and</i>	From Green storybooks onwards, learners are familiarized with how the word 'and' can be used to join words and clauses.	From Green Get Writing books onwards, learners are encouraged to use 'and' to combine words and clauses (though not too frequently!).
Text		
Sequencing sentences to form short narratives	From Green storybooks onwards, learners read short narratives made up of sequenced sentences.	From Purple Get Writing books onwards, learners practice forming short narratives by writing sequenced sentences.
Punctuation		
Separation of words with spaces	Learners witness this in all the fiction and non-fiction books in the programme.	Learners are taught to leave a finger space between words, and are regularly reminded of this throughout the programme.
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	After completing the Red Ditty books, learners are made aware of these punctuation marks in all the fiction and non-fiction books in the programme. Relevant features are flagged up in the prelims for each book.	After completing the Red Ditty Books, learners are taught to recognize and understand the function of these punctuation marks, first through mime. Then they are encouraged to use them in their own written work.
Capital letters for names and for the personal pronoun 'I.'	In all the fiction and non-fiction books beyond Red Ditty books, capital letters are used for names. The pronoun 'I' is used in the Red Ditty books.	Capital letters for names introduced in Set 1 Green <i>My dog Ned</i> . The capital letter 'I' for the pronoun is used in the reading and writing linked to the Red Ditty books, although it is not explicitly taught as a pronoun.
Terminology for pupils		
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	These terms will be used regularly throughout the programme as part of the storybook activities. Learners should be used to hearing and	Not explicitly taught, but learners will use these forms where appropriate in their own writing as modelled by the teacher.

understanding them, as well as be confident in using the terms themselves.



Year 2

National Curriculum English programmes of study: Spoken Language

National Curriculum English programmes of study content	Read Write Inc. Phonics	Read Write Inc. Get Writing
Spoken language [for Years 1-6]	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<i>Pupils should be taught to:</i>		
'Listen and respond appropriately to adults and their peers.'	Throughout	Throughout
'Ask relevant questions to extend their understanding and knowledge.'	Throughout	Throughout
'Use relevant strategies to build their vocabulary.'	Throughout	Throughout
'Articulate and justify answers, arguments and opinions.'	Throughout	Throughout

<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Throughout	Throughout
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	Throughout	Throughout
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Throughout	Throughout
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Throughout	Throughout
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	Throughout	Throughout
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	Throughout
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	Throughout
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	Throughout

National Curriculum English programmes of study Year 2

National Curriculum English programmes of study Year 2	<i>Read Write Inc. Literacy and Language</i>	<i>Read Write Inc. Spelling</i>
Reading - word reading		
<i>Pupils should be taught to:</i>		
<i>'Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.'</i>		Throughout Year 2 programme.
<i>'Read accurately by blending the sounds in words that contain the graphemes taught so far.'</i>		Throughout Year 2 programme.
<i>'Read accurately words of two or more syllables that contain the same graphemes as above.'</i>		Throughout Year 2 programme.
<i>'Read words containing common suffixes.'</i>		<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
<i>'Read further common exception words.'</i>		<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<i>'Read most words quickly and accurately, without overt sounding and blending.'</i>	Continual reading practice through all texts encountered in <i>Anthology 2</i> and additional texts within the teaching materials.	

<i>'Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.'</i>	All fiction and non-fiction texts in <i>Anthology 2</i> and additional texts within the teaching materials.	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	All fiction and non-fiction texts in <i>Anthology 2</i> . All texts are approached in a staged way, building confidence in reading.	
Reading - comprehension		
Pupils should be taught to:		
<i>'Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>	All fiction and non-fiction texts in <i>Anthology 2</i> and associated teaching materials	
<ul style="list-style-type: none"> <i>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.</i> 	<p>Year 2. All units cover a variety of fiction and non-fiction texts, both in the <i>Anthology</i> and teaching materials.</p> <p>Unit 1 – Picture book, story with familiar setting, explanation text.</p> <p>Unit 2 – Rhyming picture book, variety of poems, non-chronological report.</p> <p>Unit 3 – Picture book, playscript, persuasive writing.</p> <p>Unit 4 – Picture book, traditional tale, instruction text.</p> <p>Unit 5 – Picture book, story with familiar setting, communication texts (email and letter).</p> <p>Unit 6 – Picture book, fantasy story, information text.</p>	

<ul style="list-style-type: none"> • <i>Discussing the sequence of events in books and how items of information are related.</i> 	<p>Discussion about sequence of events and how information is related, is built into the teaching process in all units, relating to the Anthology texts.</p>	
<ul style="list-style-type: none"> • <i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales .</i> 	<p>Fiction texts for Year 2:</p> <ul style="list-style-type: none"> • <i>Cottonwool Colin</i> by Jeanne Willis and Tony Ross (A picture book). • <i>Sister for Sale</i> by Adrian Bradbury (A story with a familiar setting). • <i>The Fish Who Could Wish</i> by John Bush and Korky Paul (A picture book). • <i>Little Croc's Purse</i> by Lizzie Finlay (A picture book). • <i>Oh Gnome!</i> By Lou Kuenzler (A playscript). • <i>Billy Monster's Daymare</i> by Alan Durant and Ross Collins (A picture book). • <i>Beauty and the Beast</i> by Gill Howell (A traditional tale). • <i>The Night Shimmy</i> by Gwen Strauss and Anthony Browne (A picture book). • <i>Chatterbox Ben</i> by Adrian Bradbury (A story with a familiar setting). • <i>G.E.M.</i> by Jane Clarke and Garry Parsons (A picture book). • <i>Chocolate Planet</i> by Jon Blake (A story set in a fantasy world). <p>Suggestions for appropriate wider reading are</p>	

	also provided in the Year 2 Handbook.	
<ul style="list-style-type: none"> • <i>Being introduced to non-fiction books that are structured in different ways.</i> 	<p>Non-fiction texts for Year 2, all of which are structured in different ways:</p> <ul style="list-style-type: none"> • 'Parents and their Young' (An explanation). • 'Journey to the Deep' (A non-chronological text). • 'The Super Car Boot Toy Sale!', 'Gnome, Sweet Gnome!' (Persuasive writing). • 'How to Turn a Class Hamster into a Dinosaur' (An instruction text). • 'Thrill City' – Email and Letter (Communication texts). • 'Chocolate' (An information text). 	
<ul style="list-style-type: none"> • <i>Recognising simple recurring literary language in stories and poetry.</i> 	<p>Year 2 Unit 2 focuses on repetition, rhythm and rhyme in poetry.</p> <p>Year 2 Unit 4 focus on Special phrases used in fairy tales.</p>	
<ul style="list-style-type: none"> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i> 	Vocabulary development throughout the Year 2 programme, triggered from Anthology texts but expanding to cover other sources and ideas	
<ul style="list-style-type: none"> • <i>Discussing their favourite words and phrases.</i> 	Identification and discussion of favourite words and phrases is an integral part of the teaching programme and included in all Word power activities.	

<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.' 	Year 2 Unit 2, reading poetry with appropriate expression and intonation, leading to group performance of poetry learnt by heart and with appropriate gestures, pace, volume, pauses and intonation.	
'Understand both the books that they can already read accurately and fluently and those that they listen to by:	Throughout the programme.	
<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. 	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading. 	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. 	Built into the three-layer approach to all new texts.	
<ul style="list-style-type: none"> Answering and asking questions. 	Encouraged throughout the teaching programme with regular oral activities, including the weekly consideration of Big Questions.	
<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far.' 	Built into the three-stage approach to all new texts.	
'Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.'	Discussion is an integral part of the programme. Rules for discussion are clearly set out for the whole programme, ensuring learner learn how to speak, listen and discuss with a partner, in a group and in a whole-class situation.	

<p><i>'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.'</i></p>	<p>As above. Learners are encouraged to discuss other texts that they have read and listened to which link to those they are studying in the programme.</p>	
<p><i>Writing - transcription</i></p>		
<p><i>Pupils should be taught to:</i></p>		
<p><i>'Spell by:</i></p>		
<ul style="list-style-type: none"> • <i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</i> 		<p>Throughout programme.</p>
<ul style="list-style-type: none"> • <i>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.</i> 		<p>Throughout programme.</p>
<ul style="list-style-type: none"> • <i>Learning to spell common exception words.</i> 		<p>Word banks online. Jumping Red words – every unit.</p>
<ul style="list-style-type: none"> • <i>Learning to spell more words with contracted forms.</i> 	<p>Year 2 Unit 5</p>	<p><i>Practice Book 2A Special focus 5: Contractions and apostrophes (p.40).</i> <i>Practice Book 2B Special focus 6: Contractions and apostrophes (p.43).</i></p>
<ul style="list-style-type: none"> • <i>Learning the possessive apostrophe (singular).</i> 	<p>Year 2 Unit 3</p>	<p><i>Practice Book 2A Special focus 7: Possessive apostrophes (p.54).</i> <i>Practice Book 2B Special focus 7: Possessive apostrophes (p.43).</i></p>

<ul style="list-style-type: none"> <i>Distinguishing between homophones and near-homophones.'</i> 		<i>Practice Book 2A Special focus 2: Homophones (p.19).</i>
<i>'Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.'</i>	Year 2 Unit 1 (-ful, -less). Year 2 Unit 2 (-ing, -er, -est).	<i>Practice Book 2B Unit 13: Adding the suffix -ment (p.44).</i> <i>Practice Book 2B Unit 6: Adding the suffix -ness 1 (p.19), and Adding the suffix -ness 2 (p.23).</i> <i>Practice Book 2B Unit 11: Adding the suffix -ful (p.37).</i> <i>Practice Book 2B Unit 12: Adding the suffix -less (p.40).</i> <i>Practice Book 2A Unit 5: Adding the suffix -ly (p.20).</i>
<i>'Apply spelling rules and guidance, as listed in English Appendix 1.'</i>		<i>See Appendix 1 grid below.</i>
<i>'Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.'</i>		<i>Dictation activities in every unit, throughout the programme.</i>
Writing - handwriting		
<i>Pupils should be taught to:</i>		
<i>'Form lower-case letters of the correct size relative to one another.'</i>		
<i>'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.'</i>		

<p><i>'Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.'</i></p>	<p><i>Guidance on teaching handwriting is provided in the Read, Write, Inc. Get Writing! Handbook. Training for teachers is provided by Ruth Miskin Training, see www.ruthmiskintraining.com</i></p>	
<p><i>'Use spacing between words that reflects the size of the letters.'</i></p>		
<p>Writing - composition</p>		
<p><i>Pupils should be taught to:</i></p>		
<p><i>'Develop positive attitudes towards and stamina for writing by:</i></p>	<p><i>The three-layer structure for writing, which runs throughout the programme, is designed to develop positive attitudes and stamina for writing.</i></p>	
<ul style="list-style-type: none"> • <i>Writing narratives about personal experiences and those of others (real and fictional).</i> 	<p><i>Year 2 Unit 2 - Writing a story about friendships in school.</i></p> <p><i>Year 2 Unit 4 - Writing a new fairy tale.</i></p> <p><i>Year 2 U5 - Writing a diary entry about something that happened to a fictional character.</i></p> <p><i>Year 2 Unit 6 - Writing a fantasy story.</i></p>	
<ul style="list-style-type: none"> • <i>Writing about real events.</i> 	<p><i>Year 2 Unit 2 - Writing non-chronological report about shipwrecks.</i></p>	
<ul style="list-style-type: none"> • <i>Writing poetry.</i> 	<p><i>Year 2 Unit 2 - Writing a shape poem, using kennings.</i></p>	
<ul style="list-style-type: none"> • <i>Writing for different purposes.'</i> 	<p><i>Year 2 Unit 1 - Writing to explain.</i></p> <p><i>Year 2 Unit 2 - Writing a non-chronological report.</i></p>	

	<p>Year 2 Unit 3 - Writing to persuade.</p> <p>Year 2 Unit 4 - Writing an instruction text.</p> <p>Year 2 Unit 5 - Writing to communicate, using formal and informal texts (a letter and an email).</p> <p>Year 2 Unit 6 - Writing an information text.</p>	
<p><i>'Consider what they are going to write before beginning by:</i></p>	<p>The three-layer structure for writing, which runs throughout the programme, is designed to develop rigorous planning strategies before the main writing begins.</p>	
<ul style="list-style-type: none"> <i>• Planning or saying out loud what they are going to write about.</i> 	<p>Throughout, often using partner work.</p>	
<ul style="list-style-type: none"> <i>• Writing down ideas and/or key words, including new vocabulary.</i> 	<p>Use of Personal logs to note main ideas, key words and new vocabulary, is encouraged throughout the programme.</p> <p>Class logs are used to remind learners of the most pertinent ideas, and to demonstrate effective use of Personal logs.</p>	
<ul style="list-style-type: none"> <i>• Encapsulating what they want to say, sentence by sentence.'</i> 	<p>Throughout, encouraging use of precise but powerful language. Class logs are used to display successful examples of learner's written work.</p>	
<p><i>'Make simple additions, revisions and corrections to their own writing by:</i></p>	<p>Crafting of written work, throughout all stages of writing, runs throughout the programme</p>	

<ul style="list-style-type: none"> <i>Evaluating their writing with the teacher and other pupils</i> 	Peer and teacher support and evaluation is embedded throughout the writing process to assist and encourage the pupils' writing.	
<ul style="list-style-type: none"> <i>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</i> 	Year 2 Unit 6 focuses on verbs and consistent use of tenses in texts. In particular the present continuous form, using the present participle ending -ing.	
<ul style="list-style-type: none"> <i>Proof-reading to check for errors in spelling, grammar and punctuation.'</i> 	Proofreading is built into the programme throughout, in all writing activities.	
<i>'Read aloud what they have written with appropriate intonation to make the meaning clear.'</i>	Regular suggestions for this throughout the programme, particularly when writing performance poems.	
Writing – vocabulary, grammar and punctuation		
<i>Pupils should be taught to:</i>		
<i>'Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i>		
<ul style="list-style-type: none"> <i>Learning how to use both familiar and new punctuation correctly (see <u>English Appendix 2</u>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).'</i> 	Reinforced throughout the Year 2 programme, e.g: Unit 1 – Capital letters and question marks. Unit 2 – Commas in lists. Unit 3 – Exclamation marks, possessive apostrophes. Unit 5 – Apostrophes for contractions.	
<i>'Learn how to use:</i>		

<ul style="list-style-type: none"> • <i>Sentences with different forms: statement, question, exclamation, command.</i> 	<p>Unit 1 – Questions. Unit 3 – Exclamations and commands.</p>	
<ul style="list-style-type: none"> • <i>Expanded noun phrases to describe and specify [for example, the blue butterfly]</i> 	Unit 3.	
<ul style="list-style-type: none"> • <i>The present and past tenses correctly and consistently including the progressive form.</i> 	Unit 6.	
<ul style="list-style-type: none"> • <i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</i> 	Unit 4 conjunctions for subordination and co-ordination.	
<ul style="list-style-type: none"> • <i>The grammar for year 2 in English <u>Appendix 2</u>.</i> 	See <u>Appendix 2</u> grid, below.	
<ul style="list-style-type: none"> • <i>Some features of written Standard English'</i> 	Throughout the programme there is implicit coverage of features of Standard English, such as subject/verb agreements, consistency of tense, appropriate levels of formality, etc.	
<p><i>'Use and understand the grammatical terminology in English <u>Appendix 2</u> in discussing their writing.'</i></p>		

National Curriculum English Appendix 1: Spelling Year 2

English Appendix 1: Spelling Year 2 content	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
'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.'		Year 2A Unit 10 The j sound.
'The /s/ sound spelt c before e, i and y.'		Year 2A Unit 2 Soft c .
'The /n/ sound spelt kn and (less often) gn at the beginning of words.'		Year 2A Unit 6 The n sound spelt kn and gn.
'The /r/ sound spelt wr at the beginning of words.'		Year 2B Unit 1 The r sound spelt wr.
'The /l/ or /əl/ sound spelt -le at the end of words.'		Year 2B Unit 8 Words ending in -le.
'The /l/ or /əl/ sound spelt -el at the end of words.'		Year 2B Unit 9 Words ending in -el.
'The /l/ or /əl/ sound spelt -al at the end of words.'		Year 2B Unit 10 Words ending in -al.
'Words ending -il.'		Year 2B Special Focus 3 Words ending in -il and words where s makes the zh sound.
'The /aɪ/ sound spelt -y at the end of words.'		Year 2A Unit 7 The igh sound spelt y.
'Adding -es to nouns and verbs ending in -y.'		Year 2B Unit 15 Adding the suffix -es (where the root word ends in y).

<p><i>'Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.'</i></p>		<p>Year 2A Unit 13 Adding the suffix -ed (2) (swapping y for i).</p> <p>Year 2B Unit 3 Adding the suffixes -er or -est (2) (swapping y for i).</p>
<p><i>'Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.'</i></p>		<p>Year 2A Unit 4 Adding the suffix -y (2) (to words ending in e).</p> <p>Year 2A Unit 9 Adding the suffix -ing (2) (to words ending in e or ie).</p> <p>Year 2A Unit 14 Adding the suffix -ed (3) (dropping e to add -ed, and revision of doubling final consonant and swapping y for i).</p> <p>Year 2B Unit 2 Adding the suffixes -er or -est (1) (words where no change is needed; words ending in e).</p>
<p><i>'Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.'</i></p>		<p>Year 2A Unit 3 Adding the suffix -y (1) (to words ending in a short vowel and a consonant).</p> <p>Year 2A Unit 8 Adding the suffix -ing (1) (to words ending in a short vowel and a consonant).</p> <p>Year 2B Unit 4 Adding the suffixes -er or -est (3) (doubling consonant, where the root word ends in short vowel plus consonant).</p>
<p><i>'The /ɔ:/ sound spelt a before l and ll.'</i></p>		<p>Year 2A Unit 1 The or sound spelt a before l and ll.</p>

'The /ʌ/ sound spelt o.'		Year 2A Special Focus 6 The <i>u</i> sound spelt <i>o</i> , and the <i>or</i> sound spelt <i>ar</i> after <i>w</i> .
'The /i:/ sound spelt -ey.'		Year 2B Unit 5 The <i>ee</i> sound spelt <i>ey</i> .
'The /ɒ/ sound spelt a after w and qu.'		Year 2A Unit 11 The <i>o</i> sound spelt <i>a</i> after <i>w</i> and <i>qu</i> .
'The /ɜ:/ sound spelt or after w.'		Year 2B Special Focus 5 The <i>ir</i> sound spelt <i>or</i> after <i>w</i> .
'The /ɔ:/ sound spelt ar after w.'		Year 2A Special Focus 6 The <i>u</i> sound spelt <i>o</i> , and the <i>or</i> sound spelt <i>ar</i> after <i>w</i> .
'The /z/ sound spelt s.'		Year 2B Special Focus 3 Words ending in <i>-il</i> and words where <i>s</i> makes the <i>zh</i> sound.
'The suffixes -ment, -ness, -ful, -less and -ly.'		<p>Year 2A Unit 5, -ly Adding the suffix <i>-ly</i> (to words to make adverbs).</p> <p>Year 2B Unit 6, -ness (1) Adding the suffix <i>-ness</i> (1) (adding to a root word with no change to the root word).</p> <p>Year 2B Unit 7, -ness (2) Adding the suffix <i>-ness</i> (2) (swapping <i>y</i> to <i>i</i>).</p> <p>Year 2B Unit 11, -ful Adding the suffix <i>-ful</i></p> <p>Year 2B Unit 12, -less Adding the suffix <i>-less</i>.</p> <p>Year 2B Unit 13, -ment Adding the suffix <i>-ment</i>.</p>
'Contractions.'		Year 2A Special Focus 5 Contractions and apostrophes.

		Year 2B Special Focus 6 Contractions and apostrophes.
'Possessive apostrophe (singular nouns).'		Year 2A Special Focus 5 Contractions and apostrophes. Year 2B Special Focus 7 Possessive apostrophes.
'Words ending in -tion.'		Year 2B Unit 14 Words ending in -tion.
'Homophones and near-homophones.'		Year 2A Special Focus 2 Homophones. Year 2A Special Focus 4 Homophones. Year 2B Special Focus 2 Homophones.
'Common exception words.'		Red words (including all the common exception words for Year 2) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping red words</i> , <i>Dictation</i> and <i>Words to log and Learn</i> .

English Appendix 2: Vocabulary, grammar and punctuation content Year 2	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
Word		
'Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman].'	Unit 2 - Compound words.	
'Formation of adjectives using suffixes such as -ful, -less.'	Unit 1 - Suffixes -ful, -less.	
'Use of suffixes -er, -est, in adjectives and the use of -ly in Standard English to turn	Unit 2 - Suffixes -er and -est. Unit 4 - Suffix -ly to form adverbs.	

<i>adjectives into adverbs.'</i>		
Sentence		
<i>'Subordination (using when, if, that, because) and co-ordination (using or, and, but).'</i>	Unit 4 – Conjunctions for subordination and co-ordination.	
<i>'Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].'</i>	Unit 3.	
<i>'How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.'</i>	Unit 1 – Questions. Unit 3 – Exclamations and commands.	
Text		
<i>'Correct choice and consistent use of present tense and past tense throughout writing.'</i>	Unit 6 verb tenses.	
<i>'Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].'</i>	Unit 6.	
Punctuation		
<i>'Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.'</i>	Reinforced throughout programme. In Year 2 in particular: Unit 1 – Capital letters, question marks. Unit 3 – Exclamation marks.	
<i>'Commas to separate items in a list.'</i>		
<i>'Apostrophes to mark where letters are missing in spelling and to mark singular'</i>	Unit 3 – Possessive apostrophes. Unit 5 – Apostrophes for contractions.	

<i>possession in nouns for example, the girl's name.'</i>		
Terminology for pupils		
<i>'Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma.'</i>	<i>All terminology explicitly covered and used in appropriate context within the programme for Year 2.</i>	

English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few ageappropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and righthand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes).

A table showing the IPA is provided in this document.

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: ■ all letters of the alphabet and the sounds which they most commonly represent

- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk

<p>Division of words into syllables</p>	<p>Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</p>	<p>pocket, rabbit, carrot, thunder, sunset</p>
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<p>Statutory requirements</p>	<p>Rules and guidance (non-statutory)</p>	<p>Example words (non-statutory)</p>
<p>-tch</p>	<p>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.</p>	<p>catch, fetch, kitchen, notch, hutch</p>
<p>The /v/ sound at the end of words</p>	<p>English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.</p>	<p>have, live, give</p>
<p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.</p>	<p>cats, dogs, spends, rocks, thanks, catches</p>

<p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>	<p>–ing and –er always add an extra syllable to the word and –ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
<p>Adding –er and –est to adjectives where no change is needed to the root word</p>	<p>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p>

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

<p>Vowel digraphs and trigraphs</p>	<p>Rules and guidance (non-statutory)</p>	<p>Example words (non-statutory)</p>
<p>ai, oi</p>	<p>The digraphs ai and oi are virtually never used at the end of English words.</p>	<p>rain, wait, train, paid, afraid oil, join, coin, point, soil</p>

ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister

ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, ZOO	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound

ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry

Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
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Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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<p>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</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>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).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>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.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>The /l/ or /əl/ sound spelt -le at the end of words</p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	<p>The –el spelling is much less common than –le.</p> <p>The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ 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 l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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 /ɜ:/ sound spelt or after w	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, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	<p>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.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><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.</p>	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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. *past, last, fast, path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.

Great, break and *steak* 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, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis</p> <p>+ spell)</p> <p>in-: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<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>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</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>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, anticlockwise, 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

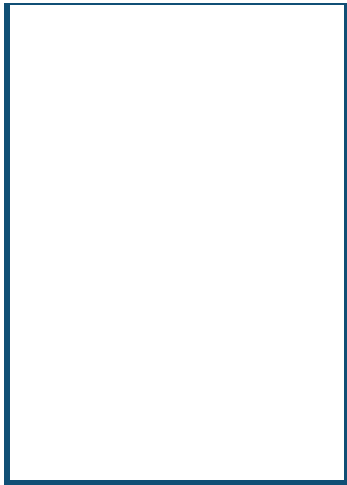
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<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>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>

<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<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, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
<p>The suffix –ous</p>	<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>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>

<p>Statutory requirements</p>	<p>Rules and guidance (non-statutory)</p>	<p>Example words (non-statutory)</p>
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<p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p>	<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.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>
<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>		<p>chef, chalet, machine, brochure</p>
<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p>		<p>league, tongue, antique, unique</p>
<p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>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/.</p>	<p>science, scene, discipline, fascinate, crescent</p>
<p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p>vein, weigh, eight, neighbour, they, obey</p>



Statutory requirements
Possessive apostrophe with plural words
Homophones and near-homophones

Rules and guidance (non-statutory)	Example words (non-statutory)
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 <i>s</i> use the 's suffix e.g. Cyprus's population)
	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

Word List –
Years 3-4

accident(ally)	early earth	knowledge	purpose
actual(ly)	eight/eighth	learn length	quarter
address answer	enough	library material	question
appear arrive	exercise	medicine	recent regular
believe bicycle	experience	mention minute	reign
breath breathe	experiment	natural naughty	remember
build	extreme	notice	sentence separate
busy/business	famous	occasion(ally)	special straight
calendar caught	favourite February	often opposite	strange strength
centre century	forward(s)	ordinary	suppose surprise
certain circle	fruit	particular	therefore
complete consider	grammar	peculiar	though/although
continue decide	group guard	perhaps	thought through
describe different	guide heard	popular	various weight
difficult	heart height	position	woman/women
disappear	history	possess(ion)	
	imagine	possible	
	increase	potatoes	
	important	pressure	
	interest	probably	
	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory) Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.