

St Luke's C of E Primary School

English scheme of work

“Opening hearts, eyes and minds”

What we want children at St. Luke's to gain from our teaching of English:

- **challenging experiences and enjoyment of reading across an extensive range and selection of books**
- **challenging experiences and enjoyment of writing in different ways and techniques across a range of genres**
- **confidence to express themselves in various forms by being creative, expressive, imaginative and thoughtful**
- **confidence and an ability to use a rich and varied vocabulary when writing and when speaking**
- **opportunities to experience a range of related English skills in specialist workshops, visits, debates and performances**
- **an ability to ask, offer and seek answers to questions in discussions**
- **an understanding of how English links to all areas of the curriculum**

What we want to learn about in English:

Year 1	Year 2
<p data-bbox="488 595 808 624"><u>Reading – word reading</u></p> <p data-bbox="468 632 828 660">Pupils should be taught to:</p> <ul data-bbox="237 676 1097 1378" style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)• read aloud accurately books that are consistent with their	<p data-bbox="1417 595 1738 624"><u>Reading – word reading</u></p> <p data-bbox="1397 632 1758 660">Pupils should be taught to:</p> <ul data-bbox="1180 676 2011 1378" style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• re-read these books to build up their fluency and confidence in word reading.

developing phonic knowledge and that do not require them to use other strategies to work out words

- re-read these books to build up their fluency and confidence in word reading.

- Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

- Notes and guidance (non-statutory)

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Reading – comprehension

Pupils should be taught to:

develop pleasure in reading, have motivation to read and develop their vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher ♣
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and

Reading – comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately

done

- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.
- Notes and guidance (non-statutory)

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written

and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- Notes and guidance (non-statutory)

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

	<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<p style="text-align: center;"><u>Writing – transcription</u> <u>Spelling (see English Appendix 1 NC document)</u> Pupils should be taught to:</p> <p><u>spell:</u></p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p><u>name the letters of the alphabet:</u></p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p><u>add prefixes and suffixes:</u></p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p style="text-align: center;"><u>Writing – transcription</u> <u>Spelling (see English Appendix 1 NC document)</u> Pupils should be taught to:</p> <p><u>spell by:</u></p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones <ul style="list-style-type: none"> • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- Notes and guidance (non-statutory)

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage, pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place

- Notes and guidance (non-statutory)

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

<ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <ul style="list-style-type: none"> • <u>Notes and guidance (non-statutory)</u> Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. <ul style="list-style-type: none"> • <u>Notes and guidance (non-statutory)</u> Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.
<p style="text-align: center;"><u>Writing Composition</u> Pupils should be taught to:</p> <p><u>write sentences by:</u></p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes 	<p style="text-align: center;"><u>Writing Composition</u> Pupils should be taught to:</p> <p><u>develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional)

sense

- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- Notes and guidance (non-statutory)
At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing genre examples:

narrative/creative/imaginative – stories with repetition, stories with familiar events, simple fairy tale retellings, simple play scripts, simple fantasy stories

- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

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

non-chronological/non-fiction/report writing – labels, captions, lists, invitations, simple fact sheets, weekend recounts, trip/visit recounts, recipes, instructions, simple persuasive advert – “Come to...”, simple explanations linked to history and science

poetry – number and list poems, themed poems, action rhymes, rhyming poems

- **Notes and guidance (non-statutory)**

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Writing genre examples:

narrative/creative/imaginative – traditional tales, playscripts and puppet shows, more detailed fairy tale writing, stories from other cultures, stories from a film, stories based around works of a particular author

	<p>poetry – alliterative poems, nonsense poems, riddles, rhyming story texts</p> <p>non-chronological/non-fiction/report writing – non-fiction pages for a book, instructions – “How to...”, leaflets, letters, explanations for historical events and science work, postcards, persuasive writing eg for a travel brochure, simple interviews, letter writing with an address</p>
<p><u>Writing – vocabulary, punctuation and grammar:</u> Pupils should be taught to: <u>develop their understanding of the concepts set out in English Appendix 2 NC document by:</u></p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English Appendix 2 NC document <p>• use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p><u>Writing – vocabulary, punctuation and grammar:</u> Pupils should be taught to: <u>develop their understanding of the concepts set out in English Appendix 2 NC document by:</u></p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2 NC document), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p><u>learn how to use:</u></p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-

- Notes and guidance (non-statutory)
Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary – see NC document.

Extra note on vocabulary – an ongoing initiative introduced in 2019.

New vocabulary could be embedded by:

- using the “word detective”, “word collector” or “word wizard” approach
- drawing pictures to demonstrate a word meaning
- using vocabulary correctly in speech

ordination (using or, and, or but)

- the grammar for year 2 in English Appendix 2 – see NC document
- some features of written Standard English

- use and understand the grammatical terminology in English Appendix 2 – NC document - when discussing their writing.

- Notes and guidance (non-statutory)
The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Extra note on vocabulary – an ongoing initiative introduced in 2019.

New vocabulary could be embedded by:

- using visual aids for new words on tables and in books
- drawing pictures to demonstrate a word meaning
- using vocabulary pyramids across the curriculum in writing
- using vocabulary correctly in speech
- improving vocabulary choices in marked work, if appropriate

Year 3	Year 4
<p style="text-align: center;">Reading – word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 NC document, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>• <u>Notes and guidance (non-statutory)</u> At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].</p>	<p style="text-align: center;">Reading – word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 NC document, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>• <u>Notes and guidance (non-statutory)</u> At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading ‘technical’, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should].</p>
<p style="text-align: center;">Reading – comprehension Pupils should be taught to: <u>develop positive attitudes to reading and understanding of what they read by:</u></p>	<p style="text-align: center;">Reading – comprehension Pupils should be taught to: <u>develop positive attitudes to reading and understanding of what they read by:</u></p>

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph

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- predicting what might happen from details stated and implied

and summarising these

- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Notes and guidance (non-statutory)
The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different

- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective

earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

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discussion. The expectation should be that all pupils take part.

to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – transcription

Spelling (see English Appendix 1 in NC document)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1 in NC document)
- spell further homophones
- spell words that are often misspelt (English Appendix 1 in NC document)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

• **Notes and guidance(non-statutory)**

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2 in NC document).

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- spell words that are often misspelt (English Appendix 1 in NC document)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

• **Notes and guidance(non-statutory)**

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2 in NC document).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- Notes and guidance (non-statutory)
Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling

Writing Composition

Pupils should be taught to:

plan their writing by:

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Writing Composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to

write in order to understand and learn from its structure, vocabulary and grammar

- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2 in NC document)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing genre examples:

narrative/creative/imaginative – mythical stories, stories with familiar settings, adventure stories, playscripts from stories, stories with a moral/fables, diaries, fractured fairy tales with alternative characters and plot

non-chronological/non-fiction/report writing – description of a discovery, diaries and letters linked to real people, persuasive pamphlets/advertisements, instructions with a link to a history or science theme, book blurbs and encyclopaedia entries, science reports, technical explanations/instructions eg “How to...”, use of sub-headings

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Writing genre examples:

narrative/creative/imaginative– stories and diaries linked to specific history themes, story writing from specific author studies, newspaper report interviews with story characters, newspaper extracts, stories from other cultures and legends, playscripts from stories

non-chronological/non-fiction/report writing – diaries and letters linked to real people, question and answer/explanation leaflets, persuasive advertisements for real products, science and history reports

poetry – alliteration, similes and onomatopoeia, shape poems, haikus, Kennings, performance poems, class sets of range of poems

poetry – advertising jingles, raps and rhymes, narrative poems, cinquains, class sets of range of poems

Writing – vocabulary, punctuation and grammar

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 NC document by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2 NC document

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indicate grammatical and other features by:

- using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
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- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
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- Notes and guidance (non-statutory)
Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2 NC document, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

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Extra note on vocabulary – an ongoing initiative introduced in 2019.

New vocabulary could be embedded by:

- clapping syllables in words
- enunciating vocabulary clearly
- discussing and using vocabulary pyramids across the curriculum in writing
- using vocabulary correctly in speech
- improving vocabulary choices in marked work, if appropriate

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Year 5

Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 NC document, both to read aloud and to understand the meaning of new words that they meet.

- **Notes and guidance (non-statutory)**

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Year 6

Reading – word reading

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When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Reading – comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
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- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

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The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or

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Writing – transcription

Spelling (see English Appendix 1 in NC document)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 NC Document
- use dictionaries to check the spelling and meaning of words
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- **Notes and guidance (non-statutory)**

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

- **Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing Composition

- **Notes and guidance (non-statutory)**

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- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

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- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Notes and guidance (non-statutory)
Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing genre examples:

narrative/creative/imaginative – classic fiction stories, writing in chapters, writing based around film scripts, science fiction, fantasy writing, monologues

non-chronological/non-fiction/report writing – magazine articles based on an interview or an account, persuasive styles of writing, formal letter writing, detailed science and history based reports, non-fiction writing with appropriate layout, debates

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Writing – vocabulary, punctuation and grammar

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 NC document by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2 NC document

indicate grammatical and other features by:

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 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
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- use and understand the grammatical terminology in English Appendix 2 NC document accurately and appropriately in discussing their writing and reading.

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Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Extra note on vocabulary – an ongoing initiative introduced in 2019.

New vocabulary could be embedded by:

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How we want our children to learn:

- **by being creative, imaginative, expressive, thoughtful and challenged in their work**
- **by asking key questions in discussions about their learning and seeking answers and solutions**
- **by discovering and using new vocabulary across all areas of their learning**
- **by making links with their learning in English to other areas of the curriculum**