English Curriculum

Greswold Primary School

Subject Intent

For every child to acquire the necessary knowledge, skills and understanding to be life-long learners and linguists while ensuring that every child is comfortable communicating their thoughts and ideas effectively in all settings and situations. At Greswold, we will install a love for reading by offering a broad range of quality literature to evoke creativity whilst fostering imagination, curiosity and independence. Children will draw on their love of reading and their knowledge of different texts to aid them with producing a grammatically accurate written text, fit for audience and purpose.

Phonics

A key focus of our teaching is the development of phonic skills. Our scheme for teaching phonics is Supersonic Phonic Friends which has been verified by the DfE. We use a wide range of engaging, active teaching methods and resources to deliver our lessons including games, videos, and interactive whiteboard activities. We provide daily phonics sessions and implement effective interventions throughout the school day. We make full use of our expert teachers and teaching assistants to keep group sizes small. This allows for focused teaching which enables the most effective learning. At the end of the Summer term all pupils in Year 1 will be assessed using a national phonic screening assessment to ascertain whether they have met the expected standard in reading or not. Any children who do not meet the expected level at the end of Year 1 will be re-assessed at the end of Year 2. Children need to be able to read both real and non-real (pseudo) words in this assessment task.

English in the Early Years

In Nursery, we focus primarily on building a strong foundation in Speaking and Listening. The children take part in a range of activities (circle time, Jigsaw, story time, Nursery Bear sharing) which aid them in becoming confident and effective communicators. Alongside this, we explore a variety of texts with the children to develop their understanding of the purpose of print, the structure of stories, the meaning of character and setting and the importance of rhythm and rhyme within spoken and written language. Nursery rhymes and traditional tales feature a great deal; these are later joined by a range of stories that the children choose themselves, developing Greswold's value of curiosity.

In Reception the children learn in a print rich environment. They develop their gross and fine motor skills through fun activities such as 'dough disco' and 'squiggle while you wiggle'. Pupils have daily phonics lessons and are encouraged to use their phonic knowledge to write words in ways which match their spoken sounds. They have continuous access to mark making materials and follow their interests and with support, write simple sentences that can be read by themselves and others. Story telling is a daily event and children often act out stories they have heard within the environment.

The Greswold Reader

A love of reading.

Be able to recognise more vocabulary or the inclination to look up unfamiliar words.

Independence to read on their own.

Read fluently with expression and voices for characters.

Have a reading identify – what do they/don't they like?



Curiosity to read different texts and question what they have read.

Developed skills to understand what they read.

An appreciation of a range of books, appreciating the full range of genres and authors; with the ability to recommend books to others.

The Greswold Reader

The Greswold Writer

An understanding of different audiences and purposes.

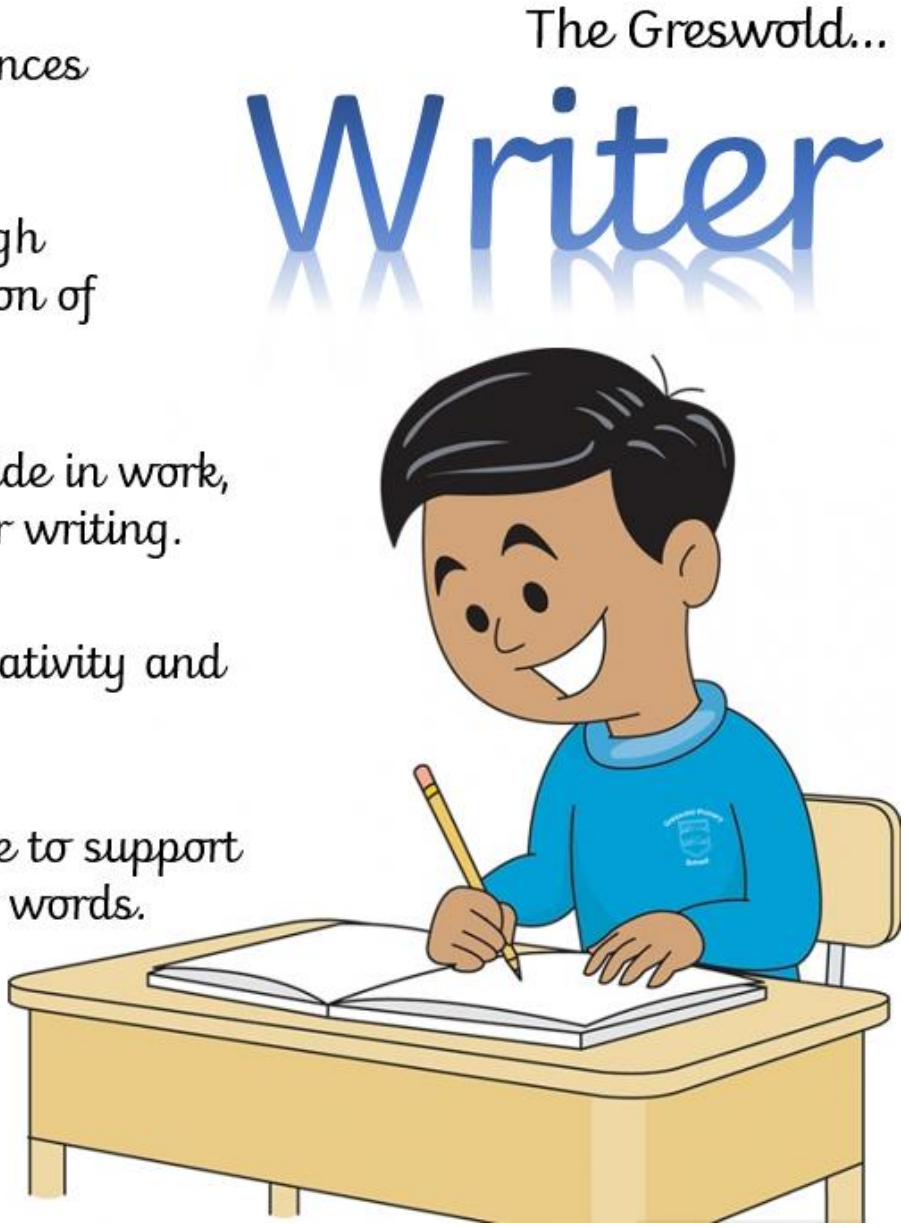
Know how to engage readers through their writing through the appreciation of different authors and books.

Neat, legible handwriting taking pride in work, with the motivation to improve their writing.

A love for writing and their own creativity and imagination shining through.

Spell accurately or the independence to support themselves with spelling unfamiliar words.

Independence and enjoyment of writing to create pieces in their own time.



Phonics Progression

Lesson and Phonemes Covered					Year Groups Taught
Firm Foundations					
Firm Foundations - Aspect 1					Nursery Recap in Reception
Firm Foundations - Aspect 2					
Firm Foundations - Aspect 3					
Firm Foundations - Aspect 4					
Firm Foundations - Aspect 5					
Firm Foundations - Aspect 6					
Firm Foundations - Aspect 7					
The Basics 2					
s	a	t	p		Reception
i	n	m	d		
g	o	c	k		
ck	e	u	r		
h	b	f	l		
ll	ff	ss			
The Basics 3					
j	v	w	x		Reception Recap in Year 1
y	z	zz	qu		
ch	sh	th	ng		
ai	ee	igh	oa		
oo	oo	ar	or		
ur	ow	oi	er		
ure	ear	air			
The Basics 4					
Adjacent Consonants CVCC					Greater Depth taught in Reception Year 1
Adjacent Consonants CVCC and Polysyllabic					
Adjacent Consonants CCVC					
Adjacent Consonants CCVC					
Adjacent Consonants CCVCC and Polysyllabic					
Higher Levels 5 – Choose to Use					
ay	ea	ie	oe	ue	Year 1 Recap in Year 2
a_e	e_e	i_e	o_e	u_e	
oy	ir	ou	aw	wh	

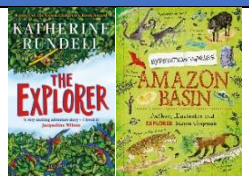
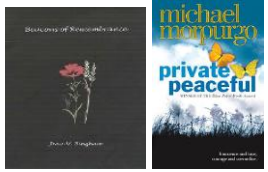
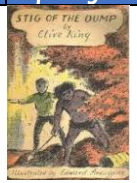
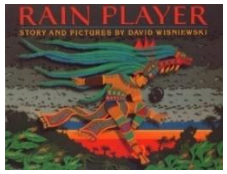
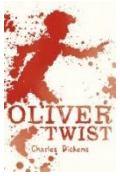
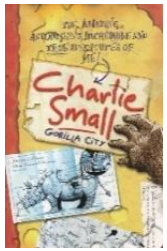
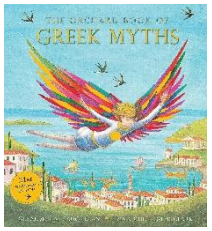
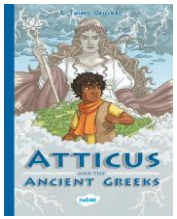
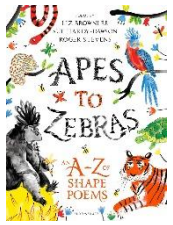
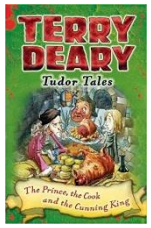
are	kn	wr	ph	au	
gn	ore	ey	y	ew	
ear	or	tch	dge	er	
Higher Levels 5 - Switch it Spell Sounds					
i	o	c	g		Year 1 Recap in Year 2
u	ow	ie	ea		
a	a	ou	o		
ue	u_e	ew			
y	y	ch	ch	ou	

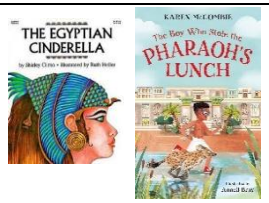
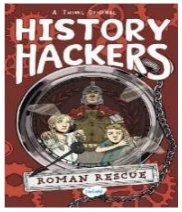
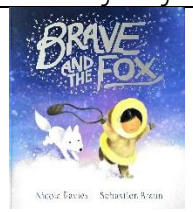
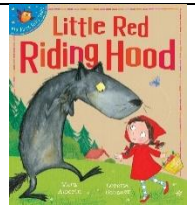
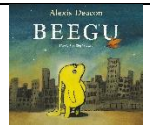
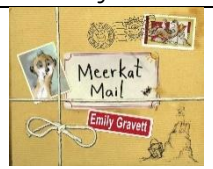
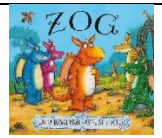
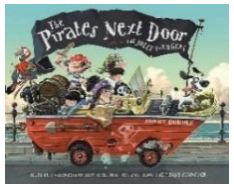
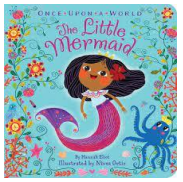
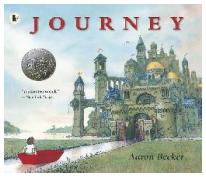
Phonics Vocabulary

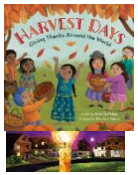
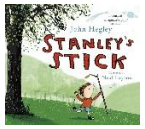
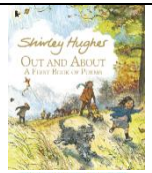
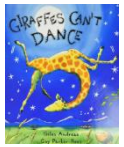
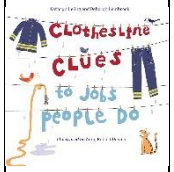
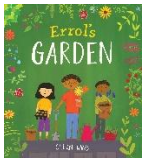
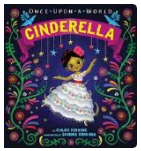
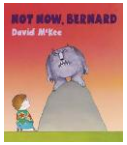
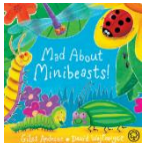
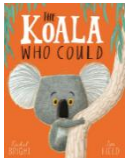
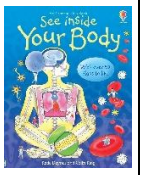
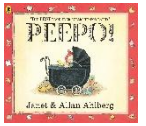
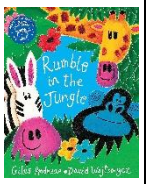
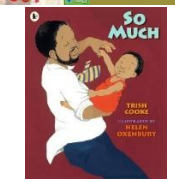
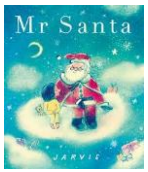
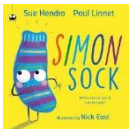
Word	Definition
Phoneme	Phonemes are the smallest unit of speech-sounds which make up a word. There are around 44 phonemes in the English language.
Grapheme	Graphemes are the written representation of sounds. A grapheme may be one letter (**f**), two letters (**ir**), three letters (**igh**) or four letters in length (**ough**).
Grapheme-phoneme correspondences (GPCs)	Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling. It also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.
Segmenting	Segmenting involves breaking up a word that you hear into its sounds. For example, the word **jam** is segmented into the sounds **j-a-m**.
Blending	Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, **j-a-m** blended together reads the word **jam**.
Vowel	The letters **a**, **e**, **i**, **o** and **u**.
Consonant	The letters of the alphabet (apart from the vowels **a**, **e**, **i**, **o** and **u**).
Adjacent consonants	Two or three consonants next to each other that represent different sounds. For example, **bl** in **bl**ack. Notice here that **bl** makes the two different sounds **b** and **l**, whereas **ck** makes the single sound **ck**.
Digraph	A grapheme made up of two letters that makes one sound (**sh** in **sh**op).
Consonant digraph	A digraph that is made up of two consonants (**sh** in **sh**op).
Trigraph	A grapheme made up of three letters that makes one sound (**igh** in h**igh**).
Split digraph	A digraph that is split between a consonant (**a-e** in m**a**k**e**). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between **man** and **made**.
CVC words	A consonant-vowel-consonant word, such as **cat**, **pin** or **top**.
CCVC words	Consonant-consonant-vowel-consonant words such as **clap** and **from**.

CVCC words	*Consonant-vowel-consonant-consonant words such as* **mask** *and* **belt**.
Tricky words	*Words that are commonly used in English, but they have spelling patterns which make them difficult to read and write using introductory phonic knowledge. For example,* **said**; **of** *and* **was**.
Common Exception Word	*Common exception words are a group of words that are commonly used in text and spoken language but cannot be decoded using normal phonic rules.*

Writing Genres and Subject Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
	• Descriptive writing / Narrative • Diaries • Persuasive Writing	• Poetry • Persuasive Speech • Descriptive writing / Narrative • Diary • Newspaper	• Descriptive Writing/Narrative opening • Biography • Non-fiction writing • Newspaper Report	• Newspaper report • Balanced argument • Persuasive speech • Letter writing • Poetry • Interview	• SATs revision • SATS	• Narrative • Diaries • Non-Chronological Report • Newspaper report • Poetry
Year 5						
	• Descriptive writing (using figurative language) • Narrative writing (historical fiction linked to the Maya) • Diary in role • Non-chronological report	• Biographies • Letter writing (to persuade and complain) • Poetry	• Descriptive writing (character description, linked to a classic fiction text) • Narrative writing (creating suspense and tension)	• Narrative writing (linked to a modern classic) • Letter writing (using different levels of formality) • Formal report writing	• Norse myths & legends • Narrative writing (using speech and figurative language). • Descriptive writing (using figurative language).	• Non-chronological report • Explanations • Newspaper reports • Persuasive writing in role • Instructions • Poetry: free verse
Year 4			  			
	• Descriptive Writing • Diary writing • Report	• Letter writing informal • Descriptive writing • Non-Chronological reports	• Non-Chronological Report • Narrative Writing • Letter writing formal	• Persuasive writing • Poetry •	• Creative Story • Narratives: Comic writing • News Story	• Play Scripts • Debates/Balanced Arguments

Year 3						
	• Descriptive writing • Narrative writing Information text	• Poetry • Narrative writing • Letter writing	• Narrative writing • Recount • Instructions • Drama & Storytelling	• Diary writing • Non-Chronological reports •	• Narrative writing • Diary writing • Instructions	• Descriptive Writing • Letter writing • Poetry
Year 2		 				
	• Descriptive Writing • Recount	• Poetry • Narrative Writing • Letter Writing	• Non-chronological reports	• Narrative • Instructions	• Narrative • Letter writing • Non-chronological reports	• Narrative • Poetry
Year 1	 	 	  	 	  	
	• Descriptive writing • Poetry	• Recount • Descriptive writing • Performance poetry	• Descriptive writing • Instructions • Story writing • Commands	• Poetry • Performance poetry • Descriptive writing •	• Recount • Narrative	• Descriptive writing • Recount • Poetry

Reception	 	 	  	  	  	  	 	  	  	  	  The Spike Hedgehog The Squirrels who Squabbled Little Owls Night	  
	Drawing Club, Class and supporting texts												
Nursery	 	    				

Subject Outcomes & Progression – Reading

	Word Reading	Comprehension			
	Decoding	**Range and Familiarity of Texts**	**Understanding and Discussion**	**Inference and Prediction**	**Authorial Intent**
Nursery	*Three and Four Year olds* **Literacy** • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	*Three and Four Year olds* **Literacy** • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a books - page sequencing	*Three and Four Year olds* **Literacy** • Engage in extended conversations about stories, learning new vocabulary. **Communication and Language** • Enjoy listening to longer stories and can remember much of what happens.		
Reception	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Literacy** • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **Communication and Language** • Engage in story times. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	**Communication and Language** • 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.		
	Early Learning Goals				
	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by soundblending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		• 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.		

Year One	Pupils should be taught to: • 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 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.	Pupils should be taught to: Develop pleasure in reading, motivation to read, 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	Pupils should be taught to: 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 • 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.	Pupils should be taught to: Understand both the books they can already read accurately and fluently and those they listen to by: • 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	-
Year Two	Pupils should be taught to: • 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	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 • 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 • Continuing to build up a repertoire of poems learnt by heart, appreciating these	Pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Discussing the sequence of events in books and how items of information are related • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases Understand both the books that they can already read accurately 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	Pupils should be taught to: Understand both the books that they can already read accurately and fluently and those that they listen to by: • 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	-

	• 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.	and reciting some, with appropriate intonation to make the meaning clear	• Checking that the text makes sense to them as they read and correcting inaccurate reading • 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.		
Year Three	Pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • 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 • 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 • Recognising some different forms of poetry Pupils should be taught to: • Retrieve and record information from non-fiction and listening to what others say.	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Using dictionaries to check the meaning of words that they have read • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 • Identifying main ideas drawn from more than one paragraph and summarising these Pupils should be taught to: • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • 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	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning
Year Four	Pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Using dictionaries to check the meaning of words that they have read • Preparing poems and play scripts to read aloud and to perform, showing	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: • Discussing words and phrases that capture the reader's interest and imagination

	spelling and sound, and where these occur in the word.	• 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 fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Recognising some different forms of poetry Pupils should be taught to: • Retrieve and record information from non-fiction and listening to what others say.	understanding through intonation, tone, volume and action 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 • Identifying main ideas drawn from more than one paragraph and summarising these Pupils should be taught to: • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	• Predicting what might happen from details stated and implied	• Identifying how language, structure, and presentation contribute to meaning
Year Five	Pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	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	Pupils should be taught to: 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Pupils should be taught to: • distinguish between statements of fact and opinion • 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	Pupils should be taught to: Understand what they read by: • 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	Pupils should be taught to: Understand what they read by: • Identifying how language, structure and presentation contribute to meaning Pupils should be taught to: • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

		Pupils should be taught to: • Retrieve, record and present information from non-fiction/	• Provide reasoned justifications for their views.		
Year Six	Pupils should be taught to: • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	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. Pupils should be taught to: • Retrieve, record and present information from non-fiction/	Pupils should be taught to: 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Pupils should be taught to: • Distinguish between statements of fact and opinion/ • 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.	Pupils should be taught to: Understand what they read by: • 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/	Pupils should be taught to: Understand what they read by: • Identifying how language, structure and presentation contribute to meaning Pupils should be taught to: • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader/

Subject Progression – Writing

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Nursery	**Literacy** • Write some or all of their name. • Write some letters accurately	**Literacy** • 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 • Spell words by identifying the sounds and then writing the sound with letter/s.	Literacy • Re-read what they have written to check that it makes sense.	Literacy • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	**Literacy** • Form lower-case and capital letters correctly. **Physical Development** • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Early Learning Goals			
	• 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		• Write recognisable letters, most of which are correctly formed.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year One	• Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Name the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Using the spelling rule for adding –s or –es as the plural marker for nouns and for the third plural singular marker for verbs. • Using the prefix un. • Using –ing, -ed, -er and –est where no change is needed in the spelling of the root words. • Apply simple spelling rules. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write sentences by: • 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 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.	• Leave spaces between words. • Joining words and clauses using 'and'. • Beginning to punctuate sentences using a capital letter and a full stop. • 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. • Use the grammatical terminology in English Appendix 2 in discussing their writing.	• 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. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' and to practise these.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year Two	• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Spell by 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 to spell words containing possessive apostrophes. • Spell by distinguishing between homophones and near homophones. • Add suffixes to spell longer words, including –ment, -ness, -ful, -less and –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, commons exception words ad punctuation taught so far.	Pupils should be taught to develop a positive attitude, and stamina towards by: • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes. Consider what they are going to write before beginning by: • 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: • Evaluation their writing with the teacher and other pupils. • Rereading 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. • Read aloud what they have written with appropriate intonation to make the meaning clear.	• Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Learn how to use: • Sentences with different forms: statements, question, exclamation and command. • Expanded noun phrases to describe and specify (for example the blue butterfly). • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, and or but). • The grammar for year 2 in English Appendix 2. • Some features of written Standard English. • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Pupils should be taught to: • Form lowercase 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 lowercase letters. • Use spacing between words that reflect the size of the letters.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year Three	Pupils should be taught to: • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals. • 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 Year 3 spelling words and punctuation taught so far.	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 structure. • Organising paragraphs around a theme. • In narratives, creating setting, characters and plot. • In non-narrative material, using simple organisational devices. 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. • Proofread 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.	Develop their understanding of the concepts set out in English Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and 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 Year 3 in English Appendix 2. 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. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Pupils should be taught to: • Use the diagonal and horizontal strokes 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.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year Four	Pupils should be taught to: • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • 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 Year 3 and 4 spelling words and punctuation taught so far.	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 structure. • Organising paragraphs around a theme. • In narratives, creating setting, characters and plot. • In non-narrative material, using simple organisational devices. 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.	Develop their understanding of the concepts set out in English Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and 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 Year 3 in English Appendix 2. 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. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Pupils should be taught to: • Use the diagonal and horizontal strokes 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.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year Five	Pupils should be taught to: • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with silent letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by: • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. • Proof-read for spelling and punctuation errors.	Develop their understanding of the concepts set out in English Appendix 2 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. Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	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.

	Transcription	Composition	Vocabulary, Punctuation and Grammar	Handwriting
Year Six	Pupils should be taught to: • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with silent letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by: • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. • Proof-read for spelling and punctuation errors.	Develop their understanding of the concepts set out in English Appendix 2 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. Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	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.

Teacher Assessment Framework (TAF)

- All children from years 2 to 6 will have a child-friendly version of the TAF visible and accessible to them in the front of their yellow writing book.
- Teachers will mark written work regularly against the TAF to monitor progress and gaps in learning. This information will be used to inform meaningful interventions. This marking will usually take place bi-weekly, to ensure children have enough exposure and opportunity to complete assessed writing.
- Children will be encouraged to use the TAF to identify their own targets for each piece of writing.
- Electronic TAFs will be updated by teachers half-termly to show progress throughout the academic year and identify further interventions.