



Deanshanger Primary School – English Long Term Plan

Year Group: Foundation Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Celebrations & festivals	Let's pretend	Animals	Traditional Tales	Journeys
Narrative	Read books about starting school . Sentences about characters at school (<i>Video clips as well as emergent writing - voice of the child</i>)	Story sequences - The Three Little Pigs . Retell the story.	Write simple story about dressing up - link to superheroes, space. Wanted poster for an alien.	Elmer - write a simple Elmer story based on stories read. Noah's Ark - sequence & retell story.	Jack and the Beanstalk - alternative ending. Little Red Riding Hood - character descriptions. Story sequences.	Mr Gumpy's Outing / Fix It Duck / Duck in a truck - simple stories based around travel (settings focus) Under the sea - The fish who could wish / The rainbow fish
Non-fiction:	Labels - body parts & emotions Explanation - people who help us	Write Christmas card & present label . Letter to Father Christmas. Chinese New Year restaurant order (list) / shopping list for party food	Labels - superhero vehicle Recount - diary of a playdate Invitation to a party	Report - non-chronological report about an animal	Opinion - Would you have climbed the beanstalk like Jack? Instructions - write directions to grandma's house	Recount - write a recount of school trip Instructions - how to build a sandcastle Letter - Postcards
Poetry:	Nursery rhymes - <i>discuss with Y1 so no overlap</i>	Christmas senses poetry.	Rhyming words poetry	Poetry based on animal sounds	Nursery rhymes - <i>discuss with Y1 so no overlap</i>	Journey poetry (shape poems) - incl. onomatopoeia

Year Group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Whatever the weather	Animal Antics	Frogs and Fairies	How does your garden grow?	Dinosaurs	Best of British
Narrative	Stories with familiar settings - Retelling of Sammy Squirrel and story sequencing. Character description of a Frozen character. Writing a new page for a spring story - repeating language pattern.	Stories with repeating patterns - plan, perform and write own version of We're going on a Bear Hunt. Retelling of Christmas story	Fairy and traditional tales - Sequence and retell 3 Billy Goats story through drama and writing. Character descriptions of their own troll. Write own traditional stories	Fairy and traditional tales - Plan, perform and write own version of 'The Enormous Turnip'	Stories with repeating patterns Writing their own version of the story 'If the Dinosaurs came back'	Stories with familiar settings Writing own Mr Man Story based on Mr Strong. Letters - writing a fictional letter to the Queen based on the story 'The Queen's Knickers'
Non-fiction:	Labels - seasonal clothes Lists - summer clothing Captions - winter animals Explanation: Staying safe in the sun	Animal captions Lists - sorting animals into types Recount of visitor to the school showing animals.	Instructions - Cinderella spell/ Gingerbread Men	Report - Sunflower diary Explanation - Non-fiction information page on a plant from another country	Recount: Recount of trip to a museum Report: Non-chronological report on dinosaurs	Instructions - How to make sandwiches (filmed for computing topic - talk for writing) Invitation - Jubilee party invite. Persuasive poster - writing a travel poster about London.
Poetry:	Read, write and perform poems about summer. (senses)	Nursery rhyme week - Recite nursery rhymes Plan, perform and write own version of Jack and Jill.	Read, write and perform poetry	Read, write and perform sunflower poem and poem about a tree throughout the seasons.	Read, write and perform dinosaur riddles Rhyming Couplets -silly dinosaur poems	Personal responses to poetry Recite familiar poems by heart

Year 1 English Overview
Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading - Word Recognition

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.

Reading - Comprehension

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
- 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

	<ul style="list-style-type: none"> ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ 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. 		
Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see <u>English Appendix 1</u>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un- ▪ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in <u>English Appendix 2</u> by: ▪ 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 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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.

Spelling – work for year 1 (Revision of reception work)

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

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

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Rules and guidance (non-statutory)

The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions:** if, pal, us, bus, yes.

Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.

Example words (non-statutory)

off, well, miss, buzz, back

bank, think, honk, sunk

pocket, rabbit, carrot, thunder, sunset

Statutory requirements

-tch

The /v/ sound at the end of words

Adding s and es to words (plural of nouns and the third person singular of verbs)

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word

Adding -er and -est to adjectives where no change is needed to the root word

Rules and guidance (non-statutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.

English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the 'v'.

If the ending sounds like /s/ or /z/, it is spelt as **-s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **-es**.

-ing and **-er** always add an extra syllable to the word and **-ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **-ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.

As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.

Example words (non-statutory)

catch, fetch, kitchen, notch, hutch

have, live, give

cats, dogs, spends, rocks, thanks, catches

hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

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

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid, oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay, boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town
ow (/əʊ/)		own, blow, snow, grow, show
ue		blue, clue, true, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

<i>Year 1: Detail of content to be introduced (statutory requirement)</i>	
Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year Group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Besides the Seaside	The Great Fire of London	The Big Chill	Circle of Life	Nocturnal Animals	Paddington
Narrative	Story set in a familiar setting - seaside Narrative: Fairy tales/ Traditional tales	Writing a story based on the work of a significant author, Julia Donaldson	Adventure stories based on reading of different stories by the same author Confirm story with recurring literacy language	Character description	Character description of 'Enormous Crocodile'	Traditional stories based on Paddington Play script based on a Paddington scene
Non-fiction:	Recount: Recount of summer holidays Report: Sea travel	Report: Great Fire of London newspaper report Recount: Samuel Pepys's diary	Recount: Christmas holiday recount	Instructions: How to make a fruit kebab How to brush your teeth Recount: Diary writing as Florence Nightingale	Report/Explanation: Non-fiction page about nocturnal animals	Explanation: Text of Peru
Poetry:	List poems - research, write and perform	Write own calligrams. (Shape poems).	Read, write and perform free verse	Write own calligrams. (Based on single words and then own shape poems).	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart

Year 2 English Overview	
Spoken Language (Years 1-6)	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
Reading – Word Recognition	Reading – Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ 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 and fluently and those that they listen to by: <ul style="list-style-type: none"> ▪ 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

<p>accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> 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. 		
Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see <u>English Appendix 1</u>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in <u>English Appendix 1</u> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in <u>English Appendix 2</u> by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 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.

Spelling - work for year 2

Revision of work from year 1

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

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /d ₃ / sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /d ₃ / sound at the end of English words. At the end of a word, the /d ₃ / sound is spelt -dge straight after the /æ/, /ε/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /d ₃ / sound is spelt as -ge at the end of a word. In other positions in words, the /d ₃ / sound is often (but not always) spelt as g before e, i, and y. The /d ₃ / sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /ə/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /ə/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /ə/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries

Statutory requirements
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
The /ɔ:/ sound spelt a before l and ll
The /ʌ/ sound spelt o

Rules and guidance (non-statutory)	Example words (non-statutory)
The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
	other, mother, brother, nothing, Monday

Statutory requirements
The /i:/ sound spelt -ey
The /ɒ/ sound spelt a after w and qu
The /ɜ:/ sound spelt or after w
The /ɔ:/ sound spelt ar after w
The /ɜ/ sound spelt s
The suffixes -ment, -ness, -ful, -less and -ly
Contractions
The possessive apostrophe (singular nouns)

Rules and guidance (non-statutory)	Example words (non-statutory)
The plural of these words is formed by the addition of -s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
There are not many of these words.	word, work, worm, world, worth
There are not many of these words.	war, warm, towards
	television, treasure, usual
If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily
In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> - <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
	Megan's, Ravi's, the girl's, the child's, the man's

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others - e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found on page 12 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

<i>Year 2: Detail of content to be introduced (statutory requirement)</i>	
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year Group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Greeks	Come and Join the Celebration	Out of this box	Ug!	Green Fingers/ May the Force be with you	Three Giant Steps
Narrative	Myth/Fable based on the Greeks	Play script based on a familiar story	Descriptive writing Story based on theme	Character/setting description Adventure stories based on the Ug character Diary entry	Mystery story: Based on Star Wars	Write a traditional tale from a key character's perspective?
Non-fiction:	Report: Newspaper report	Non chronological Report: Hanukkah/ Gunpowder plot	Instructions: Recipe Persuasion: Letter	Recount: Animation/campfire	Explanation: Plant growth and germination Recount: Sculpture workshop	Non chronological Report: Comparing countries
Poetry:	Read, write and perform free verse	Read, write and perform free verse Recite familiar limericks by heart	Read, write and perform free verse	Read and write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart

Year Group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans Attack	Australia	Crash, Bang, Spark!	Anglo-Saxons	Oceans	Superheroes
Narrative	Stories with a historical setting- focus on settings	Stories from a different culture	Dilemma stories Play script of a familiar story	Dilemma stories		Stories from fantasy/adventure Pop-up books
Non-fiction:	Recount: Recount of summer holidays Report: Newspaper report (Roman battle)	Persuasive writing: holiday brochure Non Chronological Report - Australian Animals	Instructions: How to make a string telephone	Report: Anglo-Saxon invasion Explanation: Food chains Diary: from a Anglo-Saxon and monk's perspective	Discussion: Letters based on 'Dear Greenpeace' Non-Chronological Report -Ocean creatures	Discussion: Discuss the benefits of being a superhero Persuasion: Persuade others that being a superhero is better than being the same as everyone else.
Poetry:	Harvest - recite and learn a poem off by heart. Read and Respond. Alice in Wonderland - riddles	Read and write Riddles - linked to Australian animals and Aboriginal tales.	Read, write and perform free verse. Research a particular poet.		Read, write and perform free verse - Haiku and descriptive poetry. Recite some narrative poetry by heart - Whalesong Read and respond Personal responses to poetry.	

Year 3 and 4 English Overview	
Spoken Language (Years 1-6)	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
Reading - Word Recognition	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 and summarising these ▪ identifying how language, structure, and presentation contribute to meaning

these occur in the word.	<ul style="list-style-type: none"> 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. 		
Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in <u>English Appendix 2</u> by: 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 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 (<u>English Appendix 2</u>) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: 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.

Spelling - work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3/4 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un- , the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3/4) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	serious, obvious, curious hideous, spontaneous, courteous

Statutory requirements
Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian
Words with the /k/ sound spelt ch (Greek in origin)
Words with the /ʃ/ sound spelt ch (mostly French in origin)
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /eɪ/ sound spelt ei, eigh, or ey

Rules and guidance (non-statutory)	Example words (non-statutory)
Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te . -ssion is used if the root word ends in ss or -mit . -sion is used if the root word ends in d or se . Exceptions: <i>attend</i> - <i>attention</i> , <i>intend</i> - <i>intention</i> . -cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
	scheme, chorus, chemist, echo, character
	chef, chalet, machine, brochure
	league, tongue, antique, unique
In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent
	vein, weigh, eight, neighbour, they, obey

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

Rules and guidance (non-statutory)	Example words (non-statutory)
The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Notes and guidance (non-statutory)

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

Examples:

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

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

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

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

Year 3 and 4 Word List

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

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

Year 3 and 4 word list groups

	Science	Maths	Language of learning	Geography	Literacy language	History
	material natural experiment pressure separate medicine breath/e heart	circle centre eight/h quarter weight height group length minute increase opposite century	complete consider continue decide answer describe guide imagine interest knowledge learn purpose remember thought difficult	island earth	library sentence question grammar describe answer address possession	history reign famous century recent woman/women
	Time words	Unstressed vowels	Music	Connecting adverbials	Hypothetical language	Rare GPCs
	regular occasionally often early minute recent calendar	February business interest ordinary separate	rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>
Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Year Group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	1066 and all that	Invention Convention	Space	That's Life	Movie Magic	Egyptians
Narrative	Traditional tales - legends Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.	Story about an invention Play script of a day out at a theme park ride.	Write their own science fiction story.		Writing of setting/character description/ alternative ending from a story/novel by a significant author. Write a sequel to the book. Harry Potter and the Philosopher's Stone - JK Rowling	Write their own story with a historical setting. Playscript based on the legend of Osiris and Isis myth.
Non-fiction:	Recount: Biography of William the Conqueror Instructions/ explanation: Making a trebuchet Discussion: Should we invade England?	Recount: Recount of theme park trip - imagined Biography of John Logie Baird Newspaper report: Newspaper article about the invention convention Explanation: How to make our own fairground inventions and rides.	Recount: Diary from an alien. Newspaper report: Newspaper article about an alien crash site. Discussion: Aliens - are they real or not?	Recount: Biography of an animal behaviourist/ naturalist. Non chronological report about looking after flour babies. Explanation texts: the lifecycles of mammals and birds. Discussion: Should we protect endangered species of animals?	Instructions: How to make a fake wound. Explanation: Explanation of how materials change to cause fake injuries.	Instructions/explanation: How to make a pyramid Why was the river Nile so important to Ancient Egypt? Non chronological report: Mummification and the journey to the afterlife.
Poetry:	Read, write and perform poem connected to the Battle of 1066.	Read, write and perform free verse connected to inventions and inventors.	Read and respond to cinquains. Experiment with writing their own.	Listen to, read and respond to raps about Internet safety. Experiment with writing their own.	Read, write and perform free verse.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.

Year Group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Vikings are Coming 7wks 2days	Jurassic Coast and Osmington Bay 6wks 4days 1 week residential trip	Volcanoes and Earthquakes - The Power of Nature 5wks 4days	Fossils 4wks 3days	Mysterious Mayans 6wks 4days	South America 6wks 3days
Narrative	Historical Story about own Viking Soldier. Reflect on the main character of the Historical story in different viewpoints.	Adventure story based at the river.	Flashback Stories - Chdn to write a flashback of an Earthquake disaster.	Short narrative from the Fossils point of view.	Writing a legend on own Mayan God.	
Non-fiction:	Recount: Biography on Eric the Red or Leif Erikson. News report: Viking raid - written and drama!	Discussion: Should we have rivers or not? OSMINGTON BAY TOPIC Report Writing: Chdn to write a letter of thanks to Osmington Bay for the recent residential visit. Recount: Chdn to write a recount of the week.	Recount: Diary of an earthquake survivor. Could we use a survivor's story from Nepal? Explanation: Chdn to write an explanation on earthquakes and volcanoes.	Persuasion: Persuasive text to persuade people to go fossil hunting. Recount: Biography on Mary Anning. Instructions: How to go fossil hunting.	Instructions: How to play Mayan Ball. Recount: Recount of a trip to El Dorado. Non-Chronological Report: Mayan Civilisation. News Report: Mayan Headdress parade.	Report writing: Letter of complaint to holiday company.
Poetry:	Read, write and perform poem connected to the Vikings as a performance poem/rap.	Read, write and perform free verse linked to Winter Wonderland.	Read and respond to cinquains and Haiku. Experiment with writing their own linking to natural disasters.	Read, write and perform free verse about Spring.	Read, write and perform free verse about abstract nouns.	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.

- 2 weeks- Alice and Wonderland topic in September:
- Description of a character and setting based on Alice in Wonderland
- Report: Write a review of the production of Alice and Wonderland by M and M productions.

Year 5 and 6 English Overview	
Spoken Language (Years 1-6)	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
Reading - Word Recognition	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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

	<ul style="list-style-type: none"> 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. 		
Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see <u>English Appendix 1</u>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific little choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in <u>English Appendix 2</u> by: 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising 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: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Year 5 and 6 Word List

accommodate	especially	sufficient	nuisance
accompany	exaggerate	suggest	occupy
according	excellent	explanation	occur
achieve	existence	symbol	identity
aggressive	convenience	system	immediate(ly)
amateur	correspond	temperature	individual
ancient	criticise (critic + ise)	thorough	interfere
apparent	curiosity	twelfth	interrupt
appreciate	definite	variety	language
attached	desperate	vegetable	leisure
available	determined	vehicle	lightning
average	develop	yacht	familiar
awkward	pronunciation	opportunity	foreign
bargain	queue	parliament	forty
bruise	recognise	persuade	frequently
category	recommend	physical	government
cemetery	relevant	prejudice	guarantee
committee	restaurant	privilege	harass
communicate community	rhyme	profession	hindrance
competition	rhythm	programme	
conscience*	sacrifice	marvellous	
conscious*	secretary	mischievous	
controversy	shoulder	muscle	
dictionary	signature	necessary	
disastrous	sincere(ly)	neighbour	
embarrass	soldier		
environment	stomach		
equipped/ment			

	Science	Maths	Writing	Geography	Spoken language	History
	conscious environment equipment physical stomach temperature system shoulder muscle	twelfth forty average	correspond sincerely signature dictionary attached language communicate persuade	environment existence foreign lightning	communicate relevant interrupt language explanation suggest pronunciation exaggerate criticise persuade	ancient foreign government parliament soldier system sacrifice privilege
	Occupations	Unstressed vowels	Music	Language of learning	Rare GPCs	
	profession secretary soldier committee amateur neighbour	restaurant temperature vegetable individual cemetery desperate definite	rhyme rhythm	achieve excellent thorough individual	bruise guarantee immediately queue vehicle yacht	

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>
Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i>; <i>ask for</i> - <i>request</i>; <i>go in</i> - <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>

Year 5: Detail of content to be introduced (statutory requirement)

Terminology for pupils

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points