

Spoken Language* – Early Progress

At an age appropriate standard pupils should be taught:

	<u>Covered</u>
To listen to others in a range of situations and usually respond appropriately.	
To understand instructions with more than one point in many situations.	
To begin to ask questions that are linked to the topic being discussed.	
To answer questions on a wider range of topics (sometimes may only be one-word answers).	
To speak clearly in a way that is easy to understand.	
To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.	
To know when it is their turn to speak in a small group presentation or play performance.	
To take part in a simple role play of a known story.	
To use appropriate vocabulary to describe their immediate world and feelings.	
To think of alternatives for simple vocabulary choices.	
To organise their thoughts into sentences before expressing them.	
To be able to describe their immediate world and environment.	
To retell simple stories and recounts aloud.	
To recognise when it is their turn to speak in a discussion.	
To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	

Reading – Word Reading – Early Progress

Pupils should be taught to:

		<u>Covered</u>
	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 (Grapheme-phoneme correspondences) that have been taught	
	read other words of more than one syllable that contain taught GPCs	
	read words containing taught GPCs and -s, -es, -ing, -ed, -er and –est endings	
	read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	
	read common exception words, noting unusual correspondences between spelling and sound where these occur in the word	
	read aloud accurately texts that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	
	re-read texts to build up their fluency and confidence in word reading	

Reading – Comprehension – Early Progress

Pupils should be taught to:

		<u>Covered</u>
	develop pleasure in reading, motivation to read, vocabulary and understanding by:	
	<ul style="list-style-type: none"> listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	
	<ul style="list-style-type: none"> link what they read or hear read to their own experiences 	
	<ul style="list-style-type: none"> become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	
	<ul style="list-style-type: none"> make comparisons between literature read across the curriculum – i.e. settings in stories. 	
	<ul style="list-style-type: none"> recognise and join in with predictable phrases 	
	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart 	
	<ul style="list-style-type: none"> discuss 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:	
	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 	
	<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> 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 in speaking and listening	
	explain clearly their understanding of what is read to them	

Writing – Early Progress

Writing –Transcription

Spelling (see English Appendix 1 as detailed below)

Pupils should be taught to:

	<u>Covered</u>
Spelling:	
To know all letters of the alphabet and the sounds which they most commonly represent	
To recognise consonant digraphs which have been taught and the sounds which they represent	
To recognise vowel digraphs which have been taught and the sounds which they represent	
To understand the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds	
To write words with adjacent consonants	
To accurately spell words containing each of the 40+ phonemes already taught	
To spell some words in a phonically plausible way, even if sometimes incorrect	
To spell common exception words from Year 1; <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, ask, go, so, no, by, my, here, there, where, friend, love, come, some, one, once, school, put, push, pull, full, house, our</i>	
to spell the days of the week – in Maths	
To read words that they have spelt	
To take part in the process of segmenting spoken words in to phonemes before choosing graphemes to represent those phonemes	
add prefixes and suffixes	
<ul style="list-style-type: none"> using the spelling rule for adding -s or -es (for example dog, dogs, wish, wishes) as the plural marker for nouns and the third person singular 	

	marker for verbs. Understand the effects these suffixes have on the meaning of the noun.																									
	<ul style="list-style-type: none"> using the prefix un- and understand how it changes the meaning of adjectives and verbs (unkind, undoing) 																									
	<ul style="list-style-type: none"> 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) 																									
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.																									
	apply simple spelling rules and guidance as listed in phonics phase 5 and in English Appendix 1 below:																									
	<table border="1"> <thead> <tr> <th>Statutory Guidance</th> <th>Rules and guidance (Non-statutory)</th> <th>Example words (Non-statutory)</th> </tr> </thead> <tbody> <tr> <td>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</td> <td>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.</td> <td>off, well, miss, buzz, back</td> </tr> <tr> <td>The /ŋ/ sound spelt n before k</td> <td></td> <td>bank, think, honk, sunk</td> </tr> <tr> <td>Division of words into syllables</td> <td>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.</td> <td>pocket, rabbit, carrot, thunder, sunset</td> </tr> <tr> <td>-tch</td> <td>The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.</td> <td>catch, fetch, kitchen, notch, hutch</td> </tr> <tr> <td>The /v/ sound at the end of words</td> <td>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’.</td> <td>have, live, give</td> </tr> <tr> <td>Adding s and es to words (plural of nouns and the third person singular of verbs)</td> <td>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.</td> <td>cats, dogs, spends, rocks, thanks, catches</td> </tr> <tr> <td>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</td> <td>–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</td> <td>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</td> </tr> </tbody> </table>	Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back	The /ŋ/ sound spelt n before k		bank, think, honk, sunk	Division of words into syllables	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.	pocket, rabbit, carrot, thunder, sunset	-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch	The /v/ sound at the end of words	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’.	have, live, give	Adding s and es to words (plural of nouns and the third person singular of verbs)	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.	cats, dogs, spends, rocks, thanks, catches	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–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	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	
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	letters (the same or different), the ending is simply added on.	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grand ^{er} , grand ^{est} , fresh ^{er} , fresh ^{est} , quick ^{er} , quick ^{est}

Vowel digraphs and trigraphs

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 schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo, although the few that	food, pool, moon, zoo, soon

	do are often words that primary children in year 1 will encounter, for example, zoo	
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 you.	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 own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/əʊ/)		
ue		
ew		
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		Chief, field, theif
gh		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, share, care, scared
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. fat, fill, fun).	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	football, playground, farmyard, bedroom, blackberry

		longer word is spelt as it would be if it were on its own.		
	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	

Writing –Handwriting

Pupils should be taught to:

		<u>Covered</u>
	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 - Maths	
	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways and to practise these) – not written down. E.g. C – c, o, a, d, g, L – l, i, t, j, u, y	

Writing –Composition

Pupils should be taught to:

		<u>Covered</u>
	write sentences by:	
	<ul style="list-style-type: none">• saying out loud what they are going to write about	
	<ul style="list-style-type: none">• composing a sentence orally before writing it	
	<ul style="list-style-type: none">• sequencing sentences to form short narratives (poem, story etc)	
	<ul style="list-style-type: none">• 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	

Writing – Vocabulary, Grammar, Punctuation

Pupils should be taught to:

		<u>Covered</u>
	develop their understanding of the concepts set out in English Appendix 2 by:	
	<ul style="list-style-type: none">• using finger spaces	
	<ul style="list-style-type: none">• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	
	<ul style="list-style-type: none">• using full stops to end sentences	
	<ul style="list-style-type: none">• understanding that words can combine to make sentences	
	<ul style="list-style-type: none">• joining words and joining clauses using <i>and</i>	

	<ul style="list-style-type: none"> beginning to use question marks and exclamation marks 	
	<ul style="list-style-type: none"> To begin to form simple compound sentence 	
	<ul style="list-style-type: none"> To use -s and -es to form regular plurals correctly. 	
	<ul style="list-style-type: none"> To use the prefix 'un-' accurately. 	
	<ul style="list-style-type: none"> To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). 	
	<p>use the grammatical terminology from English Appendix 2 in discussing their writing, as listed below.</p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, suffixes, prefixes, nouns, verbs, pronouns, adjectives, clauses, plural noun suffixes</p>	

Spoken Language* – Early Progress

At an age appropriate standard pupils should be taught:

	<u>Covered</u>
To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	
To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.	
To attempt to follow instructions before seeking assistance	
To show that they are following a conversation by asking relevant and timely questions.	
To answer questions using clear sentences.	
To begin to give reasoning behind their answers when prompted to do so.	
To start to use subject- specific vocabulary to explain, describe and add detail.	
To speak confidently within a group of peers so that their message is clear.	
To practise and rehearse reading sentences and stories aloud.	
To take on a different role in a drama or role play and discuss the character's feelings.	
To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	
To suggest words or phrases appropriate to the topic being discussed.	
To start to vary language according to the situation between formal and informal.	

	To usually speak in grammatically correct sentences	
	To talk about themselves clearly and confidently.	
	To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard	
	To give enough detail to hold the interest of other participant(s) in a discussion.	
	To engage in meaningful discussions that relate to different topic areas.	
	To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	

Reading – Word Reading – Early Progress

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	
	read words containing common suffixes	
	read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word	
	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
	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	

Reading – Comprehension – Early Progress

Pupils should be taught to:

		<u>Covered</u>
	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 	
	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	
	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and their particular characteristics 	
	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	
	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	
	<ul style="list-style-type: none"> discussing and clarifying the meanings of words , linking new meanings to known vocabulary 	
	<ul style="list-style-type: none"> discussing their favourite words and phrases 	
	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear 	
	<ul style="list-style-type: none"> understanding 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 a background information and vocabulary provided by the teacher	
	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	
	<ul style="list-style-type: none"> answering and asking questions, checking that text makes sense as they read, correcting inaccurate reading. 	
	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	
	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that 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 – Early Progress

Writing –Transcription

Spelling (see English Appendix 1 as detailed below)

Pupils should be taught to:

spell by:	
<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and make phonically plausible attempts at others. 	
<ul style="list-style-type: none"> 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 – their/there/they’re, hear/here, quite/quiet, see/sea, bear/bare, one/won, son/sun, to/too/two, be/bee, blue/blew, night/knight. 	
<ul style="list-style-type: none"> learning to spell common exception words for year 2. <i>door, floor, poor, because, find, kind, mind, behind, climb, child, wild, most, only, both, old, cold, gold, hold, told, clothes, every, everybody, hour, even, any, many, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, busy, move, prove, improve, sure, sugar, could, should, would, eye, people, water, who, whole, again, half, money, parents, Mr, Mrs, Christmas</i> 	
<ul style="list-style-type: none"> learning to spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. 	
<ul style="list-style-type: none"> learning the possessive apostrophe (singular) (for example, the girl’s book) 	
<p>add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly e.g. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily</p> <p>(If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.)</p>	
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
Begin to self-correct and to use a dictionary with support	
apply spelling rules and guidance, as listed in English Appendix 1 below:	

Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	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 /əl/ 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
The /l/ or /əl/ 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 /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	nostril, pencil, fossil,
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ:/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	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) argument (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
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section
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

Writing –Handwriting

Pupils should be taught to:

	form lower-case letters of the correct size relative to one another	
	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined	
	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	

Writing –Composition

Pupils should be taught to:

	develop positive attitudes towards the stamina for writing by:	
	<ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)	
	<ul style="list-style-type: none">• writing about real events	
	<ul style="list-style-type: none">• writing poetry	
	<ul style="list-style-type: none">• writing for different purposes	
	consider what they are going to write before beginning by:	
	<ul style="list-style-type: none">• planning and saying out loud what they are going to write about	
	<ul style="list-style-type: none">• writing down ideas and/or key words including new vocabulary	
	<ul style="list-style-type: none">• encapsulating what they want to say, sentence by sentence	
	<ul style="list-style-type: none">• using knowledge of previously read literature in their own writing. I.e. compare character, setting or plot between texts.	
	make simple additions, revisions and corrections to their own writing by:	
	<ul style="list-style-type: none">• evaluating their writing with the teacher and other pupils	
	<ul style="list-style-type: none">• 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	
	<ul style="list-style-type: none">• 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.	

Writing – Vocabulary, Grammar, Punctuation

Pupils should be taught to:

	develop their understanding of the concepts set out in English Appendix 2 by:	
	<ul style="list-style-type: none"> 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, e.g. the girl's name). 	
	learn how to use:	
	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command 	
	<ul style="list-style-type: none"> expanded noun phrases to describe and specify (for example, the blue butterfly) 	
	<ul style="list-style-type: none"> the present and past tenses correctly and consistently including 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>) 	
	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) – Year 4 	
	<ul style="list-style-type: none"> the grammar for year 2 in English Appendix 2, as listed below: <ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, -er and by compounding (for example, whiteboard, superman) Formation of adjectives using suffixes such as –ful, -less (A fuller list of suffixes can be found on in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	
	<ul style="list-style-type: none"> some features of written Standard English 	

use and understand the grammatical terminology from English Appendix 2 in discussing their writing, as listed below:

Noun, noun phrase, statement, question, exclamation , command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, subordination, co-ordination, present tense, past tense, progressive form of verbs, sentences

Spoken Language* – Middle Progress

At an age appropriate standard pupils should be taught:

	<u>Covered</u>
To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	
To follow instructions in a range of unfamiliar situations.	
To recognise when it is needed and ask for specific additional information to clarify instructions.	
To ask questions that relate to what has been heard or what was presented to them.	
To begin to offer support for their answers to questions with justifiable reasoning.	
To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	
To speak regularly in front of large and small audiences.	
To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	
To use vocabulary that is appropriate to the topic and/or the audience.	
To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.	
To discuss topics that are unfamiliar to their own direct experience.	
To organise what they want to say so that it has a clear purpose.	
To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	
To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.	
To take account of the viewpoints of others when participating in discussions.	

Reading – Word Reading – Middle Progress

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unknown words)	
	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 (see writing transcription section) , both to read aloud and to understand the meaning of new words they meet	
	To begin to read Year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	

Reading - Comprehension

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	<ul style="list-style-type: none">recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	<ul style="list-style-type: none">use appropriate terminology when discussing texts (plot, character, setting).	
	<ul style="list-style-type: none">increase their awareness of fairy stories, myths and legends and retelling some of these orally.	
	<ul style="list-style-type: none">To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	
	<ul style="list-style-type: none">To discuss authors' choice of words and phrases for effect.	
	<ul style="list-style-type: none">To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	
	<ul style="list-style-type: none">To justify predictions using evidence from the text.	
	<ul style="list-style-type: none">To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	
	<ul style="list-style-type: none">To begin to use appropriate intonation and volume when reading aloud.	
	<ul style="list-style-type: none">To retrieve and record information from non-fiction texts.	

Writing – Middle Progress

Writing –Transcription

Spelling (see English Appendix 1 below)

Pupils should be taught to:

		<u>Covered</u>
	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).	
	To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.	
	To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).	
	To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	
	spell further homophones e.g. accept/except, ball/bawl, break/brake, grate/great, hear/here, knot/not, male/mail, meet/meat, seen/scene, weather/whether.	
	begin to spell words that are often misspelt from the year 3/4 word list.	
	begin to place the possessive apostrophe accurately in words with regular plurals (for example girls', boys')	
	begin to use the first two or three letters of a word to check its spelling in a dictionary	
	write from memory sentences, dictated by the teacher, that include words and punctuation taught so far in Year 3.	

Begin to apply spelling rules and guidance, as listed in **English Appendix 1** below:

Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)
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
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. 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. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	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
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Writing –Handwriting

Pupils should be taught to:

	<u>Covered</u>
use begin to use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
To use a neat, joined handwriting style with increasing accuracy and speed.	

Writing – Composition

Pupils should be taught to:

		<u>Covered</u>
	plan their writing by:	
	beginning to use ideas from their own reading and modelled examples to plan their writing.	
	composing and rehearsing sentences orally (including dialogue).	
	discussing and recording ideas when planning.	
	demonstrating an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	
	draft and write by:	
	beginning to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
	beginning to create settings, characters and plot in narratives.	
	making deliberate ambitious word choices to add detail.	
	beginning to organise their writing into paragraphs around a theme.	
	evaluate and edit by:	
	proofreading their own and others' work to check for errors (with increasing accuracy) and to make improvements.	

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

	<u>Covered</u>
To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use the full range of punctuation from previous year groups.	
To punctuate direct speech accurately, including the use of inverted commas.	
To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). Recapping terminology from year 2: Noun, noun phrase, statement, question, exclamation , command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma, subordination, co-ordination, present tense, past tense, progressive form of verbs, sentences	

Spoken Language* – Middle Progress

At an age appropriate standard pupils should be taught:

	<u>Covered</u>
To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	
To follow complex directions/multi-step instructions without the need for repetition.	
To regularly offer answers that are supported with justifiable reasoning.	
To use intonation when reading aloud to emphasise punctuation.	
To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.	
To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.	
To discuss the language choices of other speakers and how this may vary in different situations.	
To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	
To know and use language that is acceptable in formal and informal situations with increasing confidence.	
To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	
To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.	
To debate issues and make their opinions on topics clear.	
To adapt their ideas in response to new information.	
To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.	
To begin to challenge opinions with respect.	
To engage in meaningful discussions in all areas of the curriculum	

	To generate relevant questions to ask a specific speaker/audience in response to what has been said.	
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Reading – Word Reading – Middle Progress

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 (see writing transcription section) , both to read aloud and to understand the meaning of new words they meet	
	read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	

Reading - Comprehension

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	<ul style="list-style-type: none"> listen to, discussing and comparing texts from a wide variety of genres and writers. including fiction, poetry, plays, non-fiction and reference books or textbooks 	
	<ul style="list-style-type: none"> read books that are structured in different ways 	
	<ul style="list-style-type: none"> read for a range of purposes 	
	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	
	<ul style="list-style-type: none"> increase their familiarity with a wide range of books including fairy stories, myths and legends, and retelling some of these orally 	
	<ul style="list-style-type: none"> identify themes and conventions in a wide range of books 	

	<ul style="list-style-type: none"> refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). 	
	<ul style="list-style-type: none"> prepare and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	
	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination 	
	<ul style="list-style-type: none"> recognise some different forms of poetry (for example, free verse, narrative poetry) 	
	understand what they read, in books they can read independently, by:	
	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	
	<ul style="list-style-type: none"> asking questions to improve their understanding of a word 	
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text 	
	<ul style="list-style-type: none"> predicting what might happen and justify reasons from details stated and implied 	
	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	
	<ul style="list-style-type: none"> identify how language, structure, and presentation contribute to meaning 	
	<ul style="list-style-type: none"> use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. 	
	<ul style="list-style-type: none"> 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 – Middle Progress

Writing –Transcription

Spelling (see English Appendix 1 below)

Pupils should be taught to:

	<u>Covered</u>
spell words with a / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	
spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	
spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	
spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).	
spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' - science, scene, discipline, fascinate, crescent).	
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far in year 4.	
spell all of the Y3 and Y4 statutory spelling words correctly.	
correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).	
form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).	
spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	
continue to spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. babies', children's, men's, mice's).	
use their spelling knowledge to use a dictionary more efficiently.	
begin to use a thesaurus to find more adventurous vocabulary	

Continue to apply spelling rules and guidance, as listed in English Appendix 1 below:

Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)
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
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. 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. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	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
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Writing –Handwriting

Pupils should be taught to:

	<u>Covered</u>
increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters that are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.)	
confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	

Writing – Composition

Pupils should be taught to:

plan their writing by:	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
discussing and record ideas when planning.	
draft and write by:	
consistently organising their writing into paragraphs around a theme to add cohesion and to aid the reader.	
writing a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
creating detailed settings, characters and plot in narratives to engage the reader and to add atmosphere	
evaluate and edit by:	
proofreading consistently and amending their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	
proofreading their work to assess the effectiveness of their own and others' writing and to suggest improvements	
beginning to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

		<u>Covered</u>
	develop their understanding of the concepts set out in English Appendix 2 (below) by:	
	<ul style="list-style-type: none"> always maintaining an accurate tense throughout a piece of writing. 	
	<ul style="list-style-type: none"> using subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, which are sometimes in varied positions within sentence 	
	<ul style="list-style-type: none"> expanding noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the soldier would be changed to the heroic soldier with an unbreakable spirit. 	
	<ul style="list-style-type: none"> Understanding grammatical difference between plural and possessive –s 	
	<ul style="list-style-type: none"> using standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	
	<ul style="list-style-type: none"> continuing to use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play] 	
	<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 	
	<ul style="list-style-type: none"> using fronted adverbials, e.g. Later that day, I heard the bad news. 	
	indicate grammatical and other features by:	
	<ul style="list-style-type: none"> using commas after fronted adverbials 	
	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names] 	
	<ul style="list-style-type: none"> using and punctuating direct speech through the use of inverted commas and other punctuation [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 	
	<ul style="list-style-type: none"> using paragraphs to organise ideas around a theme 	

	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Recapping on prior terminology from year 2: Noun, noun phrase, statement, question, exclamation , command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, subordination, co-ordination, present tense, past tense, progressive form of verbs, sentences</p> <p>Recapping on prior terminology from year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), noun, apostrophes adverbs, present perfect form of verbs, punctuate</p> <p>Introduce the new terminology: determiner pronoun, possessive pronoun, adverbial, plural, standard English for verb inflections, fronted adverbials, cohesion, punctuation</p>	
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accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess (ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Spoken Language* – Later Progress

At an age appropriate standard pupils should be taught:

	<u>Covered</u>
To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	
To follow complex directions/multi-step instructions without the need for repetition.	
To ask questions which deepen conversations and/or further their knowledge	
To understand how to answer questions that require more detailed answers and justification.	
To narrate stories with intonation and expression to add detail and excitement for the listener.	
To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	
To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	
To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	
To know and use language that is acceptable in formal and informal situations with increasing confidence.	
To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	
To plan and present information clearly with ambitious added detail and description for the listener.	
To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	
To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.	
To engage in longer and sustained discussions about a range of topics.	

	To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	
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Reading – Word Reading – Later Progress

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
	apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	
	read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	

Reading - Comprehension

Using age appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	reading a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	
	participating 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.	
	identify main ideas drawn from more than one paragraph and to summarise these.	
	recommending texts to peers based on personal choice.	
	discussing vocabulary used by the author to create effect including figurative language.	
	evaluating the use of authors' language and explain how it has created an impact on the reader.	
	drawing inferences from characters' feelings, thoughts and motives.	
	making predictions based on details stated and implied, justifying them in detail with evidence from the text.	
	continually showing an awareness of audience when reading out loud using intonation, tone, volume and action.	
	using knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	

Writing – Later Progress

Writing –Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

		<u>Covered</u>
	spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	
	spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	
	spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	
	spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	
	spell many of the Y5 and Y6 statutory spelling words correctly.	
	convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).	
	convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).	
	convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).	
	convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	
	spell complex homophones and near- homophones, including who's/whose and stationary/stationery.	
	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
	Use a thesaurus to find appropriate alternative words.	

Revise spelling rules from previous years and begin to apply spelling rules and guidance, as listed in [English Appendix 1](#) below:

Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

	examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight

Writing –Handwriting

Pupils should be taught to:

		<u>Covered</u>
	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	
	increasing the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.	
	being clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	
	confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

	<u>Covered</u>
<p>develop their understanding of the concepts set out in English Appendix 2 (below) by:</p>	
<p>using a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>	
<p>using relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery</p>	
<p>using commas consistently to clarify meaning or to avoid ambiguity.</p>	
<p>using brackets, dashes or commas to indicate parenthesis.</p>	
<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading, including:</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Recapping on prior terminology from year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), noun, apostrophes adverbs, present perfect form of verbs, punctuate</p> <p>Recapping on prior terminology from year 4: determiner pronoun, possessive pronoun, adverbial, plural, standard English for verb inflections, fronted adverbials, cohesion, punctuation</p>	

Spoken Language* – Later Progress

At an age appropriate standard pupils should be taught to:

	<u>Covered</u>
To make improvements based on constructive feedback on their listening skills.	
To follow complex directions/multi-step instructions without the need for repetition.	
To regularly ask relevant questions to extend their understanding and knowledge.	
To articulate and justify answers with confidence in a range of situations.	
To confidently explain the meaning of words and offer alternative synonyms.	
To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).	
To gain, maintain and monitor the interest of the listener(s).	
To select and use appropriate registers for effective communication.	
To use relevant strategies to build their vocabulary.	
To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose	
To speak audibly, fluently and with a full command of Standard English in all situations.	
To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.	
To communicate confidently across a range of contexts and to a range of audiences.	
To articulate and justify arguments and opinions with confidence.	

	To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.	
	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
	To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.	
	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.	
	To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.	
	To offer an alternative explanation when other participant(s) do not understand.	

Reading – Word Reading – Later Progress

Using age-appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	

Reading - Comprehension

Using age appropriate reading materials, pupils should be taught to:

		<u>Covered</u>
	read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	
	explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
	recognise more complex themes in what they read (such as loss or heroism).	
	listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	
	draw out key information and to summarise the main ideas in a text.	
	distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.	
	compare characters, settings and themes within a text and across more than one text.	
	consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	
	discuss how characters change and develop through texts by drawing inferences based on indirect clues.	
	confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	
	retrieve, record and present information from non-fiction texts.	
	use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	

Writing – Later Progress

Writing –Transcription

Spelling (see English Appendix 1 below)

Pupils should be taught to:

		<u>Covered</u>
	spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).	
	spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).	
	spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).	
	spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).	
	spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).	
	spell all of the Y5 and Y6 statutory spelling words correctly.	
	use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).	
	use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).	
	spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).	
	spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).	
	spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).	
	use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	
	use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. Also, to choose alternative appropriate words.	

Revise spelling rules from previous years and continue to apply spelling rules and guidance, as listed in [English Appendix 1](#) below:

Statutory Guidance	Rules and guidance (Non-statutory)	Example words (Non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

	<p>examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>		
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling	
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight	

Writing – Handwriting

Pupils should be taught to:

		<u>Covered</u>
	write legibly, fluently and with increasing speed by:	
	<ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
	<ul style="list-style-type: none">choosing the writing implement that is best suited for a task	
	<ul style="list-style-type: none">maintain legibility in joined handwriting when writing at speed	

Writing – Composition

Pupils should be taught to:

		<u>Covered</u>
	plan their writing by:	
	noting down and developing initial ideas, drawing on reading and research where necessary.	
	draft and write by:	
	using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	
	using a wide range of devices to build cohesion within and across paragraphs.	
	recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	
	writing effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).	
	distinguishing between the language of speech and writing and to choose the appropriate level of formality.	
	selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	
	evaluate and edit by:	
	habitually proofreading for spelling and punctuation errors.	
	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

		<u>Covered</u>
	develop their understanding of the concepts set out in English Appendix 2 (below) by:	
	<ul style="list-style-type: none"> continuing to use the perfect form of verbs to mark relationships of time and cause <p>Explanatory notes:</p> <p>We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened: <i>I have never been abroad.</i></p> <p>We also use this tense to talk about an action which started in the past and is continuous up until now: <i>I have been a doctor for ten years.</i> We also use this tense to talk about something that has happened in the past but has a result in the present: <i>I have lost my passport</i></p> <p>The past perfect is used to talk about an event that was completed in the past before something else happened:</p> <p><i>I had just finished cooking the meal when my guests arrived.</i> <i>I didn't want to watch the film, as I had already seen it.</i></p>	
	<ul style="list-style-type: none"> continuing to use expanded noun phrases to convey complicated information concisely. An expanded noun phrase is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be added to separate the sentence. E.g. <i>the tall, wooden gate.</i> 	
	<ul style="list-style-type: none"> continuing to use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility 	
	<ul style="list-style-type: none"> continuing to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	
	<ul style="list-style-type: none"> understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter) 	
	<ul style="list-style-type: none"> understanding how words are related by meaning as synonyms and antonyms (for example, big, large, little) 	
	<ul style="list-style-type: none"> using the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus: The window in the greenhouse was broken (by me)). 	
	<ul style="list-style-type: none"> understanding the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use 	

	of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)	
	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	
	indicate grammatical and other features by:	
	<ul style="list-style-type: none"> continuing to use commas to clarify meaning or avoid ambiguity in writing 	
	<ul style="list-style-type: none"> continuing to use brackets, dashes or commas to indicate parenthesis 	
	<ul style="list-style-type: none"> using the colon to introduce a list and using semi-colons within lists 	
	<ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up) 	
	<ul style="list-style-type: none"> using bullet points to list information and punctuate consistently 	
	<ul style="list-style-type: none"> using hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover) 	
	<p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Recapping on prior terminology from year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), noun, apostrophes adverbs, present perfect form of verbs, punctuate</p> <p>Recapping on prior terminology from year 4: determiner pronoun, possessive pronoun, adverbial, plural, standard English for verb inflections, fronted adverbials, cohesion, punctuation</p> <p>Recapping on prior terminology from year 5: determiner pronoun, possessive pronoun, adverbial modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Introduce the new terminology: subject, object, active, passive, synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	

*The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. This SOW is our interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across KS1 and KS2

Word list – years 5 and 6

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