Curriculum Handbook for English Part 1:
Intent, Implementation, Impact/ SEND Provision/
SMSC Statement/ Progression of Skills

St. Martin's
C. of E. Primary School
Serve one another in love
Galatians 5v13

St. Martin's C of E (VA) Primary School

English Curriculum

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' (National Curriculum, 2014)

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Curriculum Intent

At St. Martin's School, we recognise the importance of English as a core subject in the National Curriculum and acknowledge that understanding and communicating the English language is crucial if children are to progress both educationally and socially. Excellent English skills allow children to access the whole breadth of the National Curriculum, engage with the world through listening and reading and communicate creatively and imaginatively with the wider world through speaking and writing.

The underpinning principle of our English policy is that the provision of English education within our school meets the needs of all children within our diverse school community – all are unique and special, made in God's image, with everyone welcomed and included.

Knowledge in English is defined as:

Knowledge in English-

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and automatic, children are able to interpret and evaluate a range of literature (see reading rationale). In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Our planning and teaching builds on children's knowledge and allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features, once this knowledge is secure and fluent, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive Knowledge-

In reading, substantive knowledge is the ability to decode and sight-read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long-term memory.

Disciplinary Knowledge-

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author.

Curriculum Implementation

Phonics and Early Reading

"If you read, the world is yours!" Michael Rosen

At St. Martin's, Reading lies at the heart of our curriculum and is embedded throughout. From the moment children begin their St. Martin's Journey, we endeavour to cultivate a passion and lifelong love of reading. Our aim is that children gain an extensive and rich vocabulary, essential reading skills and the motivation to read for study and pleasure.

We recognise that reading skills develop over time and we acknowledge that these begin with a good phonic knowledge. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of their background.

We encourage understanding, interpreting, engaging with and responding to texts by providing classroom book corners with a wide range of reading matter and opportunities for children to select materials independently from both fiction and non-fiction.

We place a strong emphasis on the significance of phonic knowledge for the teaching and learning of both reading and writing. Phonics teaching begins in EYFS and continues throughout Year 1 in daily sessions. We use the Little Wandle programme as our chosen and validated SSP (Systematic Synthetic Phonics) programme. The children are taught in whole class groups and are assessed regularly; those children who are identified as needing support will receive 'keep up' intervention sessions which are taught in smaller groups or individually if and when required. The Little Wandle programme provides a library of phonetically matched books which are used to support the teaching of phonics.

By the end of the year 1, children are able to decode texts containing grapheme-phoneme correspondence from Phases 2, 3, 4 and 5. Key phonics skills which are taught in EYFS and Year 1, are consolidated in Year 2 and continue to be strengthened through independent reading, reading for pleasure and whole-class reading sessions. At this point, whole-class reading sessions focus on developing key skills: vocabulary, inference, prediction, explanation, retrieval and sequencing (VIPERS). Class teachers select high-quality and diverse class novels to focus on, alongside giving the children access to reading extracts which give the children access to a wide range of reading materials to extend cultural capital, as well as key reading skills. On completion of the Little Wandle phonics programme, children choose from a library of 'Recommended Reads,' which are age-appropriate, varied and challenging. Teachers keep track of what the children are choosing to read, so that further recommendations can be made.

In Key Stage two, children choose books to read for pleasure, alongside developing the skills to become fluent readers with appropriate expression. Children continue to experience whole-class reading sessions where they develop key skills: identifying vocabulary and word meanings, making inferences and predictions, explanations, retrieval, summarising and making comparisons (VIPERS). Teachers continue to select and read a class novel to demonstrate the importance of reading for pleasure, as well as how to read with fluency, expression and passion.

For those pupils in Key Stage two who still require access to the phonics programme, children participate in phonics intervention and have access to a guided reading session within the class to ensure exposure to specific vocabulary, the reading domains and skills required to apply their reading into the taught English units.

St. Martin's School Library

We are extremely fortunate at St. Martin's to have a wonderful library that has been recently developed and enhanced with up-to-date and diverse reading materials, both fiction and non-fiction. All classes have timetabled access to the library throughout the week. The library is a beautiful and relaxing space in which children can select books, take them to a comfortable space and read for pleasure, either independently or in pairs/small groups. The library is equipped with tables and chairs, comfortable bean bags, a reading den and even a book recommendations tree. The library is under constant development as we continue to

gather children's ideas and requests from pupil voice questionnaires carried out by our Year 6 Reading Ambassadors.

Writing

We intend that all children at St. Martin's will become confident, competent writers and will develop their own writer's voice. Writing gives children a way to communicate effectively with others: to share their thoughts, ideas, beliefs, emotions, cultural identity and express who they are.

We use Jane Considine's 'The Write Stuff' approach, which is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of 'The Writing Rainbow.' Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

This writing approach allows children to...

- understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- improve their writing and make it more focused. Actionable feedback is provided to guide their learning.
- have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.

Using 'The Write Stuff' approach, we have developed a progressive long-term plan for the teaching of writing across the school, with high-quality and diverse reading materials at the heart of the teaching of writing.

Curriculum Impact

Reading externally-

• Attainment in Reading is measured using statutory assessment at the end of Key Stage Two. These results are measured against the reading attainment of children nationally.

• Attainment in Phonics is measured by the Phonics Screening Check at the end of Year One.

• Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging or expected.

Reading internally-

- Termly PIRA (Rising Stars) tests for years 1-5).
- Half-termly practice SAT's assessments (Year 6).
- Internal baseline and record keeping

Writing externally-

- Attainment in Writing is measured using statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally
- End of KS2 GPS tests
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging or expected
- Writing moderation workshops through the Local Authority (NYCC)

Writing internally-

- Termly Rising Stars spelling and Grammar, Punctuation and Vocabulary tests
- In-house writing moderation against year group expectations.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Demands of written work. Understanding of the expectations. Organisation of ideas and resources.	Teachers will adapt the way that pupils will record their work, after the same high-quality input. Examples of alternative ways of presenting independent work – audio recording, video, photographs, adult acting as scribe, word processing and providing scaffolded responses. Staff will use pre-teaching where needed. Teachers will verbalise the writing process when modelling writing. Explain choices and demonstrate the use of working walls, saying, 'I cannot think of a good way to start my sentence, I know I can use the Vocabulary Vault on the working wall.' Teachers know that in English, that some children struggle to organise their ideas and may need extra support. Planning for a story or a piece of information text can be done on 'Narrative Maps,' or 'Non-Fiction Maps.' This can be modelled, or worked on as a group/1:1. Teachers will work with the whole class on the Vocabulary Vault/Sentence Stacking part of the lesson, however SEND children may be supported by a TA or the class teacher. The adult may act as the scribe in these circumstances.	Expressing themselves and sharing their thoughts and opinions orally. Organising ideas	Teachers will use 'Narrative Maps,' or 'Non-Fiction Maps,' to help with planning longer written work or sketching out ideas. It will reduce the number of words a child has to read and write to access and record information. Teachers will use, 'Narrative Maps,' or 'Non-Fiction Maps' with pupils to ensure that all children have a way of organising their ideas, alongside getting an idea about the 'shape' of the writing. An adult can act as the scribe for the planning process so that the pupil is freed from the transcriptional requirements of the task and can concentrate on the compositional elements. Staff are aware that some children will find working walls overwhelming and therefore may provide personalised versions of support.

	Children may also have pre-prepared scaffolding sheets with some vocabulary already given.		
Sensory and Physical		**Social Emotional and Mental Health**	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Fine motor skills/physical difficulties.	Teachers to be pro-active in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may pencil grips/spring assisted scissors. Staff will speak to SENCO if a need for different resources is required. Staff will provide pupils will resources to ensure that they can access the full English curriculum such as handwriting interventions, pencil grips, writing slopes, adapted pens	Low self-esteem in English ability. Difficulties with social skills may result in children finding group work challenging.	Make use of learning objectives which focus upon the specific effort and not the resulting piece of writing. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to aides such as ear defenders to reduce noise.

English

Spiritual

- English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.

Moral

- English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.

Social

- English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.

Cultural

- English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.

Reading – Word Reading				
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read some common irregular words. Say a sound for each letter in the alphabet and at least 10 digraphs.	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.	Pupils should be taught to: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupils should be taught to: 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.

| | Read words with contractions, e.g. 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. | Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

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

St. Martin's C of E (VA) Primary School
English Progression of Skills

Reading – Comprehension				
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Make use of props and materials when role playing characters in narratives and stories. | 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. | Pupils should be taught to:

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

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Discussing the sequence of events in books and how items of information are related.

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Being introduced to non-fiction books that are structured in different ways.

Recognising simple recurring literary language in stories and poetry. | Pupils should be taught to:

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

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes.

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 | Pupils should be taught to:

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

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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. |

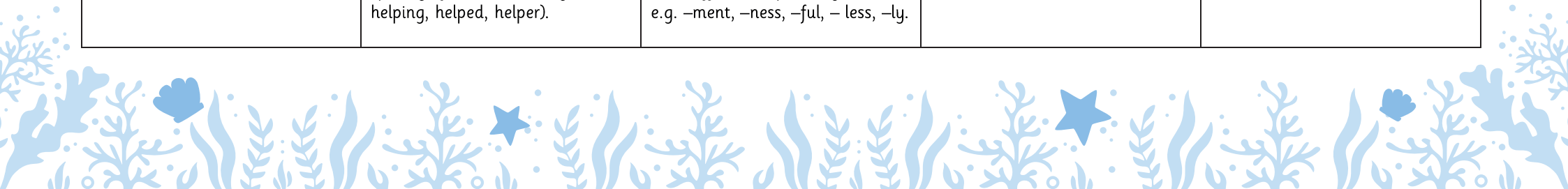|				
Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	**Understand both the books they can already read accurately and fluently and those they listen to by:** Drawing on what they already know, or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and 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.	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:** 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.	intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (e.g. 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.	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

		Predicting what might happen on the basis of what has been read so far. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.

Writing – Transcription				
EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Write some irregular common words. | **Pupils should be taught to spell:**

Words containing each of the 40+ phonemes already taught.

Common exception words.

The days of the week.

Pupils should be taught to:

Name the letters of the alphabet in order.

Use 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 (e.g. helping, helped, helper). | **Pupils should be taught to 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, e.g. –ment, –ness, –ful, – less, –ly. | **Pupils should be taught to:**

Use further prefixes and suffixes and understand how to add them.

Spell further homophones.

Spell words that are often mis-spelt.

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. | **Pupils should be taught to:**

Use further prefixes and suffixes and understand the guidance for adding them.

Spell some words with 'silent' letters, e.g. 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.

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. |

	Apply simple spelling rules and guidelines. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Apply spelling rules and guidelines. Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.		

Writing - Handwriting

EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.	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.	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.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choosing the writing implement that is best suited for a task.

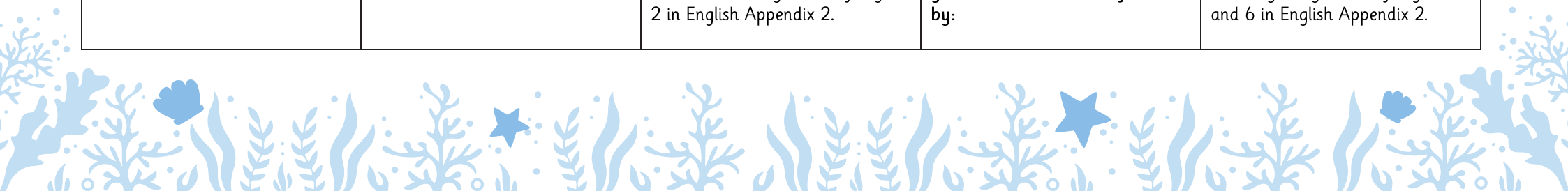| Writing - Composition				
EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. Participate in small group, class and one -to -one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non - fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**Pupils should be taught to 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.	**Pupils should be taught to 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	**Pupils should be taught to plan their writing by:** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for examples headings and subheadings). Evaluate and edit by assessing the effectiveness of their own and	**Pupils should be taught to 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 they have read, listened to or seen performed. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages using a wide range of devices to build

		correctly and consistently, including verbs in the continuous form.	others' writing and suggesting improvements.	cohesion within and across paragraphs.
		Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.
		Read aloud what they have written with appropriate intonation to make the meaning clear.	Proof-read for spelling and punctuation errors.	Evaluate and edit by assessing the effectiveness of their own and others' writing.
			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.	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.

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English Progression of Skills

Writing – Vocabulary, Grammar and Punctuation				
EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 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. | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 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).

Learning how to use sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify, e.g. the blue butterfly.

Understanding how to use the present and past tenses correctly and consistently including the progressive form.

Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand the grammar for year 2 in English Appendix 2. | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.

Using the present perfect form of verbs to mark relationships of time and cause.

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: | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Using passive verbs to affect the presentation of information in a sentence.

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Learning the grammar for years 5 and 6 in English Appendix 2. |

		Understand some features of written Standard English. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	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. **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.	**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 main 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.

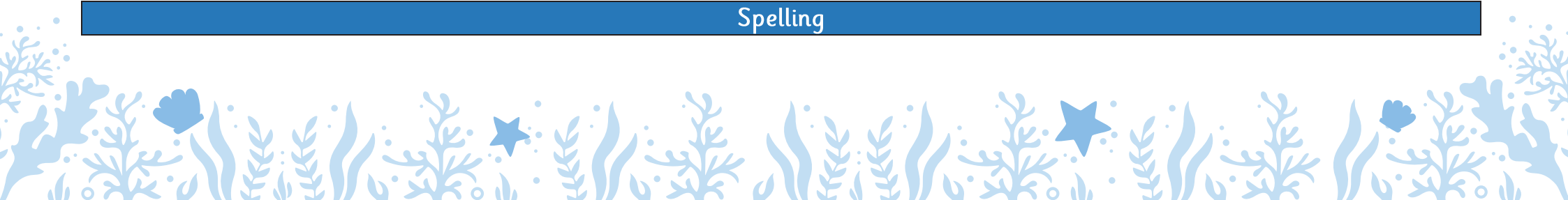| Spelling						
Year 1	Words	Phonics	Rules and Conventions	Affixes and Roots	Word origins	Grammar
	Children should be taught to spell: • common exception words. • high frequency words (HFW). • compound words e.g. football, laptop, playground. • days of the week. • numbers to 20.	Children should be taught to spell: • VC words • CVC words with short vowels • CVC words with long vowels • words with adjacent consonants • words with consonant digraphs and some vowel digraphs/trigraphs • alternative spellings for vowel phonemes e.g /ai/, / ay/, /a-e/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel • words ending in –y e.g. very, happy, funny	Children should be taught to spell: • words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) • the /ng/ sound spelt n before k • words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to words • verbs where no change is needed to the root word: • adding endings - ing, -ed, -er • adjectives where no change is needed to the root word: • adding -er and -est	Children should be taught to spell: • words with the addition of the prefix un		

Spelling						
Year 2	Words	Phonics	Rules and Conventions	Affixes and Roots	Word origins	Grammar
	Children should be taught to spell: • common exception words • high frequency words	Children should be taught to spell: • homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea • words with alternative pronunciations	Children should be taught to spell: • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i' ,'y' • words ending -le, -el, -al and - il • adding –ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it • adding -ing, -ed, -er, -est, -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 letter after a short vowel	Children should be taught to spell: • words with the suffixes -ment, - ness, -ful, -less and -ly • words ending in - tion	Children should be taught to spell: • words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • words with the / r/ sound spelt 'wr' at the beginning of words	Children should be taught to spell: • words with contractions e.g. can't, didn't • words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's

Spelling

Years 3 and 4	Words	Phonics	Rules and Conventions	Affixes and Roots	Word origins	Grammar
	Children should be taught to spell: • words from the National Curriculum word list for Years 3 and 4	Children should be taught to spell: • the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym • words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight • words containing the /u/ sound spelt 'ou' e.g. double, trouble • homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail		Children should be taught to spell: • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') • words using prefixes: un-,dis-, mis -, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- • words using suffixes: -ly, -ation, - ous • words with endings sounding / shun/: - tion, -sion, -ssion, - cian • words ending with the schwa sound: measure, creature	Children should be taught to spell: • Words with the / k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist • words with the / sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine • words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique • words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene	Children should be taught to spell: • Possessive apostrophe with plural words e.g. girls' boys' babies' children's

Spelling						
Years 5 and 6	**Words**	**Phonics**	**Rules and Conventions**	**Affixes and Roots**	**Word origins**	**Grammar**
	Children should be taught to spell: • words from the National Curriculum word list for Years 5 and 6	Children should be taught to spell: • words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough • homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed	Children should be taught to spell: • words with the / ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize	Children should be taught to spell: • words with the ending /shus/ spelt -cious or -tious • words with the ending /shul/ spelt -cial or -tial • words with the endings -ant, - ance/-ancy, -ent, - ence/-ency • words ending in - able and -ible • words ending in - ably and -ibly • 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 long	Children should be taught to spell: • words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb	Children should be taught to spell: • words using a hyphen to link a prefix to a root word e.g. co-ordinate, re -iterate, co-own

St. Martin's C of E (VA) Primary School
English Progression of Skills

	Vocabulary, Grammar and Punctuation				
	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 1	Content to be introduced: • regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • suffixes that can be added to verbs (e.g. helping, helped, helper) • how the prefix unchanges the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Content to be introduced: • how words can combine to make sentences • how and can join words and join sentences • joining words and joining clauses using and	Content to be introduced: • sequencing sentences to form short narratives	Content to be introduced: • separation of words with spaces • introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I	Terminology to be introduced: • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark

St. Martin's C of E (VA) Primary School
English Progression of Skills

	Vocabulary, Grammar and Punctuation				
	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 2	Content to be introduced: • formation of nouns using suffixes such as - ness, -er • compound nouns • formation of adjectives using suffixes such as - ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverb	Content to be introduced: • subordination (using when, if, that, because) and co-ordination (using or, and, or but) • expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) • sentences with different forms: statement, question, exclamation, command	Content to be introduced: • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Content to be introduced: • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns	Terminology to be introduced: • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix

Vocabulary, Grammar and Punctuation					
Year 3	**Word Structure**	**Sentence Structure**	**Text Structure**	**Punctuation**	**Terminology**
	Content to be introduced: • formation of nouns using a range of prefixes, such as super-, anti-, auto- • use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • word families based on common words	Content to be introduced: Expressing time, place and cause using: • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • or prepositions (e.g. before, after, during, in, because of)	Content to be introduced: • introduction to paragraphs as a way to group related material • headings and subheadings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play	Content to be introduced: • introduction to inverted commas to punctuate direct speech	Terminology to be introduced: • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause

Vocabulary, Grammar and Punctuation					
	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 4	Content to be introduced: • the grammatical difference between plural and possessive –s • standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Content to be introduced: • fronted adverbials • use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)	Content to be introduced: • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Content to be introduced: • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!") • apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)	Terminology to be introduced: • pronoun • possessive pronoun • adverbial • determiner

Vocabulary, Grammar and Punctuation					
	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 5	Content to be introduced: • converting nouns or adjectives into verbs using suffixes (e.g.-ate, - ise, -ify) • verb prefixes (e.g. dis-, de-, mis-, over- and re	Content to be introduced: • relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • indicating degrees of possibility using modal verbs (e.g. might, should, will, must) • indicating degrees of possibility using adverbs (e.g. perhaps, surely)	Content to be introduced: • devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	Content to be introduced: • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity	Content to be introduced: • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity

		Vocabulary, Grammar and Punctuation			
	Word Structure	**Sentence Structure**	**Text Structure**	**Punctuation**	**Terminology**
Year 6	Content to be introduced: • the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter) • how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	Content to be introduced: • use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)]. • the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)	Content to be introduced: • linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis • layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Content to be introduced: • use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information • how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	Content to be introduced: • use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information • how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)