



The Weald Federation: English

With God's Love, we grow and learn together.

Intent

Literacy and communication are at the heart of our curriculum. We want to enthuse, encourage and support our pupils, initiating a love for the written and spoken word that lasts a lifetime. The National Curriculum is very clear in its aims for English. They are for pupils to:

- 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

As a school, we want children to develop their reading and comprehension skills, write accurately and adaptively for a range of purposes and be confident and respectful when speaking and discussing their views. We want a curriculum and learning environment which is accessible to all, providing challenge and support and introducing children to words, books and language that they can use in all subjects and far beyond their time here at primary school. Christian values are at the forefront of everything we do. By encouraging our pupils to think deeply and compassionately, we will provide our children with the skills, knowledge and empathy they need to become successful, creative and curious learners. Ultimately, we want all of our pupils to enjoy and progress in all aspects of literacy, providing them with the knowledge and skills they need to reach their full potential in this subject.

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. Our schools are a mixed-form entry settings. The National Curriculum programmes of study for English are set out year-by-year for Key Stage 1 and two yearly for Key Stage 2, however, schools are only required to teach the relevant programme of study by the end of each key stage. This means that as a school, we have the flexibility to introduce content earlier or later within a key stage, provided the content is covered by the end of that key stage. On the whole, objectives are delivered to all children in a given class with challenge and stretch provided as needed. The exception to this may occur in Key Stage 1 where Years 1 and 2 are taught elements of English separately to ensure learning is appropriately paced and targeted to pupils' needs.

In The Weald Federation, our English Curriculum is ambitious, coherently planned, sequenced and delivered to a high standard to enable all of our learners, including our SEND pupils, to achieve highly. Each term, children explore their learning through carefully planned 'journeys' that are designed to provide them with a range of engaging learning experiences as they progress through the school. English is an integral part of this process and class texts are linked to the topics that the children explore; quality literature is at the heart of our English teaching. From Reception through to Year 6, children are exposed to a variety of genres, authors and writing styles. Quality texts are used to provide models of writing styles and inspirational starting points as well as opportunities for children to be immersed in the sheer joy of stories. Key learning, as determined by our assessment endpoints, are revisited both within and between year groups, enabling pupils to build on and embed their prior learning. Drama, poetry and speaking activities are crucial: as preparation for writing; as a means to expand the range of vocabulary our pupils have at their fingertips; and to improve their confidence when communicating with others.

English encompasses spoken language, reading, writing, spelling, vocabulary, grammar and punctuation and is vital to every part of the curriculum we teach. This begins in EYFS where the development of children's spoken language underpins all seven areas of learning and development. More information about English and literacy in EYFS is available in a separate document.

Early Reading & Phonics

Confident reading and accurate spelling are essential skills that allow children to communicate their understanding in all curriculum subjects. We begin to immerse our children in the world of books and phonics from their very first days at school. The teaching of phonics ensures that children are exposed to the rules of language both when reading and writing to help them develop as confident and effective readers and writers. Currently, we follow the Twinkl programme of phonics. As well as daily phonics lessons in Key Stage 1, we ensure that children further up the school have regular refreshers on previous phonics learning and that these skills are continuously applied as they are exposed to new words and spelling patterns. Regular assessment and analysis of phonic knowledge and spelling ensure that the right support is provided and tailored to the specific needs of both individual children and the class. Children in Key Stage 1 (and beyond if necessary) are given fully decodable reading books suitable for their current level of phonics understanding. Pupils are also encouraged to take home a shared reading or library book. We believe that it is important to expose children to a range of books and genres from an early age and that children are given the freedom to choose books that they want to read (or have read to them).

Reading

Our approach to the teaching of reading is a combination of 1-2-1 work, small group work and a whole class approach, depending on the Key Stage and the needs of a particular cohort or individual pupils. Children are taught to decode texts, read with expression, appreciate a wide range of genres and ask and answer questions about a text. From an early age, pupils are also encouraged to think about the meaning behind the author's words (and pictures) and to make predictions and inferences, which increase in complexity as children progress through the school. A whole class reading approach allows our teachers to introduce more challenging texts and discuss the language and structure within them as well as providing models and starting points for writing activities. Quality texts and literature are at the heart of our curriculum. Books and authors have been carefully selected to both support topics and learning journeys within a year group and to ensure a breadth of writing styles and genres as children progress through the school.

Spelling

The National Curriculum states that: 'Most people read words more accurately than they spell them. The younger pupils are, the truer this is.' The teaching of spelling is designed to provide children with a solid understanding of how to apply spelling rules, patterns and strategies to enable them to access texts that are inspiring and to communicate their literacy ideas accurately and effectively. In order for children to develop into effective and confident spellers, they need to have a solid understanding of phonics and the etymology of words and be taught strategies to learn and retain new words. To achieve this, spelling is taught actively and explicitly, daily in KS1 and a minimum of three times a week in KS2. Spelling lessons explore rules and patterns, exceptions and the etymology of words. Alongside this, we recognise the importance of 'little and often' and opportunities are provided for children to independently practise their spellings in school and at home. Spelling journals and working wall displays are in place to support the children. To ensure retention, assessment is continuous via random 'spot checks' and checking work in books rather than weekly tests as we believe that the greatest impact on spelling is achieved when children are encouraged to use new spellings and associated rules in their writing. End-of-term assessments determine if further support/intervention is required and are used to create individualised spelling lists for pupils.

Writing

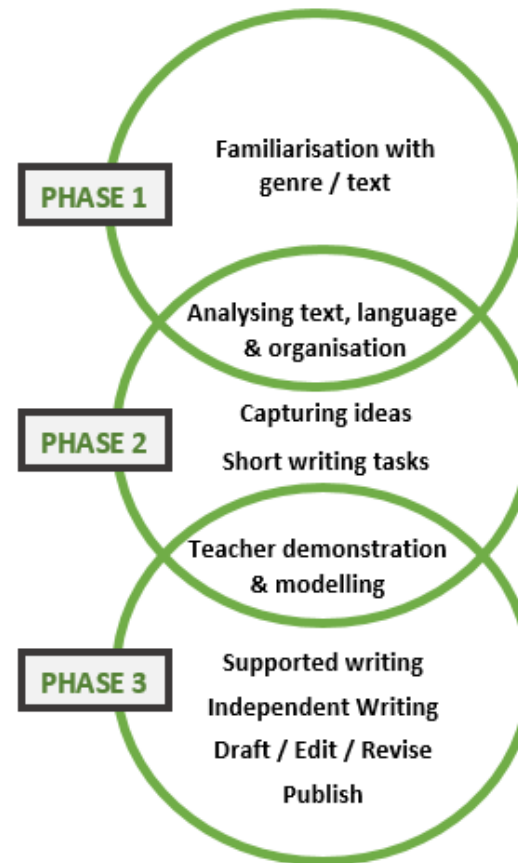
Writing is an integral part of our English curriculum. Our planning model ensures that children are given the opportunity to write for different purposes and audiences and are given the tools and encouragement they need to become successful writers. Cross-curricular opportunities for reading and writing are used, wherever possible, with fiction and non-fiction texts linked to our topics. We use high-quality texts to demonstrate different styles of writing, creative flair and technical accuracy. Punctuation and grammar skills are woven into learning sequences to ensure pupils both understand the terminology and use it effectively in their writing. Through revisiting key knowledge and skills, modelling, discussion and careful planning, children are provided with meaningful opportunities to develop and hone their English skills.

We have high expectations in terms of effort, outcomes and presentation of work. Equally, we encourage our pupils to have high expectations of themselves. Self-evaluation and collaborative feedback support teacher assessment in identifying areas of strength and areas for improvement. We celebrate children's successes, both academic and through the learning behaviours they demonstrate. There is an expectation that all children are able to write in a joined, cursive style by the time they leave our school. We have adopted a handwriting style based on the Twinkl font to ensure that there is consistency throughout the school from early learning onwards and that pupils see our chosen handwriting style mirrored in presentations used by teachers and in their learning environment.

Pupils are given the opportunity to write for a range of purposes and audiences across the curriculum by writing to entertain, inform and persuade. They are taught the skills and processes that are essential for writing including familiarisation with genre/text; thinking aloud to explore and collect ideas; analysing text, language features and organisation; exposure to modelled examples; plan,

write, edit and publish; continuous re-reading to check their meaning is clear as well as opportunities to write for different audiences, different purposes and using a range of stimuli. Over the course of the year, opportunities are provided to write for all three writing purposes with approximately half of curriculum time taken up by 'Writing to Entertain' with the non-fiction elements sharing the remaining time. To ensure that key writing skills are embedded, the expectation is that each term there are 2-3 main outcomes (depending on the year group, topic and cohort) with supporting smaller activities linked to the grammatical and sentence construction aspects needed to complete these outcomes.

	YEAR R/1/2	YEAR 3/4	YEAR 5/6
WRITE TO ENTERTAIN	Description <ul style="list-style-type: none"> Characters Settings 	Description <ul style="list-style-type: none"> Characters Settings Event 	Description <ul style="list-style-type: none"> Characters Settings Event
	Narrative <ul style="list-style-type: none"> Retelling a story Traditional stories & Fairy tales Fables Imaginary worlds With familiar settings Stories by the same author Stories from other cultures Adventure 	Narrative <ul style="list-style-type: none"> Retelling a story Historical setting Adventure Fantasy Play scripts Stories from other cultures Diary / first person With familiar settings Myths & Legends 	Narrative <ul style="list-style-type: none"> Historical Setting Adventure Fantasy Play scripts Flashback Diary / first person Contemporary Fiction Myths & legends Science Fiction Mystery
	Poetry <ul style="list-style-type: none"> Perform simple poems & rhymes On a given theme Exploring pattern & rhyme Using the senses 	Poetry <ul style="list-style-type: none"> Read & perform a range of poems Explore: <ul style="list-style-type: none"> Calligrams Shape poems Acrostic poems Riddle / nonsense poems Rich vocabulary Rhythm & rhyme Haikus Rap 	Poetry <ul style="list-style-type: none"> Read & perform a range of poems Explore: <ul style="list-style-type: none"> Language features Imagery & rich vocabulary Free verse Visual poems Structured poems Rhyming couplets Different rhyming patterns Narrative poetry
WRITE TO INFORM	<ul style="list-style-type: none"> Recount Letters & invitations Instructions Information texts Lists 	<ul style="list-style-type: none"> Instructional texts Explanatory texts Reports - non-chronological Recount (personal) Newspaper Letters - informal 	<ul style="list-style-type: none"> Instructional texts Explanatory texts Reports - non-chronological & chronological Recount &/or newspaper Letters – formal & informal Biographies / autobiographies
WRITE TO PERSUADE	YEAR 1/2	YEAR 3/4	YEAR 5/6
		<ul style="list-style-type: none"> Advertising <ul style="list-style-type: none"> Product Event or place Poster Leaflet Speech 	<ul style="list-style-type: none"> Advertising campaign <ul style="list-style-type: none"> campaign - slogans; posters, leaflets, radio or TV advert exploring bias & propaganda Balanced argument Review Speech Letter - formal



Activities that could be used during Phase 1 include:

Reading	Exploring word choices
Making Predictions	Exploring grammar used
Comprehension questions	Exploring structure
Sequencing	Exploring punctuation
Post-its / note taking	Questioning
Annotating text / images	Compare & contrast
Fact vs opinion	Summarising



Activities that could be used during Phase 2 include:

Timeline	Story mountain
For/against post its	Story mapping
Hot seating	Poster
Freeze frame	Invitation
Conscience alley	Postcard
Thought tracking	Headings, labels, captions
Improvisation	Zone of relevance
Thought bubbles	Role on the wall
Use of puppets	Sentence manipulation
Debate	Vocabulary choices



Outcomes for Phase 3 include:

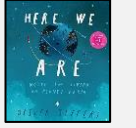
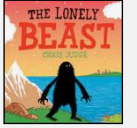


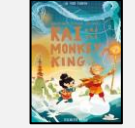

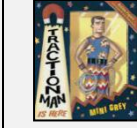
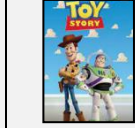
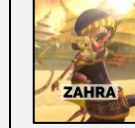
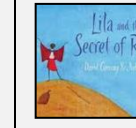

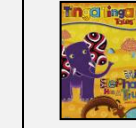
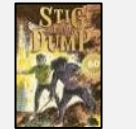


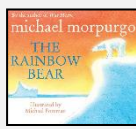

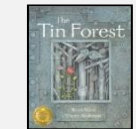

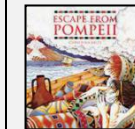
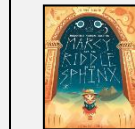
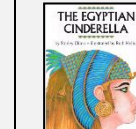



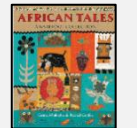

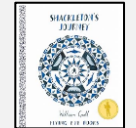





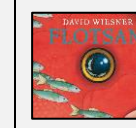


To Entertain:	To Inform:	To Persuade:
Narrative	Recount	Advertising
Description	Instructions	Persuasive letter
Poetry	Report	Poster
Play Script	Explanation	Speech
Diary	Biography	Campaign
Letter	Newspaper	Argument

Impact

Inspiring topics, exposure to quality literature, cross-curricular opportunities and effectively sequenced learning enables all pupils achieve highly. Successful implementation of our English curriculum will ensure that all pupils make good (or better) progress from their own personal starting points. This will be apparent in termly assessments, end of Key Stage assessments, class provision maps and outcomes of work across a range of books. Children will have acquired a wide vocabulary and a skill set that can be used both in their discussions and in their writing, ensuring that they can confidently express themselves in a variety of ways. Literacy is a key life skill. A high-quality English curriculum is vital if we are to prepare our pupils to flourish.








The Weald Federation: English Curriculum Map – Cycle A

CYCLE A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
Yr 1 & 2	Our Planet	Into Winter	China	Toy Stories	Kenya	On Safari						
	Writing to Entertain * Description: characters * Retelling a story Writing to Inform * Lists * Information Sheet	Writing to Entertain * Stories with familiar settings * Adventure narrative * Poetry – pattern & rhyme Writing to Inform * Instructions	Writing to Entertain * Stories from other cultures * Setting descriptions * Poetry – using senses Writing to Inform * Instructions	Writing to Entertain * Description: characters * Imaginary worlds * Letter Writing to Inform * Recount	Writing to Entertain * Description: setting * Stories from other cultures * Poetry – using senses * Poetry – on a theme	Writing to Entertain * Fables * Setting descriptions * Poetry – pattern & rhyme Writing to Inform * Information sheet						
Key Texts:	 Here We Are – Oliver Jeffers	 The Lonely Beast – Chris Judge	 Winter Sleep – Sean Taylor	 Stick Man – Julia Donaldson	 Kai & the Monkey King – Joe Todd-Stanton	 The Magic Paintbrush – Julia Donaldson	 Traction Man – Mini Grey + Winnie the Pooh	 Pixar's Toy Story	 Zahra (short film)	 Lila & the Secret of the Rain – David Conway	 The Butterfly Lion – Michael Morpurgo	 Tinga Tinga tales
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece						
	Writing to Entertain * Diary + character setting Writing to Inform * Instructional text Writing to Persuade * Advertising - product	Writing to Entertain * Description: setting * Poetry – calligrams & shape * Letter Writing to Inform * Newspaper report	Writing to Entertain * Description: setting * Narrative – retelling a story Writing to Inform * Recount	Writing to Entertain * Description: event * Narrative – dilemma/adventure * Poetry – haiku & acrostic Writing to Inform * Explanation text	Writing to Entertain * Narrative – historical setting / stories from other cultures Writing to Inform * Non-chronological report * Information text	Writing to Entertain * Description: characters * Narrative – myths & legends Writing to Inform * Non-chronological report						
Key Texts:	 Stig of the Dump – Clive King	 Ug, Boy Genius of the Stone Age – Raymond Briggs	 The Last Bear – Hannah Gold	 The Rainbow Bear – Michael Morpurgo	 The Wild Robot – Peter Brown	 The Tin Forest – Helen Ward	 The Firework Maker's Daughter – Philip Pullman	 Escape from Pompeii – Christina Balit	 Marcy & the Riddle of the Sphinx – Joe Todd-Stanton	 The Egyptian Cinderella – Shirley Clino	 Who Let the Gods Out – Maz Evans	 Leon & the Gorgon's Curse – Joe Todd-Stanton
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans						
	Writing to Entertain * Description: setting & characters * Diary Writing to Inform * Non-chronological report * TV news report	Writing to Entertain * Poetry * Formal & informal letter Writing to Persuade * Speech Writing to Inform * Newspaper report	Writing to Entertain * Description: event * Narrative - adventure Writing to Inform * Non-chronological report	Writing to Entertain * Poetry * Narrative – mystery Writing to Inform * Autobiography (fictional)	Writing to Entertain * Poetry * Narrative – flashback Writing to Persuade * Balanced argument Writing to Inform * Non-chronological report	Writing to Entertain * Play Script * Narrative – myths & legends Writing to Inform * Biography						
Key Texts:	 The White Giraffe – Lauren St John	 African Tales: A Barefoot Collection – Gcina Mhlaphe	 Armistice Runner – Tom Palmer	 Shackleton's Journey – William Grill	 When the Sky Falls – Phil Earle	 Bandoola – William Grill	 The Viewer – Gary Crew & Shaun Tan	 Ruin – film unit + clips from <i>Back to the Future</i>	 Orphans of the Tide – Struan Murray	 Flotsam – David Wiesner	 Orphans of the Tide cont.	 The Tempest – William Shakespeare



The Weald Federation: English Curriculum Map – Cycle B

CYCLE B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
Yr 1 & 2	Into the Woods	Lighting up the Sky	Man on the Moon	India	Sea Explorers	Pirates Ahoy!						
	Writing to Entertain * Description: characters * Traditional stories & fairy tales * Alternative endings Writing to Inform * Lists * Letters / Invitations	Writing to Entertain * Stories with familiar settings * Diary * Poetry – on a given theme Writing to Inform * Information Sheet (Great Fire of London)	Writing to Entertain * Description: characters & settings * Narrative – space Writing to Inform * Poster – facts about space * Advertisement * Recount	Writing to Entertain * Stories from other cultures * Diary * Poetry – free verse * Fables Writing to Inform * Instructions	Writing to Entertain * Description: setting * Narrative – what happens next * Postcard / Letter Writing to Inform * Recount	Writing to Entertain * Description: characters * Poetry – perform simple poems & rhymes * Diary * Narrative						
Key Texts:	 The Jolly Postman – Allan Alhberg	 The Last Wolf – Mini Grey	 The Owl who was Afraid of the Dark – Jill Tomlinson	 The Great Fire of London – Emma Adams	 Cakes in Space – Reeve & McIntyre	 Bob, Man on the Moon – Simon Bartram	 Pattans's Pumpkin – Chitra Soundar	 Animal Tales from India – Nikita Gill & Chaaya Prabhat	 The Secret of Black Rock – Joe Todd-Stanton	 The Snail & the Whale – Julia Donaldson	 Oliver & the Seawigs – Reeve & McIntyre	 The Green Ship – Quentin Blake
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers						
	Writing to Entertain * Newspaper report Writing to Inform * Non-chronological report Writing to Persuade * Speech	Writing to Entertain * Description: characters * Narrative – adventure * Poetry - rap Writing to Inform * Instructional text	Writing to Entertain * Description: setting * Narrative - fantasy * Poetry – imagery & rich vocabulary Writing to Inform * Explanatory texts	Writing to Entertain * Description: characters * Play script * Poetry – riddles / nonsense Writing to inform * Newspaper report	Writing to Entertain * Narrative – with familiar settings Writing to Inform * Local history report Writing to Persuade * Persuasive poster	Writing to Entertain * Narrative – setting * Poetry – rhythm & rhyme + haiku Writing to Persuade * Persuasive leaflet * Job advertisement						
Key Texts:	 Varjak Paw – SF Said	 The Orchard Book of Myths – Geraldine McCaughrean	 How to Train your Dragon – Cressida Cowell	 Arthur & the Golden Rope – Joe Todd-Stanton	 The Land of Roar – Jenny McLachlan	 Leon & the Place Between – Mcallister & Baker-Smith	 Charlie & the Chocolate Factory – Roald Dahl	 Journey – Aaron Becker	 The Boy Who Grew Dragons – Andy Shepherd	 Jim & the Beanstalk – Raymond Briggs	 The Uncorker of Ocean Bottles – Michelle Cuevas	 Rhythm of the Rain – Grahame Baker-Smith
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions						
	Writing to Entertain * Description: setting * Description: characters * Poetry Writing to Inform * Formal letter – deforestation	Writing to Entertain * Description: characters & settings * Narrative – fantasy Writing to Inform * Instructional texts	Writing to Entertain * Narrative – science fiction * Newspaper report * Poetry Writing to Inform * Non-chronological report	Writing to Entertain * Narrative – flashback * Letter - informal * Poetry Writing to Inform * Recount	Writing to Entertain * Description: characters * Diary Writing to Inform * Non-chronological report * Biography	Writing to Entertain * Narrative – historical setting/adventure Writing to Inform * Explanation text Writing to Persuade * Advertising campaign						
Key Texts:	 Journey to the River Sea – Eva Ibbotson	 The Great Kapok Tree – Lynne Cherry	 Harry Potter or Alice in Wonderland	 Our Tower – Joseph Coelho	 Scrap – Guy Bass	 Lights on Cotton Rock – David Litchfield	 The Boy at the Back of the Class – Onjali Rauf	 The Arrival – Shaun Tan	 Street Child – Berlie Doherty	 The Midnight Fair – Gideon Sterer	 Cogheart – Peter Bunzl	 The Lost Thing – Shaun Tan



The Weald Federation: English – Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Years 1 - 6	National Curriculum Notes and Guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding• speak audibly and fluently• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints• Select and use appropriate registers for effective communication.	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, larger groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Attention should also be paid to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p>



Weald Federation: English – Pre Key Stage Reading & Writing

Pre-Key Stage Reading			
Pre-Key Stage Standard 1 (PK1)	Pre-Key Stage Standard 2 (PK2)	Pre-Key Stage Standard 3 (PK3)	Pre-Key Stage Standard 4 (PK4)
	<p>The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 10+ graphemes read words by blending sounds with known graphemes, with help from their teacher. 	<p>The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 20+ graphemes read accurately by blending the sounds in words with two and three known graphemes. 	<p>The pupil can:</p> <ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* read accurately by blending the sounds in words with up to five known graphemes read some common exception words* read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p><i>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</i></p>
<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' show anticipation about what is going to happen (e.g. by turning the page) join in with some actions or repeat some words, rhymes and phrases when prompted. 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' join in with predictable phrases or refrains. 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> respond to questions that require simple recall recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences retell some of the story.

Pre-Key Stage Writing			
Pre-Key Stage Standard 1 (PK1)	Pre-Key Stage Standard 2 (PK2)	Pre-Key Stage Standard 3 (PK3)	Pre-Key Stage Standard 4 (PK4)
<ul style="list-style-type: none"> Can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach') 	<ul style="list-style-type: none"> Can say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot') 	<ul style="list-style-type: none"> Can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences Can write a caption or short phrase using the graphemes that they already know 	<ul style="list-style-type: none"> Can make up their own sentences and say them aloud, after discussion with the teacher Can write down one of the sentences that they have rehearsed
<ul style="list-style-type: none"> Can draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand) 	<ul style="list-style-type: none"> Can form correctly most of the 10+ lower-case letters in PK2 (reading) Can identify or write these 10+ graphemes on hearing corresponding phonemes 	<ul style="list-style-type: none"> Can form correctly most of the 20+ lower-case letters in PK3 (reading) Can identify or write these 20+ graphemes on hearing the corresponding phonemes Can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot) 	<ul style="list-style-type: none"> Can form most lower-case letters correctly Can identify or write the 40+ graphemes in PK4 (reading) on hearing the corresponding phonemes



Weald Federation: English – KS1 Reading

YEAR 1	YEAR 2
WORD READING	
<ul style="list-style-type: none">• Understand that the letters on a page represent the sounds in spoken words, underpinning pupils' reading and spelling• Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• Can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.• Can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• Can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• Can read other words of more than one syllable that contain taught GPCs• Can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)• Can 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• Fluency and confidence in word reading are evident when reading books that they are familiar with	<ul style="list-style-type: none">• Can apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent• Can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• Can read accurately words of two or more syllables that contain graphemes taught so far• Can read words containing common suffixes• Can read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• Can read many common words containing GPCs taught so far without needing to blend the sounds first• Can read Year 2 common exception words easily and automatically, recognising unusual correspondences between spelling and sound and where these occur in the word• Fluency and confidence in word reading when reading books they have read through / are familiar with
COMPREHENSION	
<ul style="list-style-type: none">• Can listen to and discuss a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which they can read independently• Can link what they read or hear read to their own experiences, drawing on what they already know or on background information and vocabulary provided by the teacher• Are familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• Can recognise and join in with predictable phrases• Can recite some rhymes and/or poems by heart• Can discuss word meanings, linking new meanings to those already known• Can check that the text makes sense to them as they read and correct inaccurate reading• Can discuss the significance of the title and events• Can make inferences based on what is being said and done in the text• Can predict what might happen based on what has been read so far• Can participate in a discussion about what is read to them, taking turns and listening to what others say and can clearly explain their understanding of what has been read	<ul style="list-style-type: none">• Can listen to, discuss and express 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• Can discuss the sequence of events in books and how items of information are related• Are familiar with and can retell a wide range of stories, fairy stories and traditional tales• Have been introduced to non-fiction books that are structured in different ways• Can recognise simple recurring literary language in stories and poetry• Can discuss and clarify the meanings of words, linking new meanings to known vocabulary• Can discuss their favourite words and phrases from a text• Learns a repertoire of poems by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• Can check that the text makes sense to them as they read and correct inaccurate reading• Can make inferences based on what is being said and done in the text• Can answer and ask questions about a text• Can predict what might happen based on what has been read so far• Can draw on what they already know or on background information and vocabulary provided by the teacher when discussing, predicting or making inferences about a text• Can participate in discussions 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, explaining their thoughts and understanding.



Weald Federation: English – KS2 Reading

LOWER KS2	UPPER KS2
WORD READING	
<ul style="list-style-type: none"> • Can read books written at an age-appropriate interest level accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words • Can decode most words outside their spoken vocabulary, making a good approximation to the word’s pronunciation • Can apply their knowledge of Y3/Y4 root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Can read aloud a range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking rate. • Can read most words effortlessly and can work out how to pronounce unfamiliar written words with increasing automaticity • Can read Y5/6 exception words, root words, prefixes and suffixes/word endings effortlessly and fluently, and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
COMPREHENSION	
<ul style="list-style-type: none"> • Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can read books that are structured in different ways and read for a range of purposes • Can use dictionaries to check the meaning of words that they have read • Read or listen to a wide range of books, including fairy stories, myths and legends, and retell some of these orally; identifying themes and conventions in a wide range of books (e.g. triumph of good over evil) • Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Can discuss words and phrases that capture the reader’s interest and imagination • Can recognise some different forms of poetry [for example, free verse, narrative poetry] • Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Can ask questions to improve their understanding of a text • Can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can identify main ideas drawn from more than one paragraph and summarise these • Can identify how language, structure, and presentation contribute to meaning • Can retrieve and record information from non-fiction texts, including the use of contents pages and indexes to locate information • Can participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can read a range of books that are structured in different ways and read for a range of purposes • Read or listen to a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition • Can recommend books that they have read to their peers, giving reasons for their choices • Can make comparisons within and across books, identifying and discussing themes and conventions in and across a wide range of writing • Can learn 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 • Can check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Can ask questions to improve their understanding • Can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Can identify how language, structure and presentation contribute to meaning and provide reasoned justifications for their views • Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Can distinguish between statements of fact and opinion • Can retrieve, record and present information from non-fiction texts • Can 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 • Can 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

In addition to the above, recap, revision and application of key learning from previous year groups, should take place regularly.

The focus in KS2 is on comprehension, as most pupils should be able to access most texts (interventions should be put in place for those who cannot). The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.



YEAR 1	YEAR 2
HANDWRITING	
<ul style="list-style-type: none"> • Can sit correctly at a table, holding a pencil comfortably and correctly • Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place • Can form capital letters • Can form digits 0-9 • Can leave spaces between words • Can improve their writing by using their knowledge of handwriting ‘families’ (letters that are formed in similar ways) 	<ul style="list-style-type: none"> • Can form lower-case letters of the correct size relative to one another • Can use 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 • Can write capital letters of the correct size, orientation and relationship to one another and to lowercase letters • Can write digits of the correct size, orientation and relationship to one another • Can use spacing between words that reflects the size of the letters
SPELLING (+ see spelling lists at the end of this document)	
<ul style="list-style-type: none"> • Can spell the Y1 exception words and words containing the Y1 spelling patterns <ul style="list-style-type: none"> – Can use –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] – Can apply simple spelling rules and guidance – Can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Can name the letters of the alphabet in order <ul style="list-style-type: none"> – Can use letter names to distinguish between alternative spellings of the same sound • Can spell the days of the week • Can add the suffix ‘-s’ or ‘-es’ to denote a plural [e.g. dog/ dogs ... wish/wishes] • Can explain how the prefix ‘un-’ changes the meaning of a word [e.g. negation - tie/untie ... kind/unkind] 	<ul style="list-style-type: none"> • Can spell the Y2 exception words and words containing the Y2 spelling patterns <ul style="list-style-type: none"> – Can segment spoken words into phonemes and represent these by graphemes, spelling many correctly – Can spell contracted form words from the Y2 list – can’t; didn’t; hasn’t; couldn’t; it’s; I’ll – Can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling – Can distinguish between homophones and near-homophones • Can use the possessive apostrophe (singular) [for example, the girl’s book] • Can add suffixes to spell longer words [including –ment, –ness, –ful, –less, –ly] • Can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Example words from the Y1 spelling patterns:</p> <p>off, back, think, pocket, fetch, have, catches, jumped, buzzing, quicker, freshest, point, enjoy, made, these, like, woke, tune, stay, afraid, theme, meet, dream, field, family, pie, light, road, toe, blow, clue, flew, pool, start, bread, under, first, church, year, pair, wear, share, foot, about, down, short, before, saw, author, dolphin, when, skin, unhappy, football</p> <p>Year 1 common exception words:</p> <p>the, do, today, of, said, says, are, were, was, is, his, has, 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</p>	<p>Example words from the Y2 spelling patterns:</p> <p>edge, giant, village, race, table, animal, pencil, travel, always, monkey, watch, world, towards, treasure, usual, others, station, can’t, didn’t, hadn’t, couldn’t, it’s, I’ll, enjoyment, knock, gnaw, write, reply, babies, copied, happier, happiest, cried, hiking, nicer, nicest, dropping, patted, sadder, runny, fattest, sadness, careful, hopeless, badly, happiness, happily, there, they’re, their, here, hear, quite, quiet, sees, sea, bare, bear, won, one, sun, son, to, two, too, blue, blew, knight, night, quantity</p> <p>Y2 common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>



Weald Federation: English – KS1 Writing (*cont.*)

YEAR 1	YEAR 2
COMPOSITION	
<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – Saying out loud what they are going to write about – Composing a sentence orally before writing it • Can write effectively by: <ul style="list-style-type: none"> – Saying out loud what they are going to write about – Composing a sentence orally before writing it – Re-reading what they have written to check that it makes sense • Can edit and improve their writing by: <ul style="list-style-type: none"> – Discuss what they have written with the teacher or other pupils • Can read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – 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 • Can write effectively for different purposes including: <ul style="list-style-type: none"> – Narratives about personal experiences and those of others (real and fictional) – Real events – Poetry • Can edit and improve their writing by: <ul style="list-style-type: none"> – Evaluating their writing with the teacher and other pupils – Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form – Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear.
VOCABULARY, PUNCTUATION & GRAMMAR	
<ul style="list-style-type: none"> • Can use capital letters: <ul style="list-style-type: none"> – At the beginning of a sentence – Names of people – Names of places – Days of the week – Personal pronoun 'I' • Can use full stops to demarcate sentences • Can use a question mark to indicate a question [e.g. <i>Why did Max want to go home?]</i> • Can use an exclamation mark to indicate an exclamation [e.g. <i>He made a terrible mess!]</i> • Can join words and clauses using 'and' [e.g. <i>Ella could see her dog and it was barking.</i>] 	<ul style="list-style-type: none"> • Can demarcate most sentences correctly using: <ul style="list-style-type: none"> – Capital letters – Full stops – Question marks – Exclamation marks • Can write sentences with different forms: statement, question, exclamation, command • Can use commas for lists • Can use conjunctions to join ideas in longer sentences: <ul style="list-style-type: none"> – Coordination: and ... or ... but [e.g. <i>The boy slipped <u>and</u> he hurt his knee. It was raining <u>but</u> Tom had forgotten to bring his umbrella.</i>] – Subordination: when / if / that / because [e.g. <i>I wanted chocolate ice cream <u>but</u> there was none left</i>] • Can use expanded noun phrases to describe and specify [e.g. <i>the blue butterfly ... the man in the moon... the tiger that came to tea was lovely and gentle</i>] • Can use the present and past tenses correctly and consistently including the progressive form [e.g. <i>actions that are happening now - she is drumming ... or have happened in the past - he was shouting. Stories and narratives often in past tense: The tiger went to the cupboard and took out all the tins... present tense is a description of something which is true now: My favourite colour is red. I like playing princesses and magic games best.</i>].
TERMINOLOGY	
letter ... capital letter ... word ... singular ... plural ... sentence ... punctuation ... full stop ... question mark ... exclamation mark	noun ... noun phrase ... statement ... question ... exclamation ... command ... compound ... suffix ... adjective ... adverb ... verb ... tense (past, present) ... apostrophe ... comma

Statements in black = key assessment points. In addition to the above, recap, revision and application of key assessment points, from previous year groups, should take place regularly



YEAR 3	YEAR 4
HANDWRITING	
<ul style="list-style-type: none"> • Can form letters correctly and consistently [e.g. correct size to each other, spaced correctly, anchored on the line, orientated correctly] • Can use diagonal and horizontal strokes to join some letters 	<ul style="list-style-type: none"> • Can form letters correctly and write legibly and consistently [e.g. 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]. • Can 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.
SPELLING (+ see spelling lists at the end of this document)	
<ul style="list-style-type: none"> • Can spell approximately 50% the words on the Y3/4 spelling list including some homophones, prefixes and suffixes • Can explain the grammatical difference between plural and possessive –s • Is beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Is beginning to use a dictionary by using the first two or three letters of a word to check its spelling • Can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • Can spell the words on the Y3/4 spelling list including some homophones, prefixes and suffixes • Can explain the grammatical difference between plural and possessive –s • Can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Can use the first two or three letters of a word to check its spelling in a dictionary • Understands the concept of word families based on common words that are related in form and meaning [e.g. solve, solution, solver dissolve, insoluble] • Can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
COMPOSITION	
<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – discussing writing similar to that which they are planning to write in order to develop success criteria linked to structure and vocabulary choices – verbally discussing, contributing to class plans and recording ideas through informal jottings – rehearsing sentences orally before writing • Can write effectively by: <ul style="list-style-type: none"> – writing for a range of purposes and audiences across the curriculum – developing their use of varied and rich vocabulary and range of sentence structures – beginning to consider paragraphs by organising ideas around a theme – in narratives, is beginning to use a range of devices to describe settings, characters and plot including adjectives, adverbs and expanded noun phrases – in non-narrative material, beginning to use simple organisational devices [e.g. headings and sub-headings] • Can edit and improve their writing by: <ul style="list-style-type: none"> – proof-reading for spelling and punctuation errors – assessing the effectiveness of their own and others' writing and suggesting improvements [e.g. word choices, checking for sense, repetition] • Can read aloud their own writing, to a group or the whole class, using appropriate volume so that they can be heard 	<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – discussing writing similar to that which they are planning to write in order to develop success criteria linked to structure, vocabulary choices and grammar – verbally discussing their ideas and recording these to help with the structure and content of their writing – composing and rehearsing sentences orally (including dialogue) before writing • Can write effectively by: <ul style="list-style-type: none"> – writing for a range of purposes and audiences across the curriculum, deciding which form their writing should take based on the purpose [e.g. a narrative, explanation or description] – using a varied and rich vocabulary and an increasing range of sentence structures – organising paragraphs around a theme – in narratives, can use a range of devices to describe settings, characters and plot including adjectives, adverbs, expanded noun phrases and a variety of openers – in non-narrative material, using simple organisational devices [e.g. headings and sub-headings] • Can edit and improve their writing by: <ul style="list-style-type: none"> – proof-reading for spelling and punctuation errors – assessing the effectiveness of their own and others' writing and suggesting improvements – proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences and to check for excessive repetition (particularly of sentence openers) • Can 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



Weald Federation: English – Lower KS2 Writing (cont.)

YEAR 3	YEAR 4
VOCABULARY, PUNCTUATION & GRAMMAR	
<ul style="list-style-type: none"> ● Can correctly use the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel ● Can express time and cause using: <ul style="list-style-type: none"> – Conjunctions [e.g. when, before, after, while, so, because ...e.g. He threw the ball <u>because</u> he was angry] – Adverbs [e.g. then, soon, therefore... or with a ‘-ly suffix: He kicked the ball <u>furiously</u> against the wall] – Prepositions [e.g. before, after, during... e.g. He stormed off the field <u>during</u> the match ... He kicked the ball right <u>over</u> the wall] ● Is beginning to use paragraphs as a way of grouping related material ● Can use headings and sub-headings to aid presentation ● Can use a wide range of verbs [e.g. instead of I <u>went</u> out of the room ... I <u>stormed</u> out of the room ... I <u>crept</u> out of the room] ● Can extend the range of sentences with more than one clause by using coordination and subordination conjunctions such as: and, or, but, if, when, where, because, so, although ● Can use the present perfect form of verbs instead of the simple past [e.g., He has gone out to play ... vs ... He went out to play] ● Can use inverted commas to punctuate direct speech [start by relating speech bubbles to inverted commas, making sure what is inside the speech bubbles is what we or the characters <u>say</u>.] 	<ul style="list-style-type: none"> ● Can use first person or third person appropriately and consistently [e.g. The dog wandered down the street looking for his owner ... I walked down the street looking for my dog] ● Can use fronted adverbials at the beginning of a sentence to describe the time, place, manner, frequency or degree of the action or event [e.g. When the rain stopped, the girls went back outside] ● Can correctly use a comma before or after phrases or clauses to denote a short pause [e.g. After the door slammed, the class sat in total silence] ● Can expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [e.g. ‘the teacher’ expanded to: the strict maths teacher with red, curly hair marched towards the whiteboard] ● Can use paragraphs to organise ideas around a theme ● Can make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ● Can use 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!”] ● Is beginning to understand and apply the differences between standard English and non-standard English [e.g. we were instead of we was, or I did instead of I done]
TERMINOLOGY	
preposition ... conjunction ... word family ... prefix ... clause ... subordinate clause ... direct speech ... consonant ... consonant letter vowel ... vowel letter ... inverted commas (or ‘speech marks’)	determiner ... pronoun ... possessive pronoun ... adverbial

Statements in black = key assessment points. In addition to the above, recap, revision and application of key assessment points, from previous year groups, should take place regularly



YEAR 5	YEAR 6
HANDWRITING	
<ul style="list-style-type: none"> • Can write legibly and fluently, with letters sized, spaced and orientated correctly • Can demonstrate joined handwriting, choosing which letters to join and which to not 	<ul style="list-style-type: none"> • Can maintain legibility in joined handwriting when writing at speed
SPELLING (+ see spelling lists at the end of this document)	
<ul style="list-style-type: none"> • Can spell approximately 50% of the words on the Y5/6 spelling list including homophones • Can spell spelling some words with ‘silent’ letters [for example, knight, psalm, solemn] • Can convert some nouns or adjectives into verbs using suffixes [e.g. -ate ... -ise ... -ify] • Can use some verb prefixes [e.g. dis- ... de- ... mis- ... over- ... re-] • Can use apostrophes for contraction and possession correctly (consolidate) • Can use dictionaries to check the spelling and meaning of words • Can use a thesaurus 	<ul style="list-style-type: none"> • Can spell the words on the Y5/6 spelling list including some homophones, prefixes and suffixes • Can spell and understand the guidance for spelling some words with ‘silent’ letters [for example, knight, psalm, solemn] • Can convert nouns or adjectives into verbs using suffixes [e.g. -ate ... -ise ... -ify] • Can use verb prefixes [e.g. dis- ... de- ... mis- ... over- ... re-] • Can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
COMPOSITION	
<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – using other similar writing as models after identifying the audience for, and the purpose of, their own writing – noting and developing initial ideas – considering how authors have developed characters and settings (in narratives) in what pupils have read, listened to or seen performed • Can write effectively by: <ul style="list-style-type: none"> – writing for a range of purposes and audiences across the curriculum, deciding which form, language and tone their writing should take based on the purpose and audience – carefully considering vocabulary choices, beginning to understand 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 – précisising longer passages – using a wide range of devices to build cohesion within and across paragraphs (including the use of adverbials) – use further organisational and presentational devices to structure the text and to guide the reader [e.g. headings, sub-headings, columns, bullet points, underlining or tables] • Can edit and improve their writing by: <ul style="list-style-type: none"> – assessing the effectiveness of their own and others’ writing – proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning – ensuring the consistent and correct use of tense throughout a piece of writing – proof-reading for spelling and punctuation errors • Can 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 	<ul style="list-style-type: none"> • Can plan their writing by: <ul style="list-style-type: none"> – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own [GDS – drawing on independent reading & research] – noting and developing initial ideas, drawing on reading and research where necessary – considering how authors have developed characters and settings (in narratives) and how they can use this knowledge in their own writing • Can write effectively by: <ul style="list-style-type: none"> – writing for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) – in narratives, describing settings, characters and atmosphere effectively using considered vocabulary choices and a range of grammatical devices – successfully integrating dialogue in narratives to convey characters and atmosphere – select vocabulary and grammatical structures that reflect what the writing requires [e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility] – use a range of devices to build cohesion [e.g. conjunctions, adverbials of time and place, pronouns, synonyms] within and across paragraphs – use verb tenses consistently and correctly throughout their writing – use further organisational and presentational devices to structure the text and to guide the reader [e.g. headings, sub-headings, columns, bullet points, underlining or tables] • Can edit and improve their writing by: <ul style="list-style-type: none"> – assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning – 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-reading for spelling and punctuation errors



Weald Federation: English – Upper KS2 Writing (cont.)

YEAR 5	YEAR 6
VOCABULARY, PUNCTUATION & GRAMMAR	
<ul style="list-style-type: none"> • Can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Can indicate degrees of possibility using adverbs [e.g. <i>perhaps, surely</i>] or modal verbs [e.g. <i>might, should, will, must</i>. Show children how we can have a hierarchy of possibility using modal verbs: <i>I may go to my granny's... I might go to my granny's. I should go to my granny's. I will go to my granny's..... I must go to my granny's.</i>] • Can use expanded noun phrases to convey complicated information concisely [A good test of a noun phrase is that the whole thing can be replaced by a pronoun. E.g. <i>The blue and white salts left in the basin can be placed in a jar for safe-keeping. The herd of deer we saw earlier have returned to the hillside.</i>] • Can use the perfect form of verbs to mark relationships of time and cause [Perfect verb forms connect an event or activity in the past to another point in time (past, present or future). E.g. past perfect: <i>I <u>had lost</u> my keys on the way home ... present perfect: I <u>have known</u> my best friend since we met in Year 1 ... future perfect: We <u>will have finished</u> our projects by Friday]</i> • Can use devices to build cohesion within a paragraph [e.g. <i>then, after that, this, firstly</i>] • Can use adverbials of time, place, number and tense choices to link ideas across paragraphs [e.g. <i>Earlier... Nearby... Secondly ... He had seen her before</i>] • Can use brackets, dashes or commas to indicate parenthesis [Help children to see that brackets, dashes and commas can all be used to indicate parenthesis. E.g. <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.In the museum, the fossils, never easy to display, have lights behind them.</i>] • Can use commas to clarify meaning or avoid ambiguity • Can recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures [Children need to turn direct speech into indirect speech and recognise how the writing becomes more formal. E.g. <i>“I’ll never admit that you’re better than Arsenal,” Fred growled as the Man U supporter tightened the headlock. ...Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i>]. • Can use dialogue and speech punctuation correctly and effectively acknowledging differences between spoken speech and written speech (use of slang/contractions) 	<ul style="list-style-type: none"> • Can use a wide range of conjunctions to create compound and complex sentences Consolidate and extend to write compound sentences and complex sentences with subordinate clauses. • Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly and to clarify meaning • Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing Consolidate children’s use of description to enable them to express themselves in interesting ways. • Can link ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> – Repetition of a word or phrase – Use of adverbials [e.g. <i>‘on the other hand, ... in contrast, ... as a consequence,</i>] – Use of ellipsis • Can use passive verbs to affect the presentation of information in a sentence [e.g. <i>I broke the window in the greenhouse ...vs... The window in the greenhouse was broken (by me).</i>] • Can use passive voice to present information objectively [Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. E.g. <i>The window was broken by a football being kicked through it. The kittens were placed on the doorstep of the orphanage. John was punched in the chest.</i>] • Can explain how words are related by meaning as synonyms and antonyms [e.g. <i>big, large, little</i>]. • Can recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing[e.g. <i>find out – discover; ask for – request; go in – enter</i>] including subjunctive forms [e.g. <i>‘If I were’ or ‘Were they to come in’</i> some very formal writing and speech] • Can semi-colons and dashes to mark the boundary between independent clauses and indicate a pause longer than a comma [e.g. <i>It’s raining; I’m fed up... The woolly mammoth was thought to have died out after the ice age; the weather became too hot for them to survive ...Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>] • Can use colons and semi-colons when using bullet points to list information E.g. <ul style="list-style-type: none"> New playground rules: <ul style="list-style-type: none"> • No running in the quiet area; • No football except on the pitch; • No food in the sitting area. • Can use colons to introduce a list, and use commas and semi-colons within lists [e.g. <i>You will need to bring the following: sleeping bag, pillow, walking boots, and a water bottle ... but if you need to include extra detail or explanations, then a semicolon can be useful – e.g. I have been to: Newcastle, Leeds and York in the North; Bristol, Exeter and Portsmouth in the South; and Norwich and Lincoln in the East.</i>] • Can use hyphens to avoid ambiguity [e.g. <i>man-eating shark/man eating shark ... re-cover/ recover</i>] • Can use a range of layout devices to structure text [e.g. <i>headings, sub-headings, columns, bullets or tables</i>]
TERMINOLOGY	
modal verb ... relative pronoun ... relative clause ... parenthesis ... bracket ... dash ... cohesion ... ambiguity	subject ... object ... active ... passive ... synonym ... antonym ... ellipsis ... hyphen ... colon ... semi-colon ... bullet points

Statements in black = key assessment points. In addition to the above, recap, revision and application of key assessment points, from previous year groups, should take place regularly



Weald Federation: English – Vocabulary, Grammar & Punctuation Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, untie 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as ‘ness’, ‘er’ and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as ‘ful’, ‘less’ Use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes (e.g. super- anti- auto-) Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of spoken form (e.g. ‘we were’ instead of ‘we was’, or ‘I did’ instead of ‘I done’) 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. – ate; -ise; -ify) Verb prefixes (e.g. dis- de- mis- over- re-) 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech & writing (e.g. find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms (e.g. big, large, little)
Sentence	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, explanation or command 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (eg. next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of) 	<ul style="list-style-type: none"> 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’) Fronted adverbials (e.g. <u>Later that day</u>, I heard the bad news) 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken) Difference between structures typical of informal speech and those for formal speech and writing (e.g. question tags: <i>He’s your friend, isn’t he?</i> Or use of subjunctive forms such as ‘<i>were they to come</i>’ ‘<i>if I were to come</i>’)
Text	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Correct choice and consistence use of present and past tense Progressive form of verbs in present and past tense to mark actions in progress e.g. ‘she is drumming’ or ‘she was shouting.’ 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of simple past (e.g. ‘He has gone out to play’ / ‘He went out to play’) 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> 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) number (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before) 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase or use of adverbials (e.g. <i>on the other hand, in contrast</i>) Layout devices (e.g. headings, sub-headings, columns, bullets, tables)
Punctuation	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demark sentences Commas to separate items in a list Apostrophes to make missing letters and singular possession in nouns (e.g. the girl’s mane) 	<ul style="list-style-type: none"> Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after a reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>) Apostrophes to mark plural possession (e.g. the girls’ names) Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or ambiguity 	<ul style="list-style-type: none"> Semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It’s raining; I’m fed up</i>) Colon to introduce a list and semi-colons within lists Punctuation of bullet points to list information Hyphens to avoid ambiguity (e.g. recover vs re-cover)
Terminology	<p><i>letter... capital letter... word... singular... plural... sentence... punctuation... full stop... question mark... exclamation mark</i></p>	<p><i>noun... noun phrase... statement... question... exclamation... command... compound... suffix... adjective... adverb... verb... tense (past, present)... apostrophe... comma</i></p>	<p><i>preposition... conjunction... word family... prefix... clause... subordinate clause... direct speech... consonant ... consonant letter vowel... vowel letter... inverted commas (or ‘speech marks’)</i></p>	<p><i>determiner ... pronoun... possessive pronoun... adverbial</i></p>	<p><i>modal verb... relative pronoun... relative clause... parenthesis... bracket... dash... cohesion... ambiguity</i></p>	<p><i>subject... object.. active.. passive... synonym... antonym... ellipsis... hyphen... colon... semi-colon... bullet points</i></p>



The Weald Federation: English – Year 1 Spelling

Spelling - Pupils should be taught: words containing each of the 40+ phonemes already taught; common exception words; name the days of the week; name the letters of the alphabet; name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; add prefixes and suffixes; use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; use the prefix un– ; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]; apply simple spelling rules and guidance, as listed in the table below; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: all letters of the alphabet and the sounds which they most commonly represent; consonant digraphs which have been taught and the sounds which they represent; the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds; words with adjacent consonants; guidance and rules which have been taught

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
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 letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
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.	grander, grandest, fresher, freshest, quicker, quickest
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

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
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 do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	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
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Common exception words		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



Weald Federation: English – Year 2 Spelling

Spelling - Pupils should be taught to: segment spoken words into phonemes and represent these by graphemes, spelling many correctly; Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; Learning to spell common exception words; Learning to spell more words with contracted forms; Learning the possessive apostrophe (singular) [for example, the girl’s book]; Distinguishing between homophones and near-homophones; Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly; Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
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.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
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	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
ending in a single consonant letter after a single vowel letter	Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	
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 /z/ 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
Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. <i>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</i>

Pupils should also be taught / reminded of the common exception words and spelling patterns covered in Year 1



The Weald Federation: English – Year 3 & 4 Spelling

Spelling - Pupils should be taught to: use further prefixes and suffixes and understand how to add them; spell further homophones; spell words that are often misspelt; place the possessive apostrophe accurately in words with regular plurals [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

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre to use knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, Appear/disappear	Most prefixes are added to the beginning of root words without any changes in spelling, <ul style="list-style-type: none"> un–, the prefixes dis– and mis– have negative meanings. The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–. re– means ‘again’ or ‘back’. sub– means ‘under’. inter– means ‘between’ or ‘among’ super– means ‘above’ anti– means ‘against’. auto– means ‘self’ or ‘own’. 	<ul style="list-style-type: none"> disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible redo, refresh, return, reappear subdivide, subheading, submarine, submerge interact, intercity, international, interrelated (inter + related) supermarket, superman, superstar antiseptic, anti-clockwise, antisocial auto–: autobiography, autograph
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply	information, adoration, sensation, preparation, admiration
The suffix –ly To recognise and spell common suffixes and how these influence word meanings, e.g. ly, ful, less	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with –le, the –le is changed to –ly. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. (4) The words truly, duly, wholly.	<ul style="list-style-type: none"> sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
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.	<ul style="list-style-type: none"> measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure teacher, catcher, richer, stretcher.
Endings which sound like / ən ʒ/	If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes	<ul style="list-style-type: none"> poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous



Weald Federation: English – Year 5 & 6 Spelling

Spelling - Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them; spell some words with ‘silent’ letters [for example, knight, psalm, solemn]; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix word/text/; 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

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /j/ 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 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).	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
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:/.	deceive, conceive, receive, perceive, ceiling

OBJECTIVE	RULES & GUIDANCE	EXAMPLES
	Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	
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
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud /allowed affect / effect altar/alter ascent/assent bridal/ bridle cereal/ serial compliment/ complement + Examples from year 3 / year 4 accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether,

YEAR 5 & 6 STATUTORY SPELLINGS							
accommodate	bargain	criticise	exaggerate	immediate	nuisance	recognise	stomach
accompany	bruise	curiosity	excellent	immediately	occupy	recommend	sufficient
according	category	definite	existence	individual	occur	relevant	suggest
achieve	cemetery	desperate	explanation	interfere	opportunity	restaurant	symbol
aggressive	committee	determined	familiar	interrupt	parliament	rhyme	system
amateur	communicate	develop	foreign	language	persuade	rhythm	temperature
ancient	community	dictionary	forty	leisure	physical	sacrifice	thorough
apparent	competition	disastrous	frequently	lightning	prejudice	secretary	twelfth
appreciate	conscience	embarrass	government	marvellous	privilege	shoulder	variety
attached	conscious	environment	guarantee	mischievous	profession	signature	vegetable
available	controversy	equipment	harass	muscle	programme	sincere	vehicle
average	convenience	equipped	hindrance	necessary	pronunciation	sincerely	yacht
awkward	correspond	especially	identity	neighbour	queue	soldier	

Also refer to the Spelling at Mark Cross scheme for more detailed information about the teaching of spelling, including recap, review and interventions.

National Curriculum for English: Year 1

Reading

During Year 1, teachers will build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Extra support and practise should be offered to those children who need it.

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Writing

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skills needed for handwriting, and learn how to organise their ideas in writing.

Additional guidance

Pupils entering Year 1 who have not yet met the early learning goals for literacy will continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils will also follow the Year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. Again, extra support and interventions will be given to children who need help with their decoding and spelling.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures.

National Curriculum for English: Year 2

Reading

By the beginning of Year 2, pupils should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without too much hesitation, by sounding them out. Reading books are matched closely to each pupil's level of word reading knowledge and they should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Pupils should also be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, there will be a continued focus on establishing pupils' accurate and speedy word reading skills. Pupils will listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; and why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Writing

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally, write them down and spell correctly many of the words covered in Year 1 (see NC English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt.

Pupils will become more aware that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound; the use of so-called silent letters; groups of letters in some words; and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. Individual letters should be formed correctly, establishing good handwriting habits. Writing is intrinsically harder than reading so pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Additional guidance

For pupils who do not have the phonic knowledge and skills they need for Year 2, the Year 1 programmes of study for word reading and spelling will be used so that pupils' word reading skills catch up. However, the Year 2 programme of study for comprehension will also be used so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

National Curriculum for English: Lower KS2

Spoken Language

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Reading

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Writing

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate an understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

National Curriculum for English: Upper KS2

Spoken Language

In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils who are still struggling to decode are taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Writing

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.