Ashbourne Primary School

English Scheme of Work

2026/2027

Our English Intent

English at Ashbourne Primary School develops competent, confident and creative readers, writers and speakers. Our work is underpinned by our vision 'Excellent effort always matters'. Our Three Golden Threads run through our entire curriculum and our PRAISE aims are at the heart of every lesson our focus on the removal of barriers to learning is firmly embedded into all areas of the English curriculum. One of our Golden Threads is Language and Literacy. This is explicitly taught across all subjects through reading, talk and writing, ensuring all pupils can access, retain and apply knowledge effectively.

At Ashbourne Primary School, we believe that a quality English curriculum should develop the children's love of reading, writing and discussion. Our English curriculum aims to provide the foundation for reading through phonics; for children to read fluently and widely and be able to express their preferences and opinions about the texts that they have read. We intend to provide an English curriculum which inspires a love and enjoyment of reading as well as being a tool to access information and to communicate with the world.

We want our pupils to understand that Writing is also a tool for communication, through which their voice and ideas can be heard. This is demonstrated through our text-based approach to teaching. We aim to provide pupils with opportunities to access a range of texts and authors.

It is our intention that after completing the English curriculum at our school, pupils will have developed their skills and confidence to tackle a range of texts and to write for a variety of purposes and audiences, so they can effectively communicate with the wider world.

How is English taught at Ashbourne Primary School?

Much of our English work at Ashbourne Primary School will be text based, with children enjoying a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.

- Teaching and learning styles will reflect and support the overall development of English with a great emphasis on speaking and listening and modelled/shared writing.
- A variety of teaching and learning strategies will be used to give all children the opportunity to develop their literacy skills.
- Children will be given a chance to work within a variety of learning situations including: whole class, guided work, independent work, group work, paired work, problem solving, hot seating and discussing.
- Differentiated and challenging activities will be given to support and extend.
- Rhymes and songs are used across school to aid children's learning of key concepts in English.

How is Reading taught at Ashbourne Primary School?

At Ashbourne Primary School, we follow the 'Totally Pawsome Reading Gang'. These key reading skills encourage deeper thinking and understanding as well as helping the children to understand the questions that we are asking them and the skills that they are using. Sessions are designed to be fun and interactive and children's achievement is carefully and frequently tracked to ensure progress is rapid.

Please see our separate Reading Scheme to find how reading is taught in EYFS, KS1 and KS2 and the 'Totally Pawsome Reading Gang' skills that are used to support our reading lessons in each year group.

During the daily reading sessions, children are often expected to form written responses to a text. A variety of question styles are used (one word answers, multiple choice answers, 3-mark answers)

Writing in EYFS

At Ashbourne Primary School, we value every mark made by the children. This mark making, gradually evolves to include letters and then words. By valuing their emergent writing we develop confident 'writers'. The children very quickly begin to apply their understanding of phonics when they are writing and celebrate the fast progress they make. We aim to:

- To provide a literate rich environment for children to learn in
- To foster children's writing development based on their individual interests
- To make children aware of the different forms and purposes of writing
- To provide cross curricular opportunities for children to write
- To develop children's speaking and listening skills in order to allow them to become confident writers
- To provide concrete experiences for children to write about
- Children to develop into confident, independent writers with a love for writing.

In EYFS, writing is incorporated into the learning across the curriculum and developed through adults skilfully intervening in play. Writing is taught by making use of planned and spontaneous opportunities for writing, both indoors and outdoors. These include;

- Emergent writing (Children work independently in provision to produce pieces of writing, which may include drawings, symbols or letters)
- Modelled writing (where an adult models how to write, thinking out loud)
- Shared writing (where children and adult work together to produce a piece of writing)
- Guided writing (where an adult works 1:1 or with a small group and children are given support and guidance to produce their own writing)

To assist the children with their pre-writing skills, adults will provide lots of opportunities to develop the muscles and hand movements through both large and fine motor activities, in order to prepare the hands for the process of handwriting. These will continue all year in the different areas of the classroom and predominantly in our 'funky fingers' area. We also use 'Drawing Club' and 'Pen Disco' to help children develop their pre-writing skills.

Children in EYFS learn to write through the following stages;

- Mark Making – including scribbles, drawing shapes and lines
- Emergent writing – writing groups of random letters
- Labels and names – children learn to write their own name and some labels
- Writing using initial sounds – children write a word or short caption using initial sounds
- Writing CVC words – children begin to write CVC words
- Writing short captions and simple sentences – children begin to write a short, simple sentence independently

Writing in Key Stage 1 and Key Stage 2

- A range of stimulus are used to support children's writing, including: experiences, writing hooks, objects, video clips and pictures.
- Writing is split into the subtopics of transcription, composition and vocabulary, grammar and punctuation. See the National Curriculum objectives for Writing below.
- Oracy strategies will be used to develop children's spoken language and immerse themselves with the texts.
- Transcription skills are explicitly taught through the use of dictated sentences from EYFS-Y6.
- Grammarsaurus is taught during Autumn 1 from Y3-Y6. Grammarsaurus' Place Value of Grammar and Punctuation approach provides a systematic, progressive framework for explicitly teaching grammatical concepts and punctuation, enabling pupils to develop secure knowledge.
- The Teresa Heathcote approach to writing in KS1 provides a structured, progressive framework that develops pupils' confidence, independence and writing fluency through explicit teaching, oral rehearsal and carefully scaffolded opportunities to apply their skills.

Unit Structure

In KS1, class Teachers work from a medium-term plan, which then feeds into a weekly plan. A unit of writing is generally taught in the following parts:

1. Immerse – Explore a high-quality text or other stimulus to build knowledge and vocabulary. Use discussion, storytelling or drama to help pupils talk about what they will write and understand its purpose and audience.
2. Analyse – Explore a short model of the kind of writing pupils will produce. Discuss how the writer's word choices, sentences and organisation help the writing do its job.
3. Skills – Explicitly teach and practise the sentence construction, grammar, punctuation and spelling pupils need for the writing outcome. Give them opportunities to apply these skills in short writing tasks.
4. Plan – Generate, organise and orally rehearse ideas. Use pictures, story maps, key words or simple notes as appropriate.
5. Write – Use teacher modelling, shared writing and guided practice as needed to prepare pupils to compose and write independently. Encourage pupils to say each sentence aloud before writing it.
6. Review – Reread writing aloud to check that it makes sense. Support pupils to check for taught features and make simple improvements before sharing their writing where appropriate.
7.

In KS2, class Teachers work from a medium-term plan, which then feeds into a weekly plan. A unit of writing is generally taught in the following parts:

1. Immerse children in the text through experiences, hooks and introducing the book
2. Develop spoken language and oracy of the text
3. Practise key skills, e.g. punctuation, conjunctions, vocabulary
4. Plan independent writing ideas in a range of creative ways
5. Model short-burst writing using skills previously taught
6. Children then write independently applying the skills learnt
7. Edit and proofread independent writing
8. Publish work in a variety of creative formats

Lesson Structure

English is a compulsory lesson for all primary school pupils and it's taught daily in Key Stage 1 and Key Stage 2 for at least one hour. The English lesson is taught in 3 parts – Starter, Main Teaching, Plenary. Every lesson will have a clear and child-friendly WALT that the teacher will unpick at the start of the lesson. As stated in our Marking and Feedback policy, the children will mark their own work where appropriate and make corrections in green pen.

Text Types

The majority of our Writing lessons at Ashbourne Primary School will be text based, with children enjoying a wide and varied range of texts and genres. The main text types used to support the teaching of Writing are Fiction, Non-Fiction and Poetry. This includes narrative writing, poems, newspaper reports, letter writing and biographies.

Extended Writing

Extended Writing allows children opportunities to plan, write, edit and publish their skills independently. It is expected that produce 2-3 pieces of extended writing per half-term. For some independent writes, the children can be given a success criteria of what they need to include. Green pen can be used for editing pieces of independent writing.

Handwriting

At Ashbourne Primary School, we follow Unlocking Letters and Sounds Handwriting Scheme. Throughout the year, children have a minimum of 2, 20-minute sessions a week.

Spelling, Punctuation and Grammar (SPaG)

Spelling

Spelling is taught both through the Unlocking Spelling scheme and is also embedded throughout other learning during the school day. Unlocking spelling is explicitly taught 3x per week from Y3. Teachers ensure that spelling rules are being reinforced when teaching any writing-based activity and will correct key spellings within a piece of writing where children have already been taught the spelling or the spelling rule. Children should be able to use spellings from the statutory word lists in the National Curriculum in their independent writing (see word lists below). When teaching discrete Spelling lessons, we use the requirements of the National Curriculum 2014 (see objectives below) to ensure children can do the following:

- Spell new words correctly and have plenty of practice in spelling them, including exception words and homophones.
- Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and development of words).
- Are supported in understanding and applying the concepts of word structure.
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Spellings are assessed via a the children's written work and by the summative standardised assessments of Year 2 and Year 6 SATs.

Grammar and Punctuation

Grammar and Punctuation skills are taught in both English lessons and SPaG lessons. Grammar and Punctuation skills are taught explicitly in grammar-focussed lessons before being applied in writing units. In Autumn 1, children in Y3-Y6 are taught a 4/5 week block of the Place Value of Punctuation from the Grammarsaurus scheme. This enables pupils to underpin the foundations of sentence structure and demarcation before moving onto other writing skills. The skills developed through Grammarsaurus are then consolidated in English lesson starters and English editing lessons.

Speaking and Listening

Spoken language underpins the development of reading and writing. The quality and variety of language which pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children need opportunities to:

- Listen and respond to others
- Ask relevant questions
- Oral learning of model texts
- Talk within role play and drama
- Articulate, justify and debate ideas
- Speculate, imagine and explore ideas
- Speak fluently and clearly

At Ashbourne Primary School, we believe children should have the opportunity to access the following:

- Book Talk - understanding and responding to what children read or have read to them
- Language/Vocabulary development – acquiring new words, ideas and knowledge of the world and having the opportunity to talk about them
- Storytelling – retelling well-known and familiar stories to assimilate the rhythms and patterns of story language
- Story making - creating 'new' stories orally and/or as a preparation and rehearsal for writing
- Rehearsing what is to be written – composing sentences orally and refining them
- Preparing for and taking part in debates
- Opportunities to rehearse and learn different texts and present to different audiences.
- Oracy strategies to help children orally rehearse before writing.

Spoken Language in the National Curriculum:

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 communicating their thinking clearly to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English. 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.

English Assessment

Reading:

Children in Reception are assessed against the Early Learning Goals for 'Comprehension' and 'Word Reading' on the EYFS profile.

In Reception and Year 1, phonics is assessed at the end of each phase. Children in Year 1 sit the statutory Phonics Screening Check which is retaken in Year 2 by those who did not meet the expected standard. Any children in Year 2 who have not met the expected standard in their phonics screening, will receive phonics intervention in Year 3 in the Autumn term. Please see a separate plan for this.

Children in EYFS, Year 1 and Year 2 are assessed through the Foundational Skills Assessments in Autumn 2, Spring 2 and Summer 2.

In the Summer term, children in Year 6 sit the statutory reading SATs paper .Children in Year 1 and Years 3-5 sit the NFER Reading Assessment in Autumn 2, Spring 2 and Summer 2.

Writing Assessment in EYFS:

Children in Reception are assessed against the Early Learning Goal for 'Writing' on the EYFS profile at the end of the year. Teachers make a judgement on whether the children are 'on track' or 'not on track'. Children's writing is assessed 3 times throughout the year (baseline, December, March) before being assessed against the ELG. During these assessment points, children will be assessed 'on track' or 'not on track' to meet the ELG. Teachers use their professional judgement and knowledge of the children to make these assessments.

Writing Assessment in KS1/KS2:

We assess the children's Writing using our Writing Assessment Grids at 3 assessment points during the year (December, March, July). Our Writing Assessment Grids have been developed from and informed by the National Curriculum objectives. Judgements are informed by teacher assessments. Assessments are moderated termly by our Moderation Team and then data analysis is completed by the Headteacher. From our termly assessments, we can see any gaps in learning and prioritise interventions and support for the following term.

Formative assessments take place day to day. These are made by the class teacher about a child's attainment and progress and go on to inform planning, teaching and learning. These judgements are made through talking and listening to the children, observations and daily marking and completion of our 'Feedback Books'. Children should have a good awareness of themselves as learners and what their next steps are. Our daily assessments ensure children know and understand their 'next steps' through discussion with the teacher, marking, feedback and targets.

In the Summer term, children in Year 6 sit the statutory SPaG SATs paper.. Children in Years 3-5 sit the NFER SPaG Assessment in Autumn 2, Spring 2 and Summer 2.

Informing Parents:

An annual report is given to parents each July which includes information about the curriculum in English and an individual assessment of strengths and areas for development. Parents are informed as to whether their child is working at the expected standard, working towards, working below or exceeding expectations for their age and year group. Parents also receive termly report cards, which inform them of their child's performance in the NFER Reading and SPaG assessments. Parent/Teacher Consultations are also held in the Autumn and Spring Terms, which include giving feedback on progress in English.

English Interventions

Reading:

Children identified as needing extra support with word reading (decoding) undertake extra reading practice and/or additional support with phonics as early as possible. Each class teacher has a priority reader list (lowest 20%) as well as a list of children with a reading age below their chronological age and the aim is for these children to be heard read as often as possible. We also run a number of small group interventions for those struggling with comprehension. For children in KS2 who consistently struggle with phonic learning, they undertake 'Whole-word Reading' interventions. We use Lexia as a targeted reading intervention for pupils who need additional practice. The programme adapts to each pupil's responses and provides practice in areas such as phonics, word reading, vocabulary and comprehension. Staff use progress reports to identify where pupils may need further teaching or support. Lexia complements our classroom reading and phonics teaching.

Writing:

Our termly data analysis informs our interventions for the following term. Children identified as needing extra support with Writing after an assessment point are placed into intervention groups and given targeted support. The intervention is determined by what the children's next steps are and any gaps in their learning. Throughout school, handwriting interventions take place in order for children to develop a cursive handwriting style, in-line with Unlocking Letters and Sounds Handwriting Scheme.

Planning

Class Teachers work from a medium-term plan, which then feeds into a weekly plan. The weekly plans have a focus around a specific text, which can be narrative,

non-narrative or poetry based. Often planning links closely with a class book or a text that runs over several weeks. Links may be made with other areas of the curriculum. The English coordinator collects MTPs at the beginning of each half-term and will feedback to staff where necessary.

Planning is a flexible document and is used by the teacher and for the children to ensure good progress is made by all.

English Events

We hold many whole-school English events over the school, year to celebrate English!

Each year we celebrate World Book Day and run events such as a 'Vocabulary Parade' and 'Buddy Reading' to promote and celebrate a love of books and to expose children to new vocabulary.

In the Autumn Term, each class learn a poem off by heart and perform this to the rest of the school.

We welcome the Scholastic Book Fair each year. This is always a great success! Alongside the Book Fair, we run competitions to win book vouchers to spend, these included designing a new book cover and writing a short story.

We also try to make links with authors to help us promote the love of reading!

We hold school performances at Ashbourne Primary School. Our EYFS and KS1 pupils take part in our Nativity performance each year. We also have a school play in the Summer term which all children are welcome to take part in.

Pupils are provided opportunities to debate and present ideas, developing their speaking and listening and spoken language skills.

English Displays

In classes and around school, we have many areas dedicated to promoting reading. Each class has an inviting reading corner where a small selection of carefully chosen books are available for the children to browse and choose from. The Pawsome Gang members will be displayed in all classrooms for children and teachers to refer to. All classes have a reading display to track our reading over the school year, this is called 'Our Reading Journey'. Book covers are displayed, showing which texts have been read and are being read in each class. This includes books shared during reading sessions, English lessons and class story times. EYFS and KS1 have a phonics display to support children's reading and spelling.

Each class has an English display which is used as a working wall. The English working wall including examples of model texts, children's work, key vocabulary, modelled sentences, Grammarsaurus prompts, WAGOLL etc.

Each class will have their 'Topic Vocabulary' displayed. This will be changed for each class topic. Our 'Topic Vocabulary' will encourage a vocabulary/language rich environment in which pupils are aware of words associated with their class topics and their meanings.

Handwriting Policy

Intent

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Teaching handwriting is a priority. Children need to be able to write without thinking about **how** to write. This enables them to concentrate on **what** to write. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Cursive writing is an integral part of the multi-sensory technique enabling pupils to make the automatic sound-symbol relationship for spelling (muscle memory).

Aims

- To know the importance of good handwriting for clear and effective communication.
- To be able to write legibly in a joined script with fluency and speed by:
- Having a correct grip
- Knowing that all letters start from the bottom.
- Knowing that most letters return to the line except v, w, o and r which finish at the top.
- Forming all letters correctly (properly closed 'a's for instance).
- Knowing the size and orientation of all letters.
- To establish and maintain high expectations for the presentation of written work.

Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books. When producing typed resources, e.g. the IWB and task sheets, the cursive font must be used unless there are exceptional circumstances, e.g. children with Dyslexia require a printed font. A Handwriting poster should be displayed in every classroom, displaying the cursive style.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Teaching of Handwriting

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. High expectations of handwriting should be reiterated in all subjects. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Handwriting should be taught explicitly from Reception to year 6. Throughout the year, at least 20 minutes, 2 x per week should be spent teaching and practising handwriting. Handwriting is taught using Unlocking Letters and Sounds Handwriting Scheme and work will be completed on the worksheets provided. Additional handwriting sessions will be needed for those pupils who are working below the standard.

Please see our separate Handwriting Policy for more information.

EYFS Curriculum

At Ashbourne Primary School, we use Development Matters (Non-statutory curriculum guidance for the early years foundation stage) as our guidance throughout the year before assessing against the Early Learning Goals.

Literacy (3-4 year olds)	Literacy (children in Reception)	Literacy (ELG)

- Understand the five key concepts about print:
  - *print has meaning*
  - *print can have different purposes*
  - *we read English text from left to right and from top to bottom*
  - *the names of the different parts of a book*
  - *page sequencing*
- Develop their phonological awareness, so that they can:
  - *spot and suggest rhymes*
  - *count or clap syllables in a word*
  - *recognise words with the same initial sound, such as money and mother*
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name.
- Write some letters accurately
	- Read individual letters by saying the sounds for them.
	- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
	- Read some letter groups that each represent one sound and say sounds for them..
	- Read a few common exception words matched to the school's phonic programme.
	- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
	- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	- Form lower-case and capital letters correctly.
	- Spell words by identifying the sounds and then writing the sound with letter/s.
	- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	- Re-read what they have written to check that it makes sense.
		Comprehension
		- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
		- Anticipate (where appropriate) key events in stories.
		· Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		Reading
		· Say a sound for each letter in the alphabet and at least 10 digraphs.
		· Read words consistent with their phonic knowledge by sound-blending.
		- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Writing
		· Write recognisable letters, most of which are correctly formed.
		· Spell words by identifying sounds in them and representing the sounds with a letter or letters.
		· Write simple phrases and sentences that can be read by others.

National Curriculum Objectives by Year Group – Key Stage 1

	Year 1	Year 2
Composition	• Write sentences by: -Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	• Develop positive attitudes towards and stamina for writing by: -Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes • Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about -Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: -Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation	-Separate words with spaces – 'finger spaces' -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Use simple sentence structures -Learning the grammar and grammatical terminology for year 1 in English Appendix 2 of the National Curriculum.	-Learning how to use both familiar and new punctuation correctly (see English Appendix 2 of the National Curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Use sentences with different forms: statement, question, exclamation, command -Use expanded noun phrases to describe and specify [for example, the blue butterfly] -Use the present and past tenses correctly and consistently including the progressive form -Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Use some features of standard English -Use the present tense and the past tense mostly correctly and consistently

		-Learning the grammar and grammatical terminology for year 2 in English Appendix 2 of the National Curriculum.
Transcription & Spelling (See National Curriculum Spelling Appendix for further examples)	-The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. 'off' -The /ŋ/ sound spelt n before k, e.g. 'bank' -Division of words into syllables, e.g. 'rabbit' and 'carrot' -The spelling -tch, e.g. 'catch' and 'kitchen' -The /v/ sound at the end of words, e.g. 'have' and 'live' -Adding s and es to words (plural of nouns and the third person singular of verbs), e.g. 'cats' and 'catches' -Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word, e.g. 'hunting', 'hunted' and 'hunter' -Adding –er and –est to adjectives where no change is needed to the root word, e.g. 'quicker' and 'quickest' -Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea x2, er, ir, ur, oo x2, oa, oe, ou, ow x2, ue, ew, ie x2, igh, or, ore, aw, au, air, ear x2, are -Words ending in -y, e.g. 'very' and 'family' -New consonant spellings ph and wh, e.g. 'dolphin' and 'which' -Using k for the /k/ sound, e.g. 'sketch' and 'skin' - Adding the prefix –un, e.g. 'unhappy' - Compound words, e.g. 'football' and 'bedroom' • Spell: -Words containing each of the 40+ phonemes already taught - Common exception words (See National Curriculum Spelling Appendix for list of words). -The days of the week Name the letters of the alphabet: -Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound	-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, e.g. 'badge', 'change' and 'magic' - The /s/ sound spelt c before e, i and y, e.g. 'race' and 'fancy' - The /n/ sound spelt kn and (less often) gn at the beginning of words, e.g. 'knock' and 'gnaw' - The /r/ sound spelt wr at the beginning of words, e.g. 'write' - The /l/ or /əl/ sound spelt –le at the end of words, e.g. 'table' - The /l/ or /əl/ sound spelt –el at the end of words, e.g. 'tunnel' - The /l/ or /əl/ sound spelt –al at the end of words, e.g. 'metal' - Words ending –il, e.g. 'pencil' - The /aɪ/ sound spelt –y at the end of words, e.g. 'cry' - Adding –es to nouns and verbs ending in –y, e.g. 'flies' - Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. 'happier' and 'happiest' - Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. 'hiking', 'hiked' and 'hiker' - Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. 'patting' and 'patted' - The or sound spelt a before l and ll, e.g. 'all' and 'walk' - The /ʌ/ sound spelt o, e.g. 'other' and 'Monday' - The /i:/ sound spelt –ey, e.g. 'key' and 'valley' - The /ɒ/ sound spelt a after w and qu, e.g. 'want' and 'squash' - The /ɜ:/ sound spelt or after w, e.g. 'word' and 'worth' - The /ɔ:/ sound spelt ar after w, e.g. 'war' and 'towards' - The /ʒ/ sound spelt s, e.g. 'treasure' - The suffixes –ment, –ness, –ful , –less and –ly, e.g. 'enjoyment' - Contractions, e.g. 'can't' - The possessive apostrophe (singular nouns), e.g. 'Megan's' and 'the boy's' - Words ending in –tion, e.g. 'station' - Homophones and near-homophones, e.g. 'there/their/they're' - Common exception words (See National Curriculum Spelling Appendix for list of words).
Terminology for Pupils	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

National Curriculum Objectives by Year Group – Lower Key Stage 2

	Year 3	Year 4
Composition	-Begin to use ideas from their own reading and modelled examples to plan their writing -Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements -Begin to organise their writing into paragraphs around a theme. -Compose and rehearse sentences orally (including dialogue) -Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction, e.g. headings and subheadings) -Make deliberate ambitious word choices to add detail -Begin to create settings, characters and plot in narratives.	-Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader -Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion -Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) -Write a range of narratives that are well-structured and well-paced. -Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere -Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	-Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement -Use 'a' or 'an' correctly throughout a piece of writing. -Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. -Use a range of conjunctions, adverbs and prepositions to show time, place and cause. -Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Punctuate direct speech accurately, including the use of inverted commas -Use fronted adverbials.	-Always maintain an accurate tense throughout a piece of writing. -Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. -Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. -Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. -Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. -Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms -Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. -Consistently use apostrophes for singular and plural possession -Use commas after fronted adverbials.

Transcription & Spelling (See National Curriculum Spelling Appendix for further examples)	-To spell many of the Y3 and Y4 statutory spelling words correctly (see list below) -Spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey) -Spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym) -Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character) -Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique) -Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure) -Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country) -Spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure) -Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure) -Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse) -Spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules -Spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering) -Spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning) -Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male -Use the first two or three letters of a word to check its spelling in a dictionary.	-To spell many of the Y3 and Y4 statutory spelling words correctly (see list below) -Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television) -Spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission) -Spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion) -Spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician) -Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' e.g. science, scene, discipline, fascinate, crescent) -Correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense) -Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration) -Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous) -Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's) -Use their spelling knowledge to use a dictionary more efficiently.
Terminology for Pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	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

Word list – years 3 and 4

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

National Curriculum Objectives by Year Group – Upper Key Stage 2

	Year 5	Year 6
Composition	-Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed -Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details -Consistently link ideas across paragraphs, e.g. using adverbials of time, place and number -Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements -Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes -Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace -Regularly use dialogue to convey a character and to advance the action -Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	-Note down and develop initial ideas, drawing on reading and research where necessary -Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) -Use a wide range of devices to build cohesion within and across paragraphs -Consistently proofread for spelling and punctuation errors -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing -Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) -Distinguish between the language of speech and writing and to choose the appropriate level of formality -Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
Vocabulary, Grammar and Punctuation	-Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc -Ensure the consistent and correct use of tense throughout all pieces of writing -Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) -Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. -Use all the punctuation from previous year groups -Use commas consistently to clarify meaning or to avoid ambiguity -Use brackets, dashes or commas to indicate parenthesis.	-Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural -Use the subjunctive form in formal writing, e.g. If I were… -Use the perfect form of verbs to mark relationships of time and cause -Use the passive voice -Use question tags in informal writing (short questions at the end of statements, e.g. He's your friend, isn't he?) -Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Transcription & Spelling (See National Curriculum Spelling Appendix for further examples)	-To spell many of the Y5 and Y6 statutory spelling words correctly (see list below) -Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious) -Spell words with endings that sound like /shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious) -Spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight) -Spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough) -Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate) -Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise) -Convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify) -Convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten) -Spell complex homophones and near-homophones, including who's/whose and stationary/stationery -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	-To spell many of the Y5 and Y6 statutory spelling words correctly (see list below) -Spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably) -Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly) -Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize) -Spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial) -Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential) -Sse their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance) -Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent) -Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference) -Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise) -Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own) -Use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Word list – years 5 and 6

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

International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).[1] The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix (English Appendix 1). The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants	
/b/	**b**ad
/d/	**d**og
/ð/	**th**is
/dʒ/	**g**em, **j**ug
/f/	**f**, pu**ff**, **ph**oto
/g/	**g**um
/h/	**h**ow
/j/	**y**es
/k/	**c**at, che**ck**, **k**ey, **sch**ool
/l/	**l**eg, hi**ll**
/m/	**m**an
/n/	ma**n**
/ŋ/	si**ng**
/θ/	bo**th**
/p/	**p**et
/r/	**r**ed
/s/	**s**it, mi**ss**, **c**ell
/ʃ/	**sh**e, **ch**ef
/t/	**t**ea
/tʃ/	**ch**eck
/v/	**v**et
/w/	**w**et, **wh**en
/z/	**z**ip, hen**s**, bu**zz**
/ʒ/	plea**s**ure

Vowels	
/ɑː/	f**a**ther, **ar**m
/ɒ/	h**o**t
/æ/	c**a**t
/aɪ/	m**i**nd, f**i**ne, p**ie**, h**igh**
/aʊ/	**ou**t, c**ow**
/ɛ/	h**e**n, h**ea**d
/eɪ/	s**ay**, c**a**me, b**ai**t
/ɛə/	**air**
/əʊ/	c**o**ld, b**oa**t, c**o**ne, bl**ow**
/ɪ/	h**i**t
/ɪə/	b**eer**
/iː/	sh**e**, b**ea**d, s**ee**, sch**e**me, ch**ief**
/ɔː/	l**au**nch, r**aw**, b**or**n
/ɔɪ/	c**oi**n, b**oy**
/ʊ/	b**oo**k
/ʊə/	t**our**
/uː/	r**oo**m, y**ou**, bl**ue**, br**u**te
/ʌ/	c**u**p
/ɜː/	f**er**n, t**ur**n, g**ir**l
/ə/	farm**er**