

<p>School aims</p>	<p>Links to other subjects / curriculum areas:</p>
<p>English lessons across the whole school are planned in interesting and engaging ways through the use of high-quality texts (including picture books) from CLPE Power of Reading. Writing skills are explicitly taught and then practised through writing opportunities, covering a wide range of subjects and genres.</p> <p>The teaching of grammar and punctuation is a strong focus and is embedded within English lessons. Spelling is taught explicitly through the use of Read, Write, Inc. phonics and the Islington Scheme of Work which builds strongly on the pupil's phonic knowledge from Key Stage 1 and spelling patterns, developing their understanding of word structure. Spelling patterns are learnt over a period of two weeks.</p> <p>The skills that pupils learn in English lessons are developed and applied across the curriculum. Pupils are expected to use their knowledge of genres, text features, grammar, punctuation and spelling when writing in any lesson. Writing in different subjects provides a real-life purpose for their write in order to engage and enthuse.</p>	<p>Reading and Writing are fundamental to all areas of learning, as it unlocks access to the wider curriculum. Writing in other subjects provides a valuable opportunity for pupils to apply their writing skills and write for a wide range of audiences and purposes.</p>
<p>National Curriculum</p>	<p>Links to learning in EYFS</p>
<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	<p>Writing Skills are developed particularly through Physical Development and Literacy.</p> <p>Children are encouraged to explore mark making and begin to make links between phonic sounds and letters. Adults model writing and encourage pupils to write for a purpose, such as lists and labels. They participate in a range of activities that use tools to develop fine-motor control (e.g. pouring, play dough, turning pages, cutting, holding pens and pencils, tracing and copying).</p> <p>In Reception, pupils develop their phonic knowledge, segmenting simple words to write words in ways which match their spoken sounds. They learn begin to write simple sentences</p>

Spelling, Grammar and Handwriting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling Phonics and whole word	Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way. Distinguish between alternative spellings of the same sound using letter names.	Segment spoken words into phonemes and represent these by graphemes, spelling of these correctly and making phonetically-plausible attempts at others. Identify different graphemes for the same phoneme. Explore homophones, identifying the graphemes. Distinguish between homophones and near homophones.	Apply phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible. Explore homophones, identifying where different graphemes represent the same phoneme. Spell words that are often misspelt.	Apply phonics and morphology to spell words. Continue to explore homophones, identifying where different graphemes represent the same phoneme. Confidently spell words that are often misspelt.	Spell some words with 'silent' letters. Distinguish between homophones and other words which are often confused. Begin to apply understanding of morphology and etymology in spelling.	Spell many words with 'silent' letters. Independently distinguish between homophones and other words which are often confused. Apply understanding of morphology and etymology in spelling.
Spelling Other word building	Create plural nouns by adding -s or -es. Create third person singular marker for verbs by adding -s or -es. Use the prefix un- Begin to	Identify when to use a possessive apostrophe (singular). Explore creating contractions from two words. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Identify a wide range of prefixes and suffixes and understand how to add them to root words. Place the possessive apostrophe accurately in	Use a wide range of prefixes and suffixes and understand how to add them to root words. Independently place the possessive apostrophe accurately in words with	Continue to use a wide range of prefixes and suffixes and understand how to add them to root words. Use known spelling strategies and dictionaries to	Confidently use a wide range of prefixes and suffixes and understand how to add them to root words. Use dictionaries to spell more uncommon or ambitious vocabulary.

	use suffixes by adding –ing, –ed, –er and –est where no change is needed in the spelling of root words. Apply Year 1 spelling rules.	Apply Year 2 spelling rules.	words with regular plurals and in words with irregular plurals. Begin to check the spelling of a word in a dictionary using the first 2 or 3 letters.	regular plurals and in words with irregular plurals. Check the spelling of a word in a dictionary using the first 2 or 3 letters.	spell more uncommon or ambitious vocabulary. Use the first 3 or 4 letters of a word to check the spelling, meaning or both in a dictionary	Independently use the first 3 or 4 letters of a word to check the spelling, meaning or both in a dictionary.
Spelling Specific spellings	Spell: - words containing each of the 40+ phonemes taught - some common exception words - days of the week	Spell: - many common exception words	Spell: - words from learning in previous year groups - some words from the Year3/4 spelling list	Spell: - words from learning in previous year groups - most words from the Year3/4 spelling list	Spell: - words from learning in previous year groups - some words from the Year 5/6 spelling list	Spell: - words from learning in previous year groups - some words from the Year 5/6 spelling list
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far, and applying spellings rules.	Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far, and applying spellings rules correctly.		

<p>Handwriting</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Correctly form upper-case letters. Correctly form digits 0-9. Show difference between upper and lower-case letters. Use spaces between words. Understand which letters belong to which handwriting 'families'?</p>	<p>Form lower-case letters of the correct size relative to one another. Write upper-case letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Sit letters on the line.</p>	<p>Join letters with diagonal and horizontal strokes where appropriate. Increase the legibility, consistency and quality of their handwriting.</p>	<p>Write legibly and with increasing fluency, paying attention to size and spacing. Maintain the use of joined writing throughout independent writing.</p>	<p>Write legibly, fluently and with increasing speed. Choose the writing implement that is best suited for a task.</p>	<p>Maintain legibility in joined handwriting when writing at speed. Independently choose the writing implement that is best suited for a task.</p>
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<p>Grammar Word structure</p>	<p>Create plural nouns by adding –s or –es. Begin to use suffixes by adding –ing, –ed, –er and –est where no change is needed in the spelling of root words. Identify how the prefix un- changes the meaning of verbs and adjectives.</p>	<p>Form nouns using suffixes, such as –ness, –er. Create compound nouns. Create adjectives using suffixes, such as –ful, –less. Turn adjectives into adverbs using the suffix –ly. Amend adjectives by using the suffixes –er, –est.</p>	<p>Form nouns using prefixes, such as super-, anti-. Identify whether to use a or an according to whether the next word begins with a consonant or a vowel. Begin to identify word families based on common words, showing how words are related in form and meaning.</p>	<p>Understand the grammatical difference between plural and possessive –s Identify Standard English forms for verb inflections instead of local spoken forms.</p>	<p>Convert nouns or adjectives into verbs using suffixes such as –ate, –ise, –ify. Add prefixes to verbs, such as dis-, de-, mis-, over-, re-.</p>	<p>Explain the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Identify synonyms and antonyms.</p>
<p>Grammar Sentence structure</p>	<p>Combine words to make sentences. Join words and clauses with the conjunction 'and'.</p>	<p>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Write using expanded noun phrases for description and specification. Identify whether a sentence is a statement, question, exclamation or command, based on the grammatical</p>	<p>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</p>	<p>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause). Create expanded noun</p>	<p>Write using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs or modal verbs.</p>	<p>Identify and use the passive verbs to affect the presentation of information in a sentence. Discuss the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>

		patterns. Discuss some features of written Standard English		phrases by adding modifying adjectives, nouns and prepositional phrases. Begin sentences with fronted adverbials		
Grammar Text structure	Orally rehearse sentences and sequence them to form short narratives. Use past, present and future accurately in speech and begin to incorporate these in their writing.	Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress.	Begin to use paragraphs as a way to group related material. Identify where headings and sub-headings to aid presentation. Use past and present tense mostly correctly and begin to use other verb forms. Use the present perfect form of verbs in contrast to simple past tense.	Use paragraphs to organise ideas around a theme. Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use past and present tenses correctly, and include a wider range of verb forms.	Use devices to build cohesion within a paragraph. Link ideas across paragraphs using conjunctions; adverbials of time and place; pronouns; synonyms or tense choices. Use verb tenses consistently and correctly throughout most of their writing. Use the perfect form of verbs to mark relationships of time and cause	Use a wide range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Identify how layout devices, such as headings, subheadings, columns, bullets, or tables, support presentation. Use verb tenses consistently and correctly throughout their writing.

<p>Punctuation</p>	<p>Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark. Identify how capital letters are used for names and for the personal pronoun I.</p>	<p>Demarcate most sentences with capital letters and full stops, , using questions marks correctly when required. Use commas to separate items in a list. Identify when to use a possessive apostrophe (singular). Explore creating contractions from two words, using an apostrophe to indicate the omission of letters.</p>	<p>Begin to use inverted commas to punctuate direct speech, using speech punctuation correctly when following a model. Apply knowledge of punctuation taught up to and including Year 3</p>	<p>Use speech punctuation correctly: inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use a comma after fronted adverbials. Apply knowledge of punctuation taught up to and including Year 4.</p>	<p>Indicate parenthesis through use of brackets, dashes or commas. Use commas to clarify meaning or avoid ambiguity. Apply knowledge of punctuation taught up to and including Year 5.</p>	<p>Mark the boundary between two independent clauses using a semi-colon, colon or dash. Use the colon to introduce a list and semi-colons within lists. List information using bullet points. Identify how hyphens can be used to avoid ambiguity. Apply knowledge of punctuation taught up to and including Year 6.</p>
<p>Grammatical Terminology</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comm</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>