Hampshire English Team Curriculum Phase Expectations

Version 1: May 2015

Key Reference	
	Phase 1
	Phase 2
	Phase 3
	Essential, ongoing, in-school provision and approaches
Black text	National Curriculum statements
Bold/italics	National Curriculum statements (NAHT KPI)
Red text	Hampshire additional guidance

Achieving age-related expectations in Year 1

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

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

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

Non-Statutory Guidance

Spoken Language

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. 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, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

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. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Spelling

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Composition

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

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Year 1 — READING

Word Reading

Ongoing, in-school provision and approaches

- Apply phonic knowledge and skills as the route to decode words
- Re-read books with taught GPCs and suffixes to build up their fluency and confidence in word reading

Phase 1

- ***Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes***
- ***Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught***
- ***Read common exception words***, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs
- Read other words of more than one syllable that contain taught GPCs
- ***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***

Phase 2

- Read words containing taught GPCs and –s, –es, –ing, –ed
- Read words with contractions, and understand that the apostrophe represents the omitted letter(s)

Phase 3

- Read words containing taught GPCs and –er and –est endings

Comprehension

Ongoing, in-school provision and approaches

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - ***Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently***

Phase 1

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - being encouraged to link what they read or hear read to their own experiences
  - ***becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics***
    - Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
    - Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. 'I'll huff and I'll puff.'
  - recognising and joining in with predictable phrases
    - Talk about rhyme and repetition in books
  - learning to appreciate rhymes and poems, and to recite some by heart
    - Enjoy word-play in books and be able to identify words and phrases they like
- ***Understand both the books they can already read accurately and fluently and those they listen to by:***
  - drawing on what they already know or on background information and vocabulary provided by the teacher
    - Can seek out books around a simple theme or topic
  - ***checking that the text makes sense to them as they read and correcting inaccurate reading***
  - ***predicting what might happen on the basis of what has been read so far***
    - Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading
- Participate in discussion about what is read to them, taking turns and listening to what others say
  - Understand the difference between fiction and non-fiction
  - Recall the main points of a narrative in the correct sequence
  - Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters
- ***Understand both the books they can already read accurately and fluently and those they listen to by:***
  - ***discussing the significance of the title and events***
  - making inferences on the basis of what is being said and done
    - Make predictions, talk about what characters are like, their motivations and what they might do
- ***Explain clearly their understanding of what is read to them***
  - Identify major points in a story or some key facts from an information text
  - Will talk about significant features of layout, e,g, enlarged text, bold, italic, etc.
- ***Discuss word meanings, linking new meanings to those already known***

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Year 1	WRITING			
	Transcription	**Handwriting**	**Composition**	**Vocabulary, grammar and punctuation**
Ongoing, in-school provision and approaches	• ***Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far***		• 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	• Use the grammatical terminology in English Appendix 2 in discussing their writing

Phase 1	• **Spell*:***
	  ○ ***words containing each of the 40+ phonemes already taught***
	  ○ common exception words taught in this phase
	  ○ 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
	• Add prefixes and suffixes
	  ○ Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	• Apply simple spelling rules and guidance, as listed in English Appendix 1
		• Sit correctly at a table, holding a pencil comfortably and correctly
		• ***Begin to form lower-case letters in the correct direction, starting and finishing in the right place***
		• Form capital letters
		• Form digits 0-9
		• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
			• **Write sentences by:**
			  ○ Saying out loud what they are going to write about
			  Pupil is usually able to decide on a topic for writing and say what they will write about
			  Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions
			  Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary
			  ○ Composing a sentence orally before writing it
			  Recognise sentence boundaries in spoken sentences
			  Uses simple words, phrases and clauses in sentence-like structures to communicate meaning
			  May include simple sentences working towards straight forward subject/verb agreement
			  Some awareness of where to place capital letters and full stops
			  ○ ***Sequencing sentences to form short narratives***
			  A simple opening or closing phrase (often formulaic) may be used
			  ○ Re-reading what they have written to check that it makes sense
				• Develop understanding of the concepts set out in English Appendix 2 by:
				  ○ leaving spaces between words
				  ○ joining words and joining clauses using and
				  ○ ***beginning to punctuate sentences using a capital letter and a full stop***
				  ○ learning the grammar for year 1 in English Appendix 2

Phase 2	• Add prefixes and suffixes
	  ○ using –ing and –ed, where no change is needed in the spelling of root words
			• **Write sentences by:**
			  ○ Composing a sentence orally before writing it
			  Some ideas/events linked by connecting vocabulary
			  Pupils sometimes use question marks as alternatives to full stop
			  ○ ***Sequencing sentences to form short narratives***
			  Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions
				• Develop understanding of the concepts set out in English Appendix 2 by:
				  ○ ***beginning to punctuate sentences using a question mark***
				  ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
				  ○ learning the grammar for year 1 in English Appendix 2

Phase 3	• Add prefixes and suffixes
	  ○ Use the prefix un–
	  ○ Use –er and –est where no change is needed in the spelling of root words
			• **Write sentences by:**
			  ○ Composing a sentence orally before writing it
			  Pupils demonstrate simple and compound sentences reliably
			  Pupils sometimes use exclamation marks as alternatives to full stop
				• Develop understanding of the concepts set out in English Appendix 2 by:
				  ○ ***beginning to punctuate sentences using an exclamation mark***
				  ○ learning the grammar for year 1 in English Appendix 2

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Year 1	English Appendix 2 - Vocabulary Grammar and Punctuation					
Phase 1	Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions and but	Use capital letters for names	Orally devise alliteration …a cool cat… …a sneaky snake…	Use a capital letter for 'I'	Prepositions up, down, in, into, out, to, onto, under, inside, outside, above
Phase 1 / Phase 2	Finish the sentence with a full stop Regular plural noun suffixes –s or –es	Start sentences with a capital letter Write a simple sentence starting with a personal pronoun	Use capital letters for days of the week Write a compound sentence using the coordinating conjunction 'and'	Use determiners the, a, an, my your, his, her Adding –ing, –ed and –er to verbs	Separate words with spaces Use connectives of sequence first, second, then	Similes …as big as an elephant…
Phase 2	Use noun phrases adjective + noun	Use a regular simple-past-tense verb in a sentence He walked to school.	Use question marks	First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	
Phase 3	Move from generic to specific nouns 'dog' to 'terrier'	Use the prefix un–	Subject-verb agreement with 'to do, 'to be' and 'to have'			

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Achieving age-related expectations in Year 2

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- 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
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Non-Statutory Guidance

Spoken Language

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. 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, large groups, and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). 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; 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.

Spelling

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Handwriting

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Composition

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Vocabulary, Grammar and Punctuation

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

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Year 2

READING

Word Reading

Ongoing, in-school provision and approaches

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ***Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation***
- ***Re-read these books to build up their fluency and confidence in word reading***

Phase 1

- ***Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes***
- ***Read accurately words of two or more syllables that contain the same graphemes as above***
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ***Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered***
  - Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered
  - Use the grammar of a sentence to decipher new or unfamiliar words

Comprehension

Ongoing, in-school provision and approaches

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Phase 1

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - Discussing the sequence of events in books and how items of information are related
    - Identify and discuss the main events or key points in a text
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
    - Retell a story clearly and with appropriate detail
    - Identify key themes and discuss reasons for events in stories
  - Reading non-fiction books that are structured in different ways
    - Understand how to use alphabetically ordered texts to retrieve information
  - Recognising simple recurring literary language in stories and poetry
    - Identify rhyming and alliterative words
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - Discussing favourite words and phrases
    - Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere
- ***Understand both the books they can already read accurately and fluently and those they listen to by:***
  - Drawing on what they already know or on background information and vocabulary provided by the teacher
    - Make simple predictions, linking to own experience
  - ***Checking that the text makes sense to them as they read and correcting inaccurate reading***
  - ***Answering*** and asking ***questions***
    - Extract information from the text and discuss orally with reference to the text
    - Make simple inferences about characters' thoughts and feelings and reasons for actions
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - Make predictions about expectations of a text by skim reading, title, contents, illustrations
  - Identify how features are linked to purpose, e.g. why characters and settings in stories are described
  - Make predictions using experience of reading books in the same genre, by the same author or based on similar themes
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
  - Make comparisons between books, noting similarities, differences and preferences between:
    - Narrative sequences
    - Characters
    - Setting

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Phase 2

This section would contain the school's expectations of GPCs to be read accurately

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - Discussing the sequence of events in books and how items of information are related
    - Identify or provide own synonyms for specific words within the text
  - Reading non-fiction books that are structured in different ways
    - Use bibliographic knowledge to help retrieve specific information
  - Discussing favourite words and phrases
    - Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere
- ***Understand both the books they can already read accurately and fluently and those they listen to by:***
  - making inferences on the basis of what is being said and done
  - ***predicting what might happen on the basis of what has been read so far***
- Participate in discussion about 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
    - Identify how features are linked to purpose, e.g. why an information text has subheadings
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
    - Make comparisons between books, noting similarities, differences and preferences between:
      - Layout
      - Features
    - Setting Identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included

Phase 3

This section would contain the school's expectations of GPCs to be read accurately

- ***Develop pleasure in reading, motivation to read, vocabulary and understanding by:***
  - Discussing favourite words and phrases
    - Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
    - Make predictions using experience of reading books in the same genre, by the same author or based on similar themes

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Year 2	WRITING			
	Transcription	**Handwriting**	**Composition**	**Vocabulary, grammar and punctuation**
Ongoing, in-school provision and approaches	• ***Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far***		• ***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*** ▯ Pupils develop an increased writing stamina by producing increasingly longer and more complex texts over the year • Read aloud what they have written with appropriate intonation to make the meaning clear	• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Phase 1	• Spell by: ○ Segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly ○ Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ Learning to spell common exception words ○ Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ly • Apply spelling rules and guidance, as listed in English Appendix 1	• Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters.	• ***Consider what they are going to write before beginning by:*** ○ ***Planning or saying out loud what they are going to write about*** ▯ Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience ▯ Use of a brief opening and ending ▯ Use of expanded noun phrases to describe and specify ○ ***Writing down ideas and/or key words, including new vocabulary*** ▯ Use of adventurous vocabulary related to the appropriateness of the task ○ ***Encapsulating what they want to say, sentence by sentence*** ▯ Some attempt to appropriately sequence ideas • Make simple additions, revisions and corrections to their own writing by: ○ Evaluating their writing with the teacher and other pupils ▯ Pupils writing an appropriate mixture of both simple and compound sentences accurately ○ Re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▯ Writing about real events sustains sufficient features of the given form ▯ Correct choice in use of present and past tense of verbs ○ ***Proof-reading to check for errors in spelling, grammar and punctuation*** ▯ Clauses are linked by coordinating conjunctions ▯ Pupils can use a range of punctuation including full stops, capital letters and exclamation marks appropriate to purpose	• Develop understanding of the concepts set out in English Appendix 2 by: ○ ***learning how to use*** both familiar and new punctuation correctly (see English Appendix 2), including ***full stops, capital letters, exclamation marks, question marks, commas for lists*** and apostrophes for contracted forms and the possessive (singular) • Learn how to use: ○ sentences with different forms: statement, question, exclamation ○ expanded noun phrases to describe and specify ○ ***the present and past tenses correctly and consistently*** ○ ***co-ordination (using or, and, or but)*** ○ the grammar for year 2 in English Appendix 2

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Red text — Hampshire additional guidance

Phase 2	• Spell by: ○ Learning the possessive apostrophe (singular) ○ Adding suffixes to spell longer words, including –ful, –less	• ***Consider what they are going to write before beginning by:*** ○ ***Writing down ideas and/or key words, including new vocabulary*** ▯ Beginning to develop and express a viewpoint through a comments or actions ○ ***Encapsulating what they want to say, sentence by sentence*** ▯ Related ideas are grouped and the pupil is developing an awareness of paragraphing ▯ Linking related sentences by the use of pronouns, time connectives or adverbials where appropriate • Make simple additions, revisions and corrections to their own writing by: ○ ***Evaluating their writing with the teacher and other pupils*** ▯ Pupils can use a variety of sentence openers ○ ***Proof-reading to check for errors in spelling, grammar and punctuation*** ▯ Clauses are linked by both coordinating and subordinating conjunctions ▯ Pupils can use a range of punctuation including full stops, capital letters, exclamation	• Develop understanding of the concepts set out in English Appendix 2 by: ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including apostrophes for the possessive (singular) • Learn how to use: ○ sentences with different forms: command ○ some features of written Standard English ○ the grammar for year 2 in English Appendix 2
Phase 3	• Spell by: ○ Learning to spell more words with contracted forms ○ Adding suffixes to spell longer words, including –ment, –ness	• Make simple additions, revisions and corrections to their own writing by: ○ Re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▯ Clauses are linked by both coordinating and subordinating conjunctions ▯ Correct use of the progressive form of verbs	• Develop understanding of the concepts set out in English Appendix 2 by: ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including apostrophes for contracted forms • Learn how to use: ○ ***the present and past tenses correctly and consistently*** including the progressive form ○ ***subordination (using when, if, that, or because)*** ○ the grammar for year 2 in English Appendix 2

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Year 2	English Appendix 2 - Vocabulary Grammar and Punctuation					
Phase 1	Adding –ly to an adjective to make an adverb	Ask a question and use a question mark	Form simple past tense by adding –ed	Move from generic to specific nouns 'dog' to 'terrier'	Coordinating conjunctions to create a compound sentence	Command, using the imperative form of a verb
Phase 1	Write a sentence that ends with an exclamation mark Similes using 'like' …like hot chilies… …cold like a glacier	Use first, second and third person with subject-verb agreement Temporal connectives next, last, an hour later	Write expanded noun phrases determiner + adjective + noun determiner + noun + prepositional phrase Use further prepositional phrases behind, above, along, before, between, after	Use simple present tense, showing subject-verb agreement Infinitive (add 's' to the third person) Formation of adjectives by adding –ful	Write a statement that starts with a capital letter and finishes with a full stop Using commas to separate items within lists	Use present continuous tense 'to be' + –ed Using determiners/generalisers
Phase 2	Formation of adjectives by adding –less	Apostrophes in contracted forms	Onomatopoeia	Forming comparatives and superlatives by adding –er and –est	Alliteration (verb + noun) dancing dandelions hiding hyenas	Subordinate conjunctions to create a complex sentence
Phase 3	Adding –ness and –er to form a noun	Use past continuous (progressive) tense	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter			

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Achieving age-related expectations in Year 3

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

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

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

Non-Statutory Guidance

Spoken Language

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. 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, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. 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. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

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Year 3

READING

Word Reading

Comprehension

Ongoing, in-school provision and approaches

- Develop positive attitudes to reading and understanding of what they read by:
  - ***listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Y3 & Y4)***
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Phase 1

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet (Y4)
- ***Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (Y3 & Y4)***

  - Use the Hampshire guidance - Suggested core spelling curriculum: in line with the statutory Primary English programme of study 2014 – to identify expected knowledge to be applied when reading

- Develop positive attitudes to reading and understanding of what they read by:
  - reading books that are structured in different ways and reading for a range of purposes
    - Use features to locate information, e.g. contents; indices; subheadings
  - ***using dictionaries to check the meaning of words that they have read (Y3 & Y4)***
  - ***identifying themes and conventions in a wide range of books (Y3 & Y4)***
    - Make simple links to other known texts or personal experience
    - Recognise themes in what they read, such as the triumph of good over evil
    - Recognise conventions like the use of magical devices in fairy stories and folk tales or the use of first person in diaries
  - discussing words and phrases that capture the reader's interest and imagination
    - Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by:
  - *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (Y4)*
    - Read independently, using known strategies appropriately to establish meaning
  - asking questions to improve their understanding of a text
  - ***drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3 & Y4)***
    - Discuss the actions of characters
  - ***predicting what might happen from details stated and implied (Y3 & Y4)***
    - Make plausible predictions based on knowledge of the text
  - ***identifying main ideas drawn from more than one paragraph and summarising these (Y4)***
  - identifying how language, structure, and presentation contribute to meaning
- ***Retrieve and record information from non-fiction (Y3 & Y4)***
    - Locate information using skimming, scanning and text marking
    - Begin to recognise fact and opinion

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 3

READING

Word Reading

Phase 2

This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately

Phase 3

This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately

Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
  - ***identifying themes and conventions in a wide range of books (Y3 & Y4)***
    - Explore underlying themes and ideas
    - Identify books set in different culture or historical setting
    - Begin to relate texts to the wider world
- Understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (Y4)
    - Show understanding of the main points drawn from more than one paragraph
  - ***drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3 & Y4)***
    - Justify views of the actions of characters by referring to the text
  - ***predicting what might happen from details stated and implied (Y3 & Y4)***
    - Justify plausible predictions by referring to the text
  - identifying main ideas drawn from more than one paragraph and summarising these (Y4)
    - Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise
  - identifying how language, structure, and presentation contribute to meaning
    - Discuss how language used has an effect on the reader
- ***Retrieve and record information from non-fiction (Y3 & Y4)***
  - Extract information from the text and make notes using quotation and reference to the text

- Develop positive attitudes to reading and understanding of what they read by:
  - ***identifying themes and conventions in a wide range of books (Y3 & Y4)***
    - Draw on growing knowledge of authors
- Understand what they read, in books they can read independently, by:
  - identifying main ideas drawn from more than one paragraph and summarising these (Y4)
    - Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise
  - identifying how language, structure, and presentation contribute to meaning
    - Begin to discuss how language, structure and presentation affect the reader
    - Notice and discuss the author's choice and order of content linked to purpose. For example:
      - *Why has the author started the story in the middle of the events?*
      - *Why has the author included that the Vikings created beautiful jewellery?*
- ***Retrieve and record information from non-fiction (Y3 & Y4)***
  - Extract information from the text and make notes using quotation and reference to the text

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 3	WRITING			
	Transcription	**Handwriting**	**Composition**	**Vocabulary, grammar and punctuation**
Ongoing, in-school provision and approaches	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (Y4)		• 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	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Phase 1	• Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting	• Plan their writing by: ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas ▯ Pupils can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use • Draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ▯ Writing is clear in purpose ▯ Events or ideas are developed using some appropriate vocabulary ▯ Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound) ▯ Select appropriate tense for a task with verb forms adapted ▯ Appropriate choice of nouns and pronouns create clarity, cohesion within writing ▯ Full stops, capital letters, exclamation marks and question marks mostly accurate ○ ***organising paragraphs around a theme (Y3 & Y4)*** ▯ Organise writing into logical chunks and write a coherent series of linked sentences for each ▯ Connectives and pronouns may link sentences, paragraphs or sections ○ ***in narratives, creating settings, characters and plot (Y3 & Y4)*** ▯ Writing is correctly signposted e.g. setting, character and plot ○ in non-narrative material, using simple organisational devices ▯ Features of non-narrative writing are generally included • Evaluate and edit by: ○ 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 • Proof-read for spelling and punctuation errors (Y3 & Y4)	• Develop their understanding of the concepts set out in English Appendix 2 by: ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4) ○ using conjunctions to express time and cause ○ learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: ○ using and punctuating direct speech

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Year 3

WRITING

Transcription

Handwriting

Composition

Phase 2

- Draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - Writing incorporates mostly relevant content to inform and interest the audience
    - A viewpoint is established but may not always be consistent or maintained
    - Expansion of detail / events may be supported through vocabulary (technical, vivid language)
    - Pupils can write an increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far
    - Appropriate choice of nouns and pronouns avoid repetition within writing
    - Commas used in lists
  - **organising paragraphs around a theme (Y3 & Y4)**
    - Adverbials may link sentences, paragraphs or sections

Phase 3

- Draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - Expansion of detail / events may be supported through explanation
    - Some variation of modal verbs to express possibility
    - Confident and consistent use of inverted commas to punctuate direct speech

Vocabulary, grammar and punctuation

Phase 2

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4)
  - using adverbs and prepositions to express time and cause
- Indicate grammatical and other features by:
  - indicating possession by using the possessive apostrophe with plural nouns

Phase 3

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - using fronted adverbials (Y4)
- Indicate grammatical and other features by:
  - using commas after fronted adverbials

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Year 3 — English Appendix 2 - Vocabulary Grammar and Punctuation

Phase 1

Compound sentences with co-ordinating conjunctions and but or so for nor yet	Word families for meaning, word class and spelling solve, solution, solving, solved, solver, dissolved, soluble, insoluble	Prepositions next to, by the side of, in front of, during, though, throughout, because of	Exaggerated language unbelievable, glorious, etc.	To know the difference between the subject and object with the personal pronoun Possessive pronouns my, your, his, hers, its, ours, theirs	Homophones and their meanings bear – bare pear – pair
Appropriate verb choices Use of synonyms for verbs such as ‘said’ or ‘go’ when appropriate for effect	Expressing time, place and cause using conjunctions when, before, after, while, so, because	Identifying all the word classes of a simple sentence Specific/technical vocabulary to add detail	Knowing when to use ‘a’ and ‘an’	Pattern of three for persuasion Fun. Exciting. Adventurous!	Use irregular simple past-tense verbs awake – awoke blow – blew

Phase 2

Expressing time, place and cause, using prepositions before, after, during, in, because of	Expressing time, place and cause using adverbs then, next, soon	Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.	Past perfect verb form ‘had’ + past participle	Know that pronouns, nouns and proper nouns can all be the subject of a sentence	
Present perfect verb form ‘has/have’ + past participle	Word families based on common words fear, feared, fearful, fears, fearfully	Quantifiers enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several	Complex sentences using subordinate conjunctions when if because although		

Phase 3

Formation of nouns using prefixes	Inverted commas Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in ‘-ly’	The difference between a phrase and a clause	Prefixes to give the antonym ‘im-’, ‘in-’, ‘ir-’, ‘il-’	

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Achieving age-related expectations in Year 4

Fluency – Clarity – Accuracy – Coherence

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- 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
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Non-Statutory Guidance

Spoken Language

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. 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, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. 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. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

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Red text	Hampshire additional guidance

Year 4	READING	
	Word Reading	**Comprehension**
Ongoing, in-school provision and approaches		
Phase 1	Use the Hampshire guidance - Suggested core spelling curriculum: in line with the statutory Primary English programme of study 2014 – to identify expected knowledge to be applied when reading	

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 4

READING

Word Reading

Phase 2

This section is intentionally blank but would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately

Phase 3

This section is intentionally blank but would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately

Comprehension

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 4	WRITING			
	Transcription	**Handwriting**	**Composition**	**Vocabulary, grammar and punctuation**
Ongoing, in-school provision and approaches	• ***Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (Y4)***		• 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	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Phase 1	• Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals • 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 (Y4)	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting	• Plan their writing by: ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas ▯ Identifies and uses key organizational features of a shared text in their own writing • Draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ▯ Writing is clear in purpose ▯ Variation in sentence structure includes simple, compound and complex structures ▯ Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity ▯ A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences ▯ Tense choice is appropriate to task and used consistently with few lapses ○ ***organising paragraphs around a theme (Y3 & Y4)*** ▯ Narrative and non-fiction texts are paragraphed ▯ Related information is clustered logically ○ ***in narratives, creating settings, characters and plot (Y3 & Y4)*** ▯ Narrative writing interests the reader through the development of a coherent plot, characters and settings ▯ Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary ○ in non-narrative material, using simple organisational devices ▯ The reader is engaged through appropriate headings and relevant sub-headings for each paragraph (if appropriate) • Evaluate and edit by: ○ 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 ▯ Proof reading and amending of writing corrects, for example, repetitious language, verb/subject disagreement or lapses in tense	• Develop their understanding of the concepts set out in English Appendix 2 by: ○ using the present perfect form of verbs in contrast to the past tense ○ ***choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4)*** ○ using conjunctions to express time and cause ○ ***using fronted adverbials (Y4)*** ○ learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: ○ using commas after fronted adverbials ○ using and punctuating direct speech

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Phase 2

Phase 3

- Place the possessive apostrophe accurately in words with irregular plurals

- Plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
    - Selects the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing
- Draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
    - Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)
    - A range of subordinating conjunctions is used at the beginning and within sentences
  - ***organising paragraphs around a theme (Y3 & Y4)***
    - Narrative and non-fiction texts include an appropriately signalled opening and ending
  - ***in narratives, creating settings, characters and plot (Y3 & Y4)***
  - in non-narrative material, using simple organisational devices
    - Additional detail and explanation are included

Achievement of age-related expectations will be evidenced through children making appropriate choices at words, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing in:

- a broad range of forms
- in increasingly complex contexts
- for audiences and purposes increasingly beyond the child's personal experience

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - using adverbs and prepositions to express time and cause
- Indicate grammatical and other features by:
  - indicating possession by using the possessive apostrophe with plural nouns

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Year 4	English Appendix 2 - Vocabulary Grammar and Punctuation					
Phase 1	Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions at, underneath, since, towards, beneath, beyond	Possessive pronouns yours, mine, theirs ours, hers, his, its	Plurals for nouns ending with a 'y' baby – babies	Expanded noun phrases 'The teacher…' to 'The strict English teacher with the grey beard…'
	Verbs ending in 'y': change the 'y' to an 'i' and add '-es' carry – carries	A sentence that gives three actions Tom slammed the door, threw his books on the floor and slumped to the ground	Know the difference between a preposition and an adverb	Capital letters for proper nouns names, places, days of the week, months, titles and languages	Using inverted commas where the speech is preceded by the speaker Mary yelled, "Sit down"'	
	Plural nouns of words ending in 'o' Know which words to add 's' to, which to add '-es' to and which could take either 's' or '-es'	Powerful verbs Find synonyms of words to improve effect within sentences	Modal verbs could, should, would	Compound sentences using all the co-ordinating conjunctions		
Phase 2	Fronted adverbials followed by a comma *Flying through the air, Harry crashed into a hidden tree.*	Repetition to persuade Fun for now, fun for life	Specific determiners their, whose, this, that, these, those, which	Embedded clause with an '-ing' verb *Tom, smiling secretly, hid the magic potion book.* Place a comma on either side of the subordinate clause.	Comparative and superlative adjectives happy – happier – happiest	Compound nouns using hyphens
Phase 3	Informal and formal language	Past perfect continuous verb form 'had' + past participle + '-ing'				

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Achieving age-related expectations in Year 5

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

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

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

Non-Statutory Guidance

Spoken Language

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. 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, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

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Year 5	READING	
	Word Reading	**Comprehension**
Ongoing, in-school provision and approaches		• Maintain positive attitudes to reading and understanding of what they read by: o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks o reading books that are structured in different ways and reading for a range of purposes o increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions o recommending books that they have read to their peers, giving reasons for their choices o learning a wider range of poetry by heart o 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 • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views
Phase 1	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet Use the Hampshire guidance - Suggested core spelling curriculum: in line with the statutory Primary English programme of study 2014 – to identify expected knowledge to be applied when reading	• Maintain positive attitudes to reading and understanding of what they read by: o identifying and discussing themes and conventions in and across a wide range of writing Identify and discuss themes and conventions across a range of texts o making comparisons within and across books Make accurate and appropriate comparisons of information, characters or events within texts • Understand what they read by: o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Use contextual and genre knowledge to determine meaning Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words Use language, structural and presentational features to support understanding o asking questions to improve their understanding o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Infer meaning using evidence from the text and wider experiences o predicting what might happen from details stated and implied Make predictions and express opinions, justifying these with reference to the text o summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Skim and scan efficiently for vocabulary, key ideas and facts Retrieve, collate and order ideas from more than one place within a text o identifying how language, structure and presentation contribute to meaning Comment on the genre-specific language features the author has used, e.g. to convey information in a non-fiction text Discuss how authors use language, including figurative language Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, symbol, imagery, analogy Discuss how structural choices support the writer's theme and purpose • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify and explain author's point of view with reference to the text • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 5

READING

Word Reading	Comprehension
This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately	• Maintain positive attitudes to reading and understanding of what they read by: o making comparisons within and across books ▯ Compare characters, settings and themes across a range of texts ▯ Recognise texts that contain features from more than one genre, e.g. a persuasive playscript or description of setting in a biography • Understand what they read by: o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▯ Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) ▯ Begin to see how inferences draw on: a) the connotations of words b) their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed o identifying how language, structure and presentation contribute to meaning ▯ Identify and comment on the structural choices the author has made when organising the text ▯ Evaluate how authors use language, including figurative language ▯ Evaluate how structural choices support the writer's theme and purpose • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▯ Compare and discuss accounts of the same: a) event b) characters c) settings d) viewpoints in texts, exploring a similar theme, topic, or written in a similar genre
This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately	• Maintain positive attitudes to reading and understanding of what they read by: o making comparisons within and across books ▯ Understand how texts relate to audience, purpose, time, culture and refer to specific aspects of a text which exemplify this • Understand what they read by: o identifying how language, structure and presentation contribute to meaning ▯ Evaluate how authors use language, including figurative language, considering the impact on the reader

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 5

WRITING

	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in-school provision and approaches			• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Phase 1	• Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters • 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 English Appendix 1 • Use dictionaries to check the spelling and meaning of words (Y6) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus	• Write legibly, fluently and with increasing speed by: ○ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ Choosing the writing implement that is best suited for a task	• 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 (Y5 & Y6)*** ▯ Pupils usually able to identify the audience and purpose of writing and choose a suitable writing model to support their own ○ noting and developing initial ideas, drawing on reading and research where necessary ▯ Pupils can usually draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively • Draft and write by: ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▯ Sentences are mostly grammatically sound, e.g. correct subject/verb agreement, security of tense and person ▯ Tense choice generally appropriate; some variation of modal verbs to express possibility ▯ Viewpoint is established ○ ***in narratives, describing settings, characters and atmosphere (Y5 & Y6)*** and integrating dialogue to convey character and advance the action ▯ Elaboration of detail / events supported through appropriate vocabulary, e.g. technical, precise/vivid language according to the writing purpose and genre ○ ***using further organisational and presentational devices to structure text and to guide the reader (Y5 & Y6)*** ▯ Related events or ideas organised into paragraphs or sections to support te content of the writing for a range of purposes • Evaluate and edit by: ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▯ Pupils can usually propose and make changes to vocabulary, grammar and punctuation to clarify meaning in their own writing ▯ Sentence structure varied inn line with the expectations of English Appendix 2 ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • ***Proof-read for spelling and punctuation errors (Y5 & Y6)***	• Develop their understanding of the concepts set out in English Appendix 2 by: ○ using expanded noun phrases to convey complicated information concisely ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ learning the grammar for year 5 in English Appendix 2 • Indicate grammatical and other features by: ○ ***using commas to clarify meaning or avoid ambiguity in writing (Y5)***

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Phase 2

Phase 3

- Plan their writing by:
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
    - Content is balanced, e.g. between action and dialogue, fact and comment
- Draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - Sentences are mostly grammatically sound, e.g. correct use of subordination
    - Tense choice generally appropriate with verb forms adapted
    - Viewpoint is established and generally maintained
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
    - Links established between paragraphs, although transitions may be awkward or abrupt
- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - Sentence structure varied in line with the expectations of English Appendix 2
  - ***ensuring the consistent and correct use of tense throughout a piece of writing (Y5 & Y6)***
- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - Sentence structure varied in line with the expectations of English Appendix 2

Achievement of age-related expectations will be evidenced through children making appropriate choices at words, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing in:

- a broad range of forms
- in increasingly complex contexts
- for audiences and purposes increasingly beyond the child's personal experience

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - using the perfect form of verbs to mark relationships of time and cause
  - ***using modal verbs or adverbs to indicate degrees of possibility (Y5)***

- Indicate grammatical and other features by:
  - using brackets, dashes or commas to indicate parenthesis

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Year 5	English Appendix 2 - Vocabulary Grammar and Punctuation					
Phase 1	Suffixes converting nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Relative clauses to add detail beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or an omitted relative pronoun	Relative pronouns who which that whom whose	Embellishing simple sentences	Secure use of compound sentences	Colons for play scripts
	Verb prefixes 'dis-', 'de-', 'mis-', 'over-' and 're-'	Onomatopoeia Rhetorical questions	Metaphors Personification	Start a complex sentence with a subordinate clause	Start a sentence with an expanded '-ed' clause Frightened of the dark, Tom hid under the bed all night.	Developing technical language
Phase 2	Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) and sequence (*secondly*)	Embedded '-ed' clauses: *Poor Tom, frightened by the fierce dragon, ran home.*	Moving parts of sentences around to create different effects	Use of commas to clarify meaning or avoid ambiguity	Developing fronted prepositional phrases for greater effect: *Throughout the stormy winter…* *Far beneath the frozen soil…*	Indefinite pronouns: *somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing*
	Indicating degrees of possibility using modal verbs might, should, will, must	Indicating degrees of possibility using adverbs perhaps, surely	Connectives to build cohesion Exemplification To summarise To sequence Results	Colons to start a list	Future tense verbs	
Phase 3	Brackets for parenthesis	Dashes for parenthesis	Commas for parenthesis	Editing sentences by either expanding or reducing for meaning and effect		

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Achieving age-related expectations in Year 6

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

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

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

Non-Statutory Guidance

Spoken Language

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. 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, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. 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.

Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

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Year 6	READING	
	Word Reading	**Comprehension**
Ongoing, in-school provision and approaches		
Phase 1	Use the Hampshire guidance - Suggested core spelling curriculum: in line with the statutory Primary English programme of study 2014 – to identify expected knowledge to be applied when reading	

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 6

READING

Word Reading	Comprehension
Phase 2 This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately	
Phase 3 This section would contain the school's expectations of root words, prefixes, suffixes and exception words to be read accurately	

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… Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

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Year 6 — WRITING

	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in-school provision and approaches			• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Phase 1	• 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 English Appendix 1 • Use dictionaries to check the spelling and meaning of words (Y6) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus.	• Write legibly, fluently and with increasing speed by: • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task.	• 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 (Y5 & Y6)*** ▯ A clear audience and purpose of writing supports pupils in selecting the appropriate form and features, using models to inform choices ○ noting and developing initial ideas, drawing on reading and research where necessary ▯ Pupils capture, sift and sort ideas into a plan before writing ▯ When drawing on ideas, pupils usually identify key ideas ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▯ Pupils can usually select appropriate grammar when writing ▯ Pupils draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description ○ ***in narratives, describing settings, characters and atmosphere (Y5 & Y6)*** and integrating dialogue to convey character and advance the action ▯ In narrative, pupils can usually develop settings, characters and atmosphere ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ▯ Pupils can produce internally coherent paragraphs in a logical sequence and use devices to create cohesion between paragraphs, e.g. a range of appropriately selected conjunctions or adverbials ○ using ***further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y5 & Y6)*** • Evaluate and edit by: ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▯ Sentence structure varied in line with the expectations of English Appendix 2 ○ ensuring ***the consistent and correct use of tense throughout a piece of writing (Y5 & Y6)*** ▯ Pupils usually write using tense consistently and correctly, including modal verbs ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-***read for spelling and punctuation errors (Y5 & Y6)***	• Develop their understanding of the concepts set out in English Appendix 2 by: ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ learning the grammar for year 6 in English Appendix 2 • Indicate grammatical and other features by: ○ using a colon to introduce a list ○ punctuating bullet points consistently

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Phase 2

Phase 3

- 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 (Y5 & Y6)***
    - A clear audience and purpose of writing supports pupils in selecting the appropriate register, using models to inform choices
  - noting and developing initial ideas, drawing on reading and research where necessary
    - When drawing on ideas, pupils usually reformulate key ideas coherently
- Draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - Pupils can usually select appropriate grammar, understanding how such choices change and enhance meaning
    - Pupils write using deliberate changes of tense for effect in narrative
  - in ***narratives, describing settings, characters and atmosphere (Y5 & Y6)*** and integrating dialogue to convey character and advance the action
    - In narrative, pupils can usually integrate dialogue to convey character and advance the action
  - using a wide range of devices to build cohesion within and across paragraphs
    - Pupils can produce internally coherent paragraphs in a logical sequence and use appropriate devices to create cohesion between paragraphs, e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next
- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - Sentence structure varied in line with the expectations of English Appendix 2
  - ensuring ***the consistent and correct use of tense throughout a piece of writing (Y5 & Y6)***
    - Pupils check for appropriate changes in tense when editing
- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    - Sentence structure varied in line with the expectations of English Appendix 2

Achievement of age-related expectations will be evidenced through children making appropriate choices at word, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing in:

- a broad range of forms
- in increasingly complex contexts
- for audiences and purposes increasingly beyond the child's personal experience

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - using passive verbs to affect the presentation of information in a sentence
  - learning the grammar for year 6 in English Appendix 2
- Indicate grammatical and other features by:
  - using semi-colons, colons or dashes to mark boundaries between independent clauses

- Indicate grammatical and other features by:
  - using hyphens to avoid ambiguity

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Year 6	English Appendix 2 - Vocabulary Grammar and Punctuation					
Phase 1	Vocabulary typical of informal speech and formal speech and writing find out / discover ask for / request go in / enter	Synonyms Selecting a synonym accurately for effect, rather than as an alternative for the original word Knowing that synonyms can have different uses than the original word	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Connectives to signpost and create cohesion within a text *- order of sequence - results* *- time connectives - contrasting* *- additional ideas - exemplification* *- space and place - to summarise*	Antonyms using prefixes to create antonyms to create different effects in sentences	Colon to introduce lists
	Abstract nouns	Pronouns: relative and possessive Relative clauses	Repetition for effect persuasion suspense emphasis	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the subject and object of the sentence	Simple sentences and how to embellish them
	Consolidating compound sentences and coordinating conjunctions	Complex sentences and subordinate conjunctions				
Phase 2	The difference between passive and active voice and when to use the passive	Colons to mark the boundary between clauses There was only one possible explanation: the train had never arrived.	Semicolons to mark the boundary between clauses It's raining; I'm fed up.	Dashes to mark the boundary between clauses It's raining – I'm fed up.		
	Auxiliary verbs	Combining complex and compound clauses to create a sentence	Semi-colons to demarcate within a list	Using question tags for informality He's in your class, isn't he?		
Phase 3	Collective nouns	Use the subjunctive for formal writing If I were you…	Ellipses to link ideas within and across paragraphs e.g. to aid suspense or to indicate omitted words within quotes	Hyphens for compound words to avoid ambiguity man eating shark or man-eating shark		

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