

PICKHURST ACADEMY - ENGLISH PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

<u>P</u>roud	<u>I</u>nquisitive	<u>C</u>onfident	<u>K</u>ind	<u>H</u>ealthy	<u>U</u>nderstanding	<u>R</u>espectful	<u>S</u>uccessful	<u>T</u>rustworthy
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CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT	PROGRESSION
English is a core subject in the National Curriculum: it is a prerequisite for educational progress across the entire primary curriculum. At Pickhurst, we use the Power of Reading to peruse our aim is to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing. We have developed our English curriculum with a focus on creating meaningful links with other subjects	At Pickhurst, we use the Power of Reading to ensure a wide range of text types are taught throughout each year of a child's education at our school. Each term, pupils are taught reading and writing through a variety of fiction, non-fiction and poetry units, which ensures a depth and breadth of understanding as our pupils are able to learn, explore and apply key skills from the National Curriculum in a range of contexts and for different purposes. Furthermore,	The impact of our curriculum is measured through a range of assessment tools. Teachers continually formatively assess their pupils through the use of self and peer assessment techniques and by using our marking and feedback policy. At Pickhurst, summative assessments are completed to monitor the children's reading and writing progress in-line with the standards outlined in the National Curriculum and are used by teachers to	At Pickhurst, the children develop their knowledge and skills in Reading and Writing as they progress through Key Stage Two. The children build on their previous learning of English in Key Stage One and apply their new understanding to reading and writing in a variety of new contexts and purposes. By the time the children leave Year 6, they will each have their own voice as a writer, and as a reader

such as through history, geography and RSHE. Our aim is to expose pupils to a wide range of high-quality texts and developing pupils' vocabulary, grammar and punctuation skills in context. English lessons at Pickhurst act as building blocks leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt, promoting their 'Cultural Capital' as lifelong readers and writers. Our lessons take pupils through a learning journey which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role play; analysis of high-quality texts; developing grammar and punctuation in context; and reading VIPERS challenges. The work in pupils' books illustrates a build-up of skills through word and sentence-level work, paragraph-level application, final writing pieces, editing/up-levelling and publishing. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard. By the time pupils leave Year 6, they will each see themselves as authors with the knowledge and skills of choosing language, structure and form to achieve a range of writing purposes.	extended writing takes place each half term, which provides an opportunity for pupils to apply their learning to a range of writing purposes, cross-curricular contexts. At Pickhurst, we endeavour to relate children's learning to real-life experiences as often as possible. As a result, links are often made to practical activities, 'Hooks' into the text, school trips and pupils' own experiences. Our English curriculum is firmly grounded in a quality first book-led approach, with units linked to carefully selected, quality texts, which enables pupils to learn in context and encourages their passion for reading. Key reading skills are taught within English sessions through Reading Skills VIPERS: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence and Summarise.	formatively assess on a termly basis. Pupils are given clear, individual outcomes based on their own skills to develop their literacy skills. At Pickhurst, we have also created our own Writing Moderation pack, which establishes clear guidelines for what 'working towards' and 'working at' the expected standard looks like in Year 3 - Year 6.	The children experience reading in all aspects of their regular classroom activities and are experienced to in a range of high-quality text types and genres to meet the needs of the Curriculum. The children develop their knowledge and understanding of these areas within their reading: an understanding of new words in contexts; they can infer character emotions through language and illustration; predict based on events which have already taken place; 'scan and skim' to retrieve key information from a text and summarise and sequence key events. The children at Pickhurst see themselves grow as mature writers who can apply their understanding of the components of the English language to write for a variety of different purposes and audiences by: • Writing to entertain • Writing to persuade • Writing to discuss • Writing to inform As they progress through Key Stage Two, their understanding of how language can be used selectively and purposefully grows in a challenge-led environment for all pupils.
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TEACHER SUBJECT KNOWLEDGE & SUBJECT DEVELOPMENT

Subject knowledge for teachers

Teachers had been trained by the English Lead to deliver the Power of Reading sequences to their children with a quality-first text at the heart of the learning. The planning sequences within the Power of Reading outline the National Curriculum coverage within each half-termly units and suggest activities to inspire the children's love and passion for Reading and Writing. Teachers are trained and have a strong understanding of teaching across Key Stage Two, with a secure understanding of how the children have progressed from being in Key Stage One. Teachers model the process of writing for their children, allowing them to see the approaches and strategies that author's take to plan, compose and edit their writing. Teachers are the primary facilitators of the children's reading habits and model positive relationships with reading throughout their daily practise.

Termly audits of pupils' work, learning environments, and assessment allows teachers to be reflective practitioners and ensure that their lesson content and environment is purposeful for all of the learners in their classes.

The CLPE offers regularly updated training and CPD opportunities for teachers to develop their understanding within their teaching approaches and lesson planning:

- Book-based Reading Games
- Comparison Charts and Double Bubble
- Conscience Alley
- Debate & Argument
- Drama and Role Play
- Engaging in Art and Illustration
- Freeze Framing and Thought Tracking
- Gallery Walk
- Hot-seating
- Literature Circles
- Looking at Language
- Reader's Theatre
- Reading Journals
- Reading aloud and Re-reading
- Responding to Illustration
- Role on the Wall
- Shared Writing

- Story Boxes, Small World Play & Puppets
- Story Mapping
- Storytelling
- Tell Me - booktalk
- The Literacy Environment
- Writing in Role

<u>National Curriculum</u>	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word Reading: <i>Pupils should be taught to:</i> <i>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</i>	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. To begin to read Y3/Y4 exception words.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words*, discussing the unusual correspondences between	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To read most Y5/ Y6 exception words, discussing the unusual correspondences between

<i>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>		spelling and these occur in the word.	where these occur in the word.	spelling and sound and where these occur in the word.
Word Reading: Read a variety of different text types and styles <i>Pupils should be taught to:</i> <i>maintain positive attitudes to reading and understanding of what they read by:</i> <i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>reading books that are structured in different ways and reading for a range of purposes</i> <i>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</i>	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior To recommend texts to peers based on personal choice.	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To recommend texts to peers based on personal choice.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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. To recommend texts to peers based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To recommend texts to peers based on personal choice.

<i>recommending books that they have read to their peers, giving reasons for their choices</i>				
Word Reading: Comprehension: Vocabulary <i>understand what they read by:</i> <i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> <i>identifying how language, structure and presentation contribute to meaning</i> <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> <i>to asking questions to improve their understanding</i>	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To name different devices of figurative language To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know. To name different devices of figurative language and begin to comment on their effectiveness	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. Children to 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.
Word Reading: Comprehension: Inference <i>understand what they read by:</i>	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text. To answer 'how' and 'why'	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text Children can infer characters' feelings, thoughts and motives	To draw inferences from characters' feelings, thoughts and motives. Children can infer characters' feelings, thoughts and motives, giving one or two pieces of	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters

<i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>provide reasoned justifications for their views</i> <i>asking questions to improve their understanding</i>	questions about their experiences and in response to stories or events.	from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	evidence to support the point they are making. They begin to draw evidence from more than one place across a text	change and develop through texts by drawing inferences based on indirect clues. Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They can independently draw evidence from more than one place across a text.
Word Reading: Comprehension: Prediction <i>understand what they read by</i> <i>predicting what might happen from details stated and implied</i> <i>to asking questions to improve their understanding</i> <i>provide reasoned justifications for their views</i>	To justify predictions using evidence from the text. Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	To justify predictions from details stated and implied. Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions supported by relevant evidence from the text. Children confirm and modify predictions as they read on.
Word Reading: Comprehension:	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g.	Children can explain how content is related and contributes to the meaning	To explain and discuss their understanding of what they have read,

Explain (Comparing, Contrasting and Commenting) <i>understand what they read by</i> <i>identifying and discussing themes and conventions in and across a wide range of writing</i> <i>making comparisons within and across books</i> <i>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</i> <i>to asking questions to improve their understanding</i>	reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose To begin to identify themes and conventions in a wide range of books with support. .	greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these. Children are beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranged in a particular way To identify themes and conventions in a wide range of books independently	as a whole. They are able to describe how the author's use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author's choice of vocabulary and explain how it enhances meaning. To identify themes and conventions in a wide range of books	including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To compare characters, settings and themes within a text and across more than one text. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Children are able to explain how the themes and patterns develop across a text. They can explain how information links and contributes to the overall experience of reading a text.
Word Reading: Comprehension: Retrieval	Children use the skill of 'skim and scan' to retrieve details quickly.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and use the skill of reading before and after the word to retrieve information. They use	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They

<i>understand what they read by</i> <i>retrieve, record and present information from non-fiction</i> <i>To listen to stories with increasing attention and recall.</i> <i>To demonstrate understanding when talking with others about what they have read</i>	Children begin to use quotations from the text.		evidence from across larger sections of text.	use evidence from across whole chapters or texts.
Word Reading: Comprehension: Summarising and Sequencing <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> <i>To describe main story settings, events and principal characters</i> <i>To be aware of the way stories are structured.</i>	To sequence the order of events from a text, including orally. Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.	To identify main ideas drawn from more than one paragraph and summarise these. To sequence the order of events from a text, including orally. Children are able to write a brief summary of main points, identifying and using important information.	To identify main ideas drawn from more than one paragraph and to summarise these To sequence the order of events from a text Children begin to make connections between information across the text and include this information in their written summaries.	To draw out key information and to summarise the main ideas in a text. To sequence the order of events from a text Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Word Reading: Comprehension:	To prepare and perform poems and play scripts that show some awareness of the audience when	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of audience when reading out loud using	To confidently perform texts (including poems learnt by heart) using a wide range of devices to

Poetry and Performance <i>learning a wider range of poetry by heart</i> <i>read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <i>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</i>	reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	intonation, tone, volume and action.	engage the audience and for effect.
Word Reading: Comprehension: Non-fiction <i>Retrieve and record key information/key details from fiction and non-fiction</i>	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or

				review). To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
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National Curriculum	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Writing: Spelling: <i>Pupils should be taught to:</i> <i>spell some words with 'silent' letters [for example, knight, psalm, solemn]</i> <i>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in</i>	To spell many of the Y3 and Y4 statutory spelling words correctly. To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure,	To spell many of the Y3 and Y4 statutory spelling words correctly. To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell many of the Y5 and Y6 statutory spelling words correctly. To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell many of the Y5 and Y6 statutory spelling words correctly. To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using

	pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure			'tial' (e.g. partial, confidential, essential).
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Writing: Spelling:

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and

non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation,

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten,

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).

To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

To use their knowledge of adjectives ending in

	exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	flatten).	-ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
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Writing: Spelling: <i>Pupils should be taught to:</i> <i>continue to distinguish between homophones and other words which are often confused</i>	To spell some more common homophones and near-homophones, including here/hear, brake/break and mail/ male.	To spell some more complex homophones and near-homophones, including accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Writing: Spelling: <i>Pupils should be taught to:</i> <i>use dictionaries to check the spelling and meaning of words</i> <i>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i> <i>use a thesaurus.</i>	To use the first two or three letters of a word to check its spelling in a dictionary. Use a thesaurus to find synonyms to uplevel vocabulary	To use their spelling knowledge to use a dictionary more efficiently. Use a thesaurus to find synonyms to uplevel vocabulary	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms
Writing: Transcription:	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring	To increase the speed of their handwriting so that problems with forming	To write legibly, fluently and with increasing speed by:

Letter Formation, Placement and Positioning <i>Pupils should be taught to:</i> <i>write legibly, fluently and with increasing speed by:</i> <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> <i>choosing the writing implement that is best suited for a task.</i>	Building on KS1 experience: to continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	-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. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Writing: Composition: Planning <i>Pupils should be taught to:</i> <i>plan their writing by:</i> <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i>	To begin to use ideas from their own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read,	To note down and develop initial ideas, drawing on reading and research where necessary. To plan using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To show an understanding of

<i>noting and developing initial ideas, drawing on reading and research where necessary</i> <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>	To show an understanding of structure, character and theme through composition planning from a core text	its structure, vocabulary and grammar. To show an understanding of structure, character and theme through composition planning from a core text	listened to or seen performed. To show an understanding of structure, character and theme through composition planning from a core text	structure, character and theme through composition planning from a core text
Writing: Composition: Draft and Writing <i>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i>	To begin to organise their writing into paragraphs around a theme. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail To begin to create settings, characters and plot in narratives To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes To describe settings, characters, and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To use a wide range of devices to build cohesion within and across paragraphs. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures

<i>Pupils should be taught to:</i> <i>develop their understanding of the concepts set out in English Appendix 2 by:</i> <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i> <i>using the present perfect form of verbs in contrast to the past tense</i> <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> <i>using conjunctions, adverbs and prepositions to express time and cause</i> <i>using fronted adverbials</i> <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <i>using passive verbs to affect the presentation of information in a sentence</i> <i>using the perfect form of verbs to mark relationships of time and cause</i> <i>using expanded noun phrases to convey complicated information concisely</i> <i>using modal verbs or adverbs to indicate degrees of possibility</i> <i>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i> <i>indicate grammatical and other features by:</i> <i>using commas after fronted adverbials</i> <i>indicating possession by using the possessive apostrophe with plural nouns</i> <i>using and punctuating direct speech</i>	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To begin using apostrophes for possession. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To consistently link ideas across paragraphs including in fiction and non-fiction writing To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative	that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons,
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<i>using commas to clarify meaning or avoid ambiguity in writing</i> <i>using hyphens to avoid ambiguity</i> <i>using brackets, dashes or commas to indicate parenthesis</i> <i>using semi-colons, colons or dashes to mark boundaries between independent clauses</i> <i>using a colon to introduce a list</i> <i>punctuating bullet points consistently</i>			pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Writing: Composition: Evaluate and Edit: <i>evaluate and edit by:</i> <i>assessing the effectiveness of their own and others' writing</i> <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i>	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To perform pieces of writing, including poems, that they have written to the class using appropriate intonation, volume, and movement so that meaning is clear.	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by

<i>ensuring the consistent and correct use of tense throughout a piece of writing</i> <i>ensuring correct subject and verb agreement when using singular and plural,</i> <i>distinguishing between the language of speech and writing</i> <i>and choosing the appropriate register</i> <i>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i>			To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To distinguish between the language of speech and writing and to choose the appropriate level of formality
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