

English - Year 1 Curriculum Overview

Writing – Composition and Handwriting	Reading	Vocabulary, Grammar, Punctuation and Spelling
Sit correctly at a table, holding a pencil comfortably and correctly.	Apply phonic knowledge and skills as the route to decode words.	Spell words containing each of the 40+ phonemes already taught.
Compose a sentence orally before writing it.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Spell a good range of common exception words (in independent writing.)
Sequence sentences to form short narratives.	Read accurately by blending sounds in unfamiliar words containing grapheme and phoneme correspondences (GPCs) that have been taught.	Spell the days of the week (in independent writing.)
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Read year group common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Use the spelling rule for adding –s or –es for plural nouns and third person singular verbs.
Form capital letters.	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Use suffixes that can be added using –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g helping and using the prefix un– (eg, unkind, undoing, untie)
Form digits 0-9.	Read other words of more than one syllable that contain taught GPCs.	Use spaces between words.
Form correctly the letters belonging to each handwriting ‘family’ (i.e. letters that are formed in similar ways.)	Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	Join clauses using and.
Write and edit sentences by re-reading what they have written to check that it makes sense.	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.	Begin to punctuate sentences using a capital letter and a full stop (to correctly demarcate a sentence within a piece of continuous text.)
	Re-read these books to build up their fluency and confidence in word reading.	Correctly use a capital letter for names of people and places.
	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories (including fairy stories and traditional tales) and non-fiction at a level beyond that at which they can read independently and by linking what they read or hear to their own experiences. Begin to recite some of these simpler texts by heart.	Correctly use a capital letter for the days of the week / pronoun I.
	Check that the text makes sense to them as they read and correcting inaccurate reading.	Spell words containing each of the 40+ phonemes already taught.
	Understand the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.	Spell a good range of common exception words (in independent writing.)
	In shared books, join in with predictable and repeated phrases.	Spell the days of the week (in independent writing.)
	Discuss word meanings, linking new meanings to those already known.	

English - Year 2 Curriculum Overview

Writing – Composition and Handwriting	Reading	Vocabulary, Grammar, Punctuation and Spelling
Develop positive attitudes towards and stamina for writing-by-writing narratives about personal experiences and those of others (real and fictional), real events, writing poetry and writing for different purposes.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Use letter names to distinguish between alternative spellings of the same sound.
Consider what they are going to write before they begin by saying out loud what they are going to write about.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	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.
Consider what they are going to write before they begin by planning or saying out loud what they are going to write about and writing down ideas, key words or new vocabulary.	Read accurately words of two or more syllables that contain taught graphemes including those which contain alternative sounds for graphemes. Read words containing common suffixes.	Add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, undo, quickest]
Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Read Common Exception Words for Year 2, noting unusual correspondences between spelling and sound and where these occur in the word.	Form nouns using suffixes such as –nes, –er and by compounding eg Superman, whiteboard.
Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Read frequently encountered words quickly and accurately without overt sounding and blending.	Form adjectives using suffixes such as –ful, –less. Use the suffixes –er and –est in adjectives.
Form lower-case letters of the correct size relative to one another.	Read aloud from books which are closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Create adverbs using the suffix –ly eg shyly, quickly etc.
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 un-joined.	Re-read books in order to build up their fluency and confidence in word reading.	Be able to use subordination (when, if, that, because) and coordination (or, and, but).
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	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 fiction and poetry, fairy stories and traditional tales at a level beyond that at which they can read independently.	Be able to use expanded noun phrases for specification or description eg the bright, blue butterfly.
Use spacing between words that reflects the size of the letters.	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently. This should include non-fiction texts that are structured in different ways.	Recognise and use the grammatical patterns and punctuation of statement sentences, questions, exclamation sentences and commands.
Develop positive attitudes towards and stamina for writing by writing about real events, poetry, narratives and for a range of other purposes.	Develop a deeper understanding and enjoyment of texts by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Write with the correct choice and consistent use of past and present tense.
	Develop a deeper understanding and enjoyment of texts by recognising recurring literary language and by discussing their favourite words and phrases in texts.	Consistently use capital letters and full stops, question marks and exclamation marks to demarcate sentences.
	Develop a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Use commas to separate items in a list.
	Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher, by checking that what they have read makes sense, by making inferences and by asking and answering questions.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
	Make predictions about texts based on what they have read so far.	Use apostrophes to show contraction of a word.
	Participate in discussion about books, poems, non-fiction texts and other reading materials, explaining their thoughts and ideas about the texts.	

English - Year 3 and 4 Curriculum Overview

Writing – Composition and Handwriting	Reading	Vocabulary, Grammar, Punctuation and Spelling
Plan pupil's own writing by examining writing with similar structure and features, learning from its format, vocabulary and grammar.	Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.	Use an increasing range of suffixes understanding how to add them to words and how they affect the meaning.
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.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Spell increasingly challenging words including a growing range of homophones and words which are often misspelled.
Draft and write by organising paragraphs around a theme.	Develop positive attitudes to reading and understanding of what is read by listening to and discussing a wide range of fiction, plays, poetry, non-fiction texts, text books or reference books.	Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) Use apostrophes to mark plural possession.
Draft and write in narratives, creating settings, characters and plot.	Develop positive attitudes to reading and understanding of what is read by reading books that are structured in different ways and reading for a range of purposes.	Use the first two or three letters of a word to check its spelling in a dictionary.
Draft and write in non-narrative material, using simple organisational devices (for example, headings and sub-headings.)	Develop positive attitudes to reading and understanding of what I read by using dictionaries to check the meaning of words that is have read.	Form nouns using a range of prefixes (for example super-, anti-, auto-)
Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements.	Develop positive attitudes to reading and understanding of what is read by increasing my familiarity with a wide range of books, including fairy stories, myths and legends, plays and poems and retelling some of these orally.	Use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box.)
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Develop positive attitudes to reading and understanding of what is read by identifying themes and conventions in a wide range of books.	Use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)
Proof-read for spelling and punctuation errors.	Develop positive attitudes to reading and understanding of what is read by discussing words and phrases that capture the reader's interest and imagination.	Express time, place and cause using a growing range of conjunctions, adverbs and prepositions.
Pupil's 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.	Understand what is read, in books that can be read independently, by checking that :- the text makes sense, discussing understanding and explaining the meaning of words in context, asking questions about the text, drawing inference and making predictions.	Write paragraphs as a way to group related material and, where appropriate use headings and sub-headings to aid presentation.
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Identifying the main ideas or information from more than one paragraph at a time or from a whole text and summarising these.	Use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play.)
Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	Understand what is read, in books that can be read independently, by identifying how structure, language choice and presentation contributes to meaning.	Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
	Retrieve and record information from non-fiction texts.	Use commas after fronted adverbials.
	Participate in discussion about books that are read to pupils and those that pupils can read for themselves, sharing ideas and listening to what others say.	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. "the teacher expanded to: the strict maths teacher with curly hair)

English - Year 5 and 6 Curriculum Overview

Writing – Composition and Handwriting	Reading	Vocabulary, Grammar, Punctuation and Spelling
Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.	Apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the names of new words.	Use further prefixes and suffixes and understand the guidance for adding them.
Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.	Maintain and further develop positive attitudes to reading and understanding of what is read by reading and discussing an increasing range of fiction, poetry, plays, non-fiction, text books or reference books.	Spell a range of words with 'silent' letters (for example, knight, psalm, solemn).
Inform and plan writing in narratives, considering how authors read have developed characters and settings.	Read for a range of purposes including reading books that are structured in different ways.	Continue to distinguish between homophones and other words which are often confused.
Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Read with curiosity and questioning in order to increase familiarity with myths, legends, traditional stories, modern fiction, texts from our literary heritage and texts from other cultures and traditions.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Draft and write in narratives by describing settings, characters and atmosphere and by integrating dialogue to convey authorial intent and advance the action.	Give opinions on a range of books and texts explaining and giving reasons for my thought and opinions.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus independently.
Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	Identify and discuss themes and conventions in and across a wide range of writing.	Convert nouns or adjectives into verbs using suffixes (for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>).
Draft and write by using further organisational and presentational devices to structure text and to guide the reader using headings, underlining and bullet points.	Make comparisons in and across books in order to gain a deeper understanding of text.	Know and use verb prefixes (for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>).
Evaluate and edit by assessing the effectiveness of own and others' writing and by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Prepare 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.	Know and use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun.
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	Understand what is read by checking that the book makes sense, discussing understanding, exploring the meaning of words in context and asking questions to improve understanding.	Indicate degrees of possibility using adverbs (for example, <i>perhaps</i> , <i>surely</i>) or modal verbs (for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>).
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, when distinguishing between the language of speech and writing and when choosing the appropriate register.	Understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from actions, and justifying inferences with evidence.	Link ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, he <i>had</i> seen her before).
Evaluate and edit by proof reading for spelling and punctuation errors.	Make predictions about texts of various types drawn from details stated and implied.	Use brackets, dashes or commas to indicate parenthesis.
Write legibly, fluently and with increasing speed by knowing which shape of a letter to use and knowing whether or not to join specific letters.	Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Use commas to clarify meaning or avoid ambiguity.
	Understand what is read by identifying how language, structure and presentation contribute to meaning.	Distinguish the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>).
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].
	Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for views.	Use devices such as headings and sub-headings, columns, bullet points and tables to structure text.
	Participate in discussions about books that are read to pupils and those that they can read themselves, building on their own and others' ideas and challenging views courteously.	Use semi-colons, colons and dashes to mark the boundary between independent clauses.
		Know how hyphens can be used to remove ambiguity.
		Use of colon to introduce a list and use of semi-colons within lists.