

Objectives	National Curriculum Objectives
Content Domains	
1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	<p>Reading - Word Reading Apply phonic knowledge and skills as the route to decode words; 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 and –s, –es, –ing, –ed –er and –est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); 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; re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading - Comprehension 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; 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; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known</p> <p>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; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; 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</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.</p>
Word Reading including decoding (Phonics – following Letters and Sounds)	
<ul style="list-style-type: none"> Match all 40+ graphemes to their phonemes Blend sounds in unfamiliar words Divide words into syllables, e.g. pocket, rabbit, carrot, thunder, sunset Read compound words, e.g. football, playground, farmyard, bedroom Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence Read words containing 's, es, ing, ed, er, est' endings Read words which have the prefix –un added + the endings –ing, –ed and –er to verbs where no change is needed to the root word Read words of more than one syllable that contain taught GPCs 	
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
<ul style="list-style-type: none"> Say what they like or dislike about a text Link what they read or hear to their own experiences Retell key stories orally using narrative language Understand & talk about the main characteristics within a known key story Learn some poems and rhymes by heart Use prior knowledge, context and vocabulary provided to understand texts Begin to draw inferences from the text and/or the illustrations Make predictions based on the events in the text Explain what they understand about a text Identify the main events and characters in stories, and find specific information in simple texts Make predictions and inferences about ideas, events and characters based on what has been said or done Explore the effect of patterns of language and repeated words and phrases Recognise the main elements that shape different texts Check for sense and self-correct inaccuracies using syntax, contexts, pictures and phonic knowledge Visualise and comment on events, characters and ideas, making imaginative links to own experiences 	
Reading Range (including poetry and performance)	
<ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Become familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics recognising and joining in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart 	

YEAR 2 ENGLISH — Reading

Objectives	National Curriculum Objectives
Content Domains	
1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far	<p>Reading – Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; 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 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</p> <p>Reading – Comprehension 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; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>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; checking that the text makes sense to them as they read and correcting inaccurate reading; making inferences on the basis of what is being said and done; answering and asking questions; 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; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Word Reading including decoding (Phonics - following Letters and Sounds)	
<ul style="list-style-type: none"> Decode automatically and fluently Read accurately by blending the sounds in words that contain graphemes taught Recognise and read alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs Read words containing common suffixes Read further common exception words Read and notice unusual correspondence between grapheme and phoneme Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read books fluently, with expression and confidence Develop stamina for reading 	
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
<ul style="list-style-type: none"> Talk about and give an opinion on a range of texts Discuss the sequence of events in books and how they are related to each other Use prior knowledge and context, and vocabulary explored to understand texts Retell orally some stories, including fairy stories and traditional tales Read for meaning, checking that the text makes sense, and correcting inaccurate reading Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases Answer, ask appropriate questions, and make predictions on basis of what has been read so far Draw simple inferences from illustrations, events and characters' actions and speech and extract information from texts Draw together ideas and information from across a whole text, using simple signposts Give some reasons why things happen and or characters change drawing on their own experiences Explore how particular words are used in poetry, including words and expressions with similar meanings 	
Reading Range (including poetry and performance)	
<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language in stories and poetry 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 Explore non-fiction books that are structured in different ways Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	

Objectives	National Curriculum Objectives
Content Domains	
2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	Reading – Word Reading 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Word Reading including decoding (Phonics - following Letters and Sounds)	Reading – Comprehension
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	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; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read; increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
<ul style="list-style-type: none"> • Experience and discuss a range of fiction, poetry, plays, non-fiction, reference books or textbooks • Know that non-fiction books are structured in different ways and be able to use them effectively • Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas • Ask questions to improve understanding of a text • Predict what might happen from details stated • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Use dictionaries to check the meaning of unfamiliar words • Identify main idea of a text • Identify how structure, and presentation contribute to the meaning of texts • Retrieve and record information from non-fiction • Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions • Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Pause appropriately in response to punctuation and/or meaning • Skim and scan materials and note down different views and arguments • Explore figurative language and the way it conveys meaning succinctly • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Make comparisons within and across texts • Identify features that writers use to provoke readers' reactions • Empathise with characters and debate moral dilemmas portrayed in texts 	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; 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; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction 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.
Reading Range (including poetry and performance)	
<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Recognising some different forms of poetry • Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Retrieve and record information from non-fiction 	

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Word Reading including decoding (Phonics - following Letters and Sounds)	
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of unfamiliar words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	Reading – Comprehension
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	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 text-books; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read; increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books Understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding and ¹ _{SEP} explaining the meaning of words in context; 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; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
Reading Range (including poetry and performance)	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.
<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally • Identifying themes and conventions in a wide range of books • Deduce and infer characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts • Explain how writers use figurative and expressive language to create images and atmosphere • Recognising different forms of poetry e.g. free verse and narrative poetry • Interrogate texts to deepen and clarify understanding and response • Read extensively a range of authors or genres and experiment with other types of text • Explore how and why writers write, including through discussion with authors at author visits and by contacting them online including through face-to-face and online contact 	

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Word Reading including decoding (Phonics – following Letters and Sounds)	Reading – Comprehension 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; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read; increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books 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; 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; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure and presentation contribute to meaning
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of unfamiliar words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
<ul style="list-style-type: none"> • Know which books to select for specific purposes, especially in relation to science, history and geography learning • Use dictionaries to check the meaning of unfamiliar words • Discuss and record words and phrases that writers use to engage and impact on the reader • Know and recognise some of the literary conventions in text types covered • Begin to understand simple themes in books • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Explain the meaning of words in context • Ask questions to improve understanding of a text • Infer meanings and begin to justify them with evidence from the text • Predict what might happen from details stated and deduced information • Identify how the writer has used precise word choices for effect to impact on the reader • Identify some text type organisational features, for example, narrative, explanation, persuasion • Retrieve and record information from non-fiction • Make connections with prior knowledge and experience • Begin to build on others' ideas and opinions about a text in discussion • Explain why text types are organised in a certain way • Appreciate the bias in persuasive writing, including articles and advertisements • Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary) • Compare fictional accounts in historical novels with the factual account 	
Reading Range (including poetry and performance)	
<ul style="list-style-type: none"> • Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. • Read non-fiction texts, and identify purpose and structures and grammatical features and evaluate how effective they are. • Identify significant ideas, events and characters, and discuss their significance. • Learn poems by heart, for example, narrative verse, haiku etc. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Use meaning-seeking strategies to explore the meaning of words in context and to explore the meaning of idiomatic and figurative language. • Identify and comment on writer's use of language for effect, e.g. precisely chosen adjectives, similes and personification. 	Retrieve and record information from non-fiction 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.

Objectives	National Curriculum Objectives
Reading Range (including poetry and performance) continued	
<ul style="list-style-type: none"> • Identify grammatical features used by a writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact and have effect on the reader. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence from the text and make predictions from what has been read. • Summarise the main ideas drawn from a text. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non- fiction texts • Increase 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 • Identify and discuss themes and conventions in and across a wide range of writing • Learn a wider range of poetry by heart, 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 	











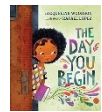

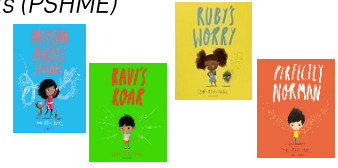

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Content Domains	
<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p>	<p>Reading – Word Reading</p> <p>Apply phonic knowledge and skills as the route to de-code words; 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 and –s, –es, –ing, –ed, –er and –est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); 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; re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading – Comprehension</p> <p>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; 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; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known</p> <p>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; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; 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</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.</p>
<p>Word Reading including decoding (Phonics – following Letters and Sounds)</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Read fluently, using punctuation to inform meaning. 	
<p>Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent</p> <ul style="list-style-type: none"> • Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Read books that are structured in different ways. • Recognise texts that contain features from more than one text type. • Consider and evaluate how effectively texts are structured and laid out. • Read non-fiction texts to support other curriculum areas. • Read closely to ensure understanding. • Recommend books that they have read to their peers, giving reasons for their choices. • Identify and discuss themes (including social, historical and cultural) in a range of writing and across longer texts • Identify and discuss the conventions of different text types. • Identify key points in an appropriate text. • Learn a range of poetry by heart, for example, narrative verse, sonnet. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Identify and comment on writer's choice of vocabulary, giving examples and explanation. • Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension. • Understand how writers use different structures to create coherence and impact 	
<p>Reading Range (including poetry and performance)</p> <ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and reading for a range of purposes • Make comparisons within and across books • Increase 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 • Identify and discuss themes and conventions in and across a wide range of writing • learn a wider range of poetry by heart and 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 	

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

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Writing in non-fiction form						Composition Write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, grammar and punctuation (refer to English Appendix 2) Develop their 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, question, mark or exclamation 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 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Plan and draft writing before reading own writing aloud clearly for others to hear and discuss.						
Writing narratives						
Orally rehearse sentences and sequence them to form short narratives.						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Join words and clauses with the conjunction 'and'	Use the past & present tense	Use regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Know that the prefix un–changes the meaning of verbs and adjectives	Know that words can combine to make sentences Demarcate sentences using a capital letter and a full stop, question mark or exclamation mark	Sequence sentences to form short narratives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Use question marks and exclamation marks Separate words with spaces Use capital letters for names and for the personal pronoun I	

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.























Spelling (see Appendix English 1 from Programmes of Study) <p>Learning to spell words containing each of the 40+ phonemes already taught.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell the days of the week.</p> <p>Name the letters of the alphabet, including in the correct order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	
Handwriting <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	

High quality text suggestions:				
<i>The Naughty Bus by Jan Oke (History)</i> 	<i>Lost and Found by Oliver Jeffers (Science)</i> 	<i>Iggy Peck, Architect by Andrea Beaty (Science, D&T, History)</i> 	<i>Man on the Moon by Simon Bartram (Science)</i> 	<i>Sidney, Stella and the Moon by Emma Yarlett (Science & History)</i> 
<i>Beegu by Alexis Deacon (Rights Respecting, PSHME)</i> 	<i>Send for a Superhero by Michael Rosen</i> 	<i>A First Book of Nature by Nicola Davies</i> 	<i>Where the Wild Things Are by Maurice Sendak (Science, PSHME)</i> 	<i>Tree by Patricia Hegarty, Britta Teckentrup (Science, Geography)</i> 
<i>The Journey by Francesca Sanna (Rights Respecting, PSHME, Geography)</i> 	<i>The Day you Begin by Jacqueline Woodson (PSHME)</i> 	<i>Julian is a Mermaid by Jessica Love (PSHME)</i> 	<i>Tom Percival books (PSHME)</i> <i>Ruby's Worries</i> <i>Perfectly Normal</i> <i>Meesha Makes Friends</i> <i>Ravi's Roar</i> 	<i>Cyril and Pat by Emily Gravett (PSHME)</i> 

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly], read aloud what they have written with appropriate intonation to make the meaning clear Vocabulary, grammar and punctuation (refer to English Appendix 2) Develop their 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, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2 in English Appendix 2; some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing Terminology: noun, noun phrases, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, adverbials, tense (past/present), apostrophe, commas
Plan, draft, write, edit about real events, recording these simply and clearly.						
Writing narratives						
Plan, draft, write, edit simple coherent narratives about personal experiences and those of others (real or fictional).						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Use coordination (e.g. or/and/but) to join clauses Use some subordination (e.g. when/if/that/because) to join clauses Group written sentences together in chunks of meaning or subject (cohesion) Use appropriate language (e.g. adverbials) to make sections hang together	Use present and past tense Use the progressive form	Should include: nouns expanded noun phrases adjectives verbs adverbs adverbials Form nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>white-board</i> , <i>super-man</i>] Form adjectives using suffixes such as <i>-ful</i> , <i>-less</i> Use suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Use different sentence types: statement question exclamation command Use simple and compound sentences	Use planning to establish clear sections for writing	Demarcate sentences in their writing using capital letters and full stops Use question marks and exclamation marks appropriately Include commas for lists Use apostrophes for contracted forms and the possessive (singular)	

Spelling (see Appendix English 1 from Programmes of Study)	
<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	
Handwriting	
<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	

High quality text suggestions:				
<i>Sophie Scott Goes South</i> by Alison Lester (Geography) 	<i>A Walk in London</i> by Salvatore Rubbino (Geography) 	<i>House Held Up By Trees</i> by Ted Kooser (Geography) 	<i>Amazing Grace</i> by Ann Hoffman (PSHME) 	<i>Jim and the Beanstalk</i> by Raymond Briggs (Science) 
<i>Jack and the Baked Bean Stalk</i> by Colin Stimpson (Science) 	<i>Dougal's Deep Sea Diary</i> by Simon Bartram (Science, Geography) 	<i>Tadpole's Promise</i> by Jeanne Willis (Science) 	<i>Lila and the Secret of the Rain</i> by Dave Conway and Jude Daly (Geography) 	<i>Home</i> by Carson Ellis (DT) 
<i>The Great Fire of London</i> by Emma Adams (History) 	<i>Cicada</i> by Shaun Tan (Citizenship & Rights Respecting) 	<i>The Storm Whale</i> by Benji Davies (Science and Geography) 	<i>The Owl and the Pussy-cat</i> by Edward Lear, Charlotte Voake (Science and Geography) 	Andrea Beaty collection Ada Twist, Scientist Sofia Valdez, Future Prez Iggy Peck and the Mysterious Mansion Rosie Revere, Engineer    
<i>The Red Tree</i> by Shaun Tan (PSHME) 	<i>One Plastic Bag</i> by Miranda Paul (Rights Respecting, Geography) 	<i>Hair Love</i> by Mathew Cherry (BAME, PSHME) 	<i>The Hodgehedge</i> Dick King-Smith (Healthy Living) 	

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition 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 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); organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 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. 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. Vocabulary, grammar and punctuation (refer to English Appendix 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; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Plan, draft, write, edit for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter, report writing)						
Writing narratives						
Plan, draft, write, edit narrative writing that describes settings, characters and plot. Use speech punctuation correctly when following modeled writing						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Use some conjunctions (e.g. and, because, when, even though) Use adverbs (e.g. often, quickly, very) Use prepositions (e.g. next, underneath, with)	Use present and past tense mostly correctly (e.g. ran, wander) Begin to use other verb forms (e.g. will go, have eaten)	Should include: nouns, expanded noun phrases, adjectives, verbs adverbs, prepositions Form nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of 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] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	Use compound and complex sentences using a range of clause structures (e.g. subordinate, relative) Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Use different templates and scaffolds to plan and write about events, which may be sequenced logically. Signal sequence, place and time to give coherence. Group related material into paragraphs.	Use the range of punctuation taught up to and including Y3 (e.g. apostrophes for possession, commas in lists) Use question marks and exclamation marks appropriately Include commas for lists Use apostrophes for contracted forms and the possessive (singular)	

Spelling (see Appendix English 1 from Programmes of Study) <ul style="list-style-type: none"> - 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 [for example, girls', boys'] and in words with irregular plurals [for example, children's] - 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. 	Terminology: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).
Handwriting <ul style="list-style-type: none"> - 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 [for example, girls', boys'] and in words with irregular plurals [for example, children's] - 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. 	

High quality text suggestions:					
<i>The First Drawing</i> by Mordecai Gerstein (History)	<i>Cinderella of the Nile</i> by Beverley Naidoo (History)	<i>The Iron Man</i> by Ted Hughes (DT, Science)	<i>Leon and the Place Between</i> by Angela McAllister and Graham Baker-Smith	<i>The Pebble in My Pocket</i> by Meredith Hooper (History and Science)	<i>Voices in the Park</i> by Anthony Browne (Geography)
<i>Stone Age Boy</i> by Satoshi Kitamura (History)	<i>Stone Girl, Bone Girl</i> by Laurence Anholt (History)	<i>The Story of Tutankhamen</i> by Patricia Cleveland- Peck (History)	<i>The Tin Forest</i> by Helen Ward and Wayne Anderson (Science and Geography)	<i>Flotsam</i> by David Wiesner (Science and Geography)	<i>The Street Beneath My Feet</i> by Charlotte Guillian (History & Science)
<i>Bill's New Frock</i> by Anne Fine	<i>Anna Hibiscus</i> by Atinuke	<i>Song of the Dolphin Boy</i> by Elizabeth Laird	<i>The Mysteries of Harris Burdick</i> by Chris van Allsburg	<i>The Promise</i> by Nicola Davies and Laura Carlin	<i>Runaway Robot</i> by Frank Cottrell-Boyce

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition 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 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); organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 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. 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. Vocabulary, grammar and punctuation (refer to English Appendix 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; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Terminology: determiner, pronoun, possessive pronoun adverbial
Plan, draft, write, edit for a range of purposes and audience with an increasing awareness of appropriate language and form (e.g. recount of an event, instructional text).						
Writing narratives						
Plan, draft, write, edit narrative writing that describes settings, characters and plot. Use speech punctuation correctly most of the time. Use vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses).						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	Should include: nouns, expanded noun phrases, adjectives, verbs adverbs, prepositions The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Use compound and complex sentences using a range of clause structures (e.g. commas after adverbials; use of apostrophe) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Develop and refine ideas in writing using planning strategies Organise text into paragraphs to distinguish between different information, events or processes	Use the range of punctuation taught up to and including Y4 (e.g. apostrophes for possession, commas in lists) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials.	






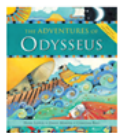

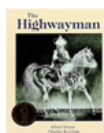







Spelling (see Appendix English 1 from Programmes of Study) <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones - Spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary 	
Handwriting <ul style="list-style-type: none"> - 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 [for example, by ensuring 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]. 	

High quality text suggestions:						
Mr William Shakespeare's Plays by Marcia Williams (History) 	Varmints by Helen Ward and Marc Craste (Geography, Science) 	Until I Met Dudley by Roger McGough and Chris Riddell (Science) 	Lost Words by Robert McFarlane (Science) 	Weslandia by Paul Fleischman & Kevin Hawkes (Geography, Science) 	The Lion, the Witch and the Wardrobe by CS Lewis 	Greta's Story by Valentina Camerini 
How to Train Your Dragon by Cressida Cowell (History) 	Window by Jeannie Baker (Geography) 	The Matchbox Diary by Paul Fleischman & Bagram Ibatoulline (Geography) 	Race to the Frozen North by Catherine Johnson (Science, History) 	The Orchard Book of Roman Myths (History) 	Pig Heart Boy by Malorie Blackman 	The Girl Who Stole an Elephant by Nizrana Farook 

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; 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; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; pre-cising 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] 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; ensuring the consistent and correct use of tense throughout a piece of writing; 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 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Vocabulary, grammar and punctuation (refer to English Appendix 2) 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; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2.
Plan, draft, write, revise & edit - write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)						
Writing narratives						
Plan, draft, write, revise & edit - narrative writing that describes settings, characters and atmosphere Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. sentence types, tenses, verb forms, relative clauses)						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Link ideas across paragraphs using adverbials of time [e.g. later], place [for example, nearby] and number [for eg. secondly] or tense choices [e.g. he had seen her before]	Use verb tenses consistently Use the passive to affect the presentation of information in a sentence [e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]	Refer to vocabulary from Y3 & Y4 Convert nouns or adjectives into verbs using suffixes [e.g., -ate; -ise; -ify] Use verb prefixes [e.g. dis-, de-, mis-, over- and re-]	Use subordinate clauses and relative clauses (e.g. beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun) Indicate degrees of possibility using adverbs [e.g. <i>perhaps, surely</i>] or modal verbs [e.g. <i>might, should, will, must</i>]	Experiment with the order of sections and paragraphs to achieve different effects Use varied structures to shape and organise texts coherently Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]	Use the semi-colon, colon and dash to mark the boundary between clauses Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity	

Spelling (see Appendix English 1 from Programmes of Study) <ul style="list-style-type: none"> - 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 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 	Vocabulary, grammar and punctuation (refer to English Appendix 2) continued <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
Handwriting <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - 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. 	

High quality text suggestions:									
<i>The Viewer</i> by Shaun Tan (History & Geography)		<i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein (Geography & Science)		<i>The Fastest Boy in the World</i> by Elizabeth Laird (Geography & PSHME)		<i>The Skies Above My Eyes</i> by Charlotte Guillman (Science)		<i>Who Let the Gods Out</i> by Max Evans (History)	
<i>The Adventures of Odysseus</i> (History)		<i>What A Waste</i> by Jess French (Geography)		<i>The Highway Man</i> by Alfred Noyse (History)		<i>Hidden Figures</i> by Simon Bartram (Science, History)		<i>The Boy at the Back of the Class</i> by Onjali K Rauf	
<i>The Bone Sparrow</i> by Zara Fraillon (Geography, Citizenship)		<i>The Tempest</i> by Shakespeare and Helen Street (Geography & History)		<i>The Breadwinner</i> by Deborah Ellis (Geography, Rights Respecting)		<i>The London Eye Mystery</i> by Siobhan Dowd (PHSME, Geography)		<i>Love that Dog</i> by Sharon Creech (Poetry, PSHME)	

Teachers should refer to this curriculum alongside English Appendices 1 and 2 from Programmes of Study as well as the Reading Curriculum and Spoken Language Curriculum.

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; 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; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; pre-cising 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] 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; ensuring the consistent and correct use of tense throughout a piece of writing; 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 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Vocabulary, grammar and punctuation (refer to English Appendix 2) 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; using expanded noun phrases to convey complicated information concisely; using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun; learning the grammar for years 5 and 6 in English Appendix 2
Plan, draft, write, revise & edit - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in explanations and persuasive writing)						
Writing narratives						
Plan, draft, write, revise & edit - narrative writing that describes settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Use a range of devices to build cohesions (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections	Use verb tenses consistently Use the passive to affect the presentation of information in a sentence [e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]	Refer to vocabulary from Y3, 4 & 5 Use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Know and use words related by meaning - synonyms and antonyms [e.g. <i>big, large, little</i>]	Know the difference between structures typical of informal speech and use structures appropriate for formal speech and writing [e.g. the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	Experiment with the order of sections and paragraphs to achieve different effects Use varied structures to shape and organise texts coherently Use paragraphs to achieve pace and emphasis Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]	Use the semi-colon, colon and dash to mark the boundary between independent clauses Use the colon to introduce a list and use of semi-colons within lists Punctuate bullet points to list information Use hyphens to avoid ambiguity [e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>re-cover</i> versus <i>re-cover</i>]	

Spelling (see Appendix English 1 from Programmes of Study) <ul style="list-style-type: none"> - 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 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 	Vocabulary, grammar and punctuation (refer to English Appendix 2) continued <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing; using hyphens to avoid ambiguity; using brackets, dashes or commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Terminology: subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
Handwriting <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - 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. 	

High quality text suggestions:									
<i>The Arrival</i> by Shaun Tan (Geography, Citizenship, PSHME)		<i>No Ballet Shoes in Syria</i> by Catherine Bruton (PSHME, Citizenship, Geography)		<i>What Are We Fighting For?</i> – Poetry (History)		<i>Malala: My Story of Standing Up for Girls' Rights</i> (PSHME, Citizenship)		<i>Wonder</i> by R J Palacio (PSHME)	
<i>High Rise Mystery</i> by Sharma Jackson		<i>Journey to Joburg</i> by Beverley Naidoo (Geography)		<i>The Harmonica</i> by Tony Johnston (History)		<i>The Element in the Room</i> by Mike Barfield (Science)		<i>A Beautiful Lie</i> by Irfan Master (History)	
<i>Letters from the Lighthouse</i> by Emma Carroll (History)		<i>The Boy in the Tower</i> by Polly Ho-Yen (Science)		<i>Can We Save the Tiger</i> by Martin Jenkins (Science)		<i>Moth: An Evolution Story</i> by Isabel Thomas (Science)		<i>Trash</i> by Andy Mulligan (Geography, Rights Respecting)	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Group discussion Take turns to speak, listen to other's suggestions and talk about what they are going to do Ask and answer questions, make relevant contributions, offer suggestions and take turns	Group discussion Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement	Group discussion Use talk to organise roles and action Actively include and respond to all members of the group	Group discussion Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor	Group discussion Plan and manage a group task over time using different levels of planning Understand different ways to take the lead and support others in groups Understand the process of decision making	Group discussion Understand and use a variety of ways to criticise constructively and respond to criticism Understand different ways to take the lead and support others in groups Understand the process of decision making	
Drama Explore appropriate themes through improvisation and role play	Drama Explore appropriate themes through improvisation and role play	Drama Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	Drama Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	Drama Reflect on how working in role helps to explore complex issues Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	Drama Reflect on how working in role helps to explore complex issues Improvise and devise a performance considering how to adapt the performance for a specific audience	