



Curriculum Guidance English

Long term planning guidance by year group.

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English Learning Objectives

Reading

- 1 To use reading strategies
- 2 To understand texts
- 3 To interpret texts
- 4 To recognise the structure and organisation of texts
- 5 To analyse the language of texts
- 6 To give opinions of texts
- 7 To understand the purpose of texts

Writing

- 1 To compose sentences accurately
- 2 To punctuate accurately
- 3 To organise writing accurately
- 4 To write with purpose
- 5 To use vocabulary appropriately
- 6 To use sound to create effects (e.g. onomatopoeia, alliteration, distinctive rhythms)
- 7 To evaluate and edit writing
- 8 To spell words correctly

Year 1 Reading

Word reading	Understanding	Interpreting
Decode words using phonic knowledge	Recall basic information from a text	Make plausible attempts to infer character's feelings
Know all 40+ phonemes	Begin to make predictions in stories	
Read common exception words (see list)	Link texts to their experiences	
Read multi-syllabic words, containing taught GPCs		
Read -s, -es, -ing, -ed, -er, -est endings		
Understand contracted words and the role of the apostrophe (I'm, I'll, we'll)		
Read compound words (e.g. beehive, playground, classroom)		
Re-read books to build up fluency and confidence in word reading		

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand basic features of fairy stories and traditional tales	Comment on obvious features of the text types	Listen to a wide range of stories, poems and non-fiction texts
Understand why certain words and phrases have been used		Join in with repetitive/predictable phrases in texts
		Recite familiar poems and rhymes

Year 1 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Write from memory a simple sentence dictated by the teacher that includes words using GPCs and common exception words taught so far	Leave spaces between words	Spell words containing each of the 40+ phonemes already taught	Form upper and lower case letters
Compose a sentence orally before writing it	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Spell common exception words	Form digits 0-9
Begin to write about more than one idea	Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'	Spell the days of the week	Hold a pencil correctly
Sequence sentences to form short narratives	Join words and clauses using 'and'	Name the letters of the alphabet in order	Understand which letters belong to which handwriting 'families'
Re-read a sentence to check that it makes sense		Use letter names to distinguish between alternative spellings of the same sound	Sit correctly at a table, holding a pencil comfortably and correctly
Discuss what they have written with the teacher		Use suffixes including -s, -es, -ing, -ed, -er, on simple root words	Position their writing appropriately on the page (i.e. writing sits on the line)
Read aloud their writing clearly enough to be heard		Use the prefix un- with simple words	Always write from left to right and from top to bottom
		Write simple dictated sentences that include words taught so far	

Year 2 Reading

Word reading	Understanding	Interpreting
Read accurately, including multi syllabic words	Make verbal predictions in fiction based on prior reading	Make simple inferences from reference to the text
Read most words without overt sounding and blending	Discuss a sequence of events in books and how they are related	Discuss reasons for events in a story
To check the text makes sense, correcting inaccurate reading	Become familiar with and retell a wider range of stories	Discuss their understanding of poems and books they have heard or read
Read words contain set 3 sounds	Identify meanings of new words linking to known vocabulary	
Read a wider range of common exception words (see list)	Ask and answer questions about a text	
Read words containing common suffixes		
Re-read books to develop fluency		

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Begin to express views on texts they have read including, contemporary and classical poetry, stories and non-fiction	Know features of main types of texts	Discuss favourite words and phrases
Recognise simple language features (e.g. rhyme and repetition)	Understand different non-fiction text types	Recite and perform favourite poems using intonation to clarify meaning
Begin to recognise that words are chosen for effect		Listen to and read a wide range of poems, stories, plays and information books
Draw on what they know, or background information and vocabulary		Use role-play to explore characters and use language learnt

Year 2 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Write from memory simple sentences dictated by the teacher that include GPCs, common exception words and punctuation taught so far	Use both familiar and new punctuation correctly including full stops, capital letters, question marks, exclamation marks, commas for lists, possessive apostrophe (singular) and apostrophes for contracted forms	Segment spoken words into phonemes and represent these by graphemes	Form all lower case letters of the correct size relative to one another
Begin to write about more than one idea using simple sequencing	Use sentence with different forms – statement, question, exclamation, command	Learn new ways of spelling phonemes for which one or more spellings are already known	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Write a sequence of sentences to form short narratives, about personal experiences and those of others, poetry and writing for different purposes	Use adjectives	Spell common exception words	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Group related ideas	Use expanded noun phrases to describe and specify	Spell words with contracted forms	Use spacing between words that reflects the size of the words
Use the present and past tense correctly and consistently	Construct similes using like	Distinguish between homophones and near-homophones	
Plan what they will write about and say it out loud	Use past and present tense correctly and consistently	Use suffixes including –ment, -ness, -ful, -less, -ly	
Evaluate their writing with the teacher or other pupils	Use the vast majority of irregular verbs (e.g. dug, flew, sang)		
Re-read to check that their writing makes sense	Use subordination (using when, if, that, or because) and coordination (using or, and, or but)		
Proof read for to check for errors in spelling, grammar and punctuation	Draw on and use new vocabulary from their reading, their discussions and from wider experiences		
Read aloud what they have written with appropriate intonation to make meaning clear	Use some features of written Standard English		
	Use time adverbials and conjunctions to signal time		

Year 3 Reading

Word reading	Understanding	Interpreting
<p>Begin to use knowledge of root words, prefixes and suffixes to understand the meaning of new words</p> <p>Read further common exception words (see list)</p>	<p>Understand and refer to the main points of the text</p> <p>Retrieve and record basic information from different text types</p> <p>Make sensible predictions based on knowledge of the text</p> <p>Discuss words and phrases that capture the readers interest</p> <p>Identify the theme in a given text</p> <p>Recognise different forms of poetry (free verse, narrative)</p>	<p>Begin to give reasons for events and actions in fiction texts</p> <p>Can ask simple and relevant questions about a variety of texts</p>

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
<p>Discuss words and phrases that capture the readers interest and imagination</p> <p>Check that the text makes sense</p> <p>Draw inferences such as inferring character's feelings</p>	<p>Identify features of main types of texts</p> <p>Begin to use dictionaries and other reference books appropriately</p> <p>Read books structured in different ways</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Listen to and discuss a range of fiction and non-fiction including, plays, reference books and myths and legends</p> <p>Read and perform plays and poetry</p>

Year 3 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
<p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions</p> <p>Use a range of sentence structures and forms appropriately</p> <p>Discuss writing similar to that which they are planning to write</p> <p>Begin to use paragraphs and understand they should be organised around a theme</p> <p>In narratives create settings, characters and plot</p> <p>In non-narrative, use simple organisational devices (e.g. headings and sub-headings)</p> <p>Assess and discuss the effectiveness of their own writing</p> <p>Proof read for spelling and punctuation errors</p> <p>Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Implement changes to grammar and vocabulary to improve consistency</p> <p>Discuss writing similar to that they are planning to write</p> <p>Compose and rehearse sentences orally</p> <p>Purpose of writing is clear</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use conjunctions, adverbs and prepositions to express time and clause</p> <p>Use the possessive apostrophe in words with regular plurals</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Write simple dictated sentences that include words taught so far</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</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>Increase the legibility, consistency and quality of handwriting</p>

Year 4 Reading

Word reading	Understanding	Interpreting
Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words	Identify the main issues in a text and talk about them	Begin to give reasons for events and actions using evidence from the text
Begin to use grammatical context to decipher new words	Use quotes and other evidence to demonstrate understanding of main points	Devise questions to develop their understanding of the text
To read further common exception words (see list)	Justify predictions by referring to the text	Predict events and plots from implied details in the text
	Summarise main ideas for more than one paragraph	Begin to understand characters actions, feelings and emotions

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Explain the way language is used in different text types	Understand how structure can enhance meaning in a text	Listen to and discuss a range of fiction and non-fiction including, plays, reference books and myths and legends
Identify the main purpose of a text and it's intended audience	Identify differences between different fiction and non-fiction genres	
Express personal response to texts and compare to similar texts	Use dictionaries and reference books with increasing accuracy	
Begin to understand overall effects of texts on the reader	Recognise different forms of poetry, free verse and narrative	

Year 4 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Begin to use a range of sentences with more than one clause, by using a wider range of conjunctions	Use the present perfect form of verbs in contrast to the past tense	Spell words that are often misspelt	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
Organise writing into paragraphs around a theme	Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	Place the possessive apostrophe accurately in words with regular and irregular plurals	
Use organisational devices in non-narrative writing (headings and sub-headings)	Increase the range of adverbials and position them throughout the sentence	Use the first two or three letters of a word to check its spelling in a dictionary	Increase the legibility, consistency and quality of handwriting
Write using a range of sentence structures, including complex sentences	Use fronted adverbials		
Create settings, characters and plots in narrative writing	Use commas after fronted adverbials		
Plan their writing by discussing and recording ideas	Indicate possession by using the possessive apostrophe with plural nouns		
Clearly identify the viewpoint from which they will be writing	Use and punctuate direct speech		
Assess and discuss the effectiveness of their own and others' writing	Use expanded noun phrases including modifying adjectives, nouns and preposition phrases		
Proof read their own and others' writing for spelling and punctuation errors	Show consistency in their decision as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition		
Implement changes to grammar and vocabulary to improve consistency and effectiveness	Use pattern of three for description and expand effectively		
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Begin to use rhetorical questions		
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures	Use the features of standard English consistently		
	Use subordinating conjunctions (e.g. although, before, even though etc)		
	Use a wide range of prepositions throughout their writing		
Write for a range of real purposes and audiences as part of their work across the curriculum	Include modifiers in front of adjectives to show degrees of meaning (e.g very, rather)		

Year 5 Reading

Word reading	Understanding	Interpreting
Can read all text types fluently and accurately	Use quotes and other evidence accurately to reinforce main points	Give reasons for events and actions, using evidence from the text
Is beginning to read aloud for a purpose	Begin to scan and skim for main points, attempting to summarise	Predict accurately from implied details in the plot
Is beginning to use morphological knowledge to decipher meaning	Understand the difference between fact and opinion	Can understand characters' actions and motivations
Use knowledge of root words, prefixes and suffixes to understand the meaning of new words		Ask questions that show understanding

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand how authors use language to create effect	Identify structural features of a range of texts	Read and listen to a wide range of poetry, fiction, plays, non-fiction, reference books and text books
Link context to the meaning of the text	Begin to compare different forms of texts and reasons for the authors choice	Enjoy a wide range of myths and legends, traditional tales and stories from other cultures and traditions
Identify the writer's opinion by referring to the text	Identify genre-specific language	
Understand the main purpose of a range of text types	Use dictionaries and thesaurus' accurately	Recite a wide range of poems by heart
Understand common language features of texts		

Year 5 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Begin to be more selective with vocabulary, sentence construction and grammar	Use passive verbs to affect the presentation of information in a sentence	Use further prefixes and suffixes and understand the guidance for adding them	Write legibly, fluently and with increasing speed
Note and develop initial ideas drawing upon reading where appropriate	Recognise vocabulary and structures that are appropriate for formal speech and writing	Spell some words with 'silent' letters (e.g. psalm, solemn)	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Use modal verbs and adverbs to indicate degrees of possibility	Continue to distinguish between homophones and other words which are often confused	Choose the writing implement that is best suited for a task
Use further organisational and presentational devices to structure the text and to guide the reader (e.g. headings, bullet points)	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Build cohesion within and across paragraphs – use appropriate conjunctions within paragraphs and adverbs across paragraphs	Use commas to clarify meaning or avoid ambiguity in writing		
Assess the effectiveness of their own and others' writing	Use brackets, dashes and commas to indicate parenthesis		
Ensure the consistent and correct use of tense throughout a piece of writing	Use a colon to introduce a list		
Proof-read for spelling and punctuation errors	Recognise perfect form of verbs and begin to use them		
Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear	Begin to use expanded noun phrases to convey complicated information		
Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects			

Year 6 Reading

Word reading	Understanding	Interpreting
Can read all text types fluently and accurately, including reference and subject-specific books	Will use all evidence accurately and reference to own opinion	Give in depth reasons for events and actions, using evidence from different parts of the text
Can read aloud to an audience	Scan and skim for main points, summarising concisely	Predict accurately from implied details as well as hints in the plot
Will use etymological and morphological knowledge to decipher meaning	Retrieve, record and present information from non-fiction texts	Can understand characters' actions and motivations, with reference to implied meanings
		Ask searching questions to consolidate and stretch understanding
		Understand the difference between fact and opinion and explain reasons for this
		Identify and discuss themes and conventions within and across books

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand how authors use language to create effect, including figurative language	Identify structural features of a range of texts and comment on their effectiveness	Enjoy a range of modern fiction from our literary heritage
Explain the effect of the writers opinion and viewpoint on the reader	Compare and contrast different forms of texts and reasons for the authors choice	Perform plays and poetry using intonation, tone and volume to convey meaning
Understand the main purpose of a range of text types, commenting on authors choice	Identify and comment on genre-specific language	Discuss what they have read and share and challenge viewpoints
Understand the common differences and similarities between text types	Use dictionaries, thesaurus' and other reference books accurately	
Explain how the context of the text can alter meaning		
Recommend their favourite books providing justifications		

Year 6 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own	Use recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically	Write legibly, fluently and with increasing speed
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Use dictionaries to check the spelling and meaning of words	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
Use organisational and presentational devices to structure texts and guide the reader	Shift between formal narrative and informal dialogue	Use a thesaurus	Choose the writing implement that is best suited for a task
Use a wide range of devices to build cohesion within and across paragraphs	Use the perfect forms of verbs to mark relationships of time and clause	Proof-read for spelling and punctuation errors	
Distinguish between the language of speech and writing and choose the appropriate register	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
Assess the effectiveness of their own and others' writing using appropriate grammatical terminology	Use expanded noun phrases to convey complicated information concisely		
Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear	Use modal verbs or adverbs to indicate degrees of possibility		
Use of range of tenses accurately and consistently	Use hyphens to avoid ambiguity		
	Use semi colons between two independent clauses and within lists		
	Use brackets, dashes or commas to indicate parenthesis		
	Punctuate bullet points consistently		

Spoken Language

Pupils should be taught to:

Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

Grammar and Punctuation

Statutory vocabulary, grammar and punctuation requirements (detail of contents to be introduced) in Appendix 2 of the National Curriculum Programmes of Study for Key Stages 1 and 2

Spelling

Statutory spelling requirements in Appendix 1 of the National Curriculum Programmes of Study for Key Stages 1 and 2