



Long Term English Curriculum

- Writing Curriculum Documents
- Reading Curriculum Documents



Model English Curriculum: Writing

Year 1

Text Types

Revise: **Recount:** (real-life experiences).

Introduce: **Recount:** Own experiences & linked to book characters/topic etc).

Narrative: Stories with patterned and predictable language/ Traditional and fairy stories/stories with familiar settings

Instructions:

Simple poems

Reading and Layout of Information Texts (not writing)

Labels, lists and captions

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb: (entry Year 2).

Recount: Use of pronoun I; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.

Spelling and Phonics

RWI - Review set 1 sounds; Teach and review Set 2; Teach set 3

To spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- days of the week
- To name the letters of the alphabet: in random order and alphabetical order.
- To use letter names to distinguish between alternative spellings of the same sound.
- To use the spelling rule for adding suffixes -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- To use the prefix un- -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- To apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- To write from memory simple sentences dictated by the teacher; that include words taught so far.

Writing Composition

Learn to write sentences through:

- Understanding that words can be joined together to make sentences.
- Saying aloud 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 make sure that it makes sense.
- Discussing what they have written with the teacher or other pupils.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.

Sentence Types

Learn to write and then apply the following sentences types:

- **1A sentence:** The man walked his black dog.
- **And sentence:** The man walked his dog and fed his cat.

Grammar

Pupils should be taught to:

- Leave spaces between words;
- Use capital letters for the names of people, places, the days of the week and the pronoun, I.
- Understand the words: noun (as an object or naming word), verb (as a doing or happening word), adjectives (words used to describe nouns).
- Join words and sentences using and.

Punctuation

- Begin to punctuate sentences using a capital letter and a full stop.
- Begin to punctuate sentences using question marks or exclamation marks.
- Begin to use capital letters for names and the possessive pronoun I'.

Key Vocabulary

- | | |
|------------------|--------------------|
| • Letter | • Full stop |
| • Capital letter | • Question mark |
| • Sentence | • Exclamation mark |
| • Word | • Singular |
| • Plural | • Noun |
| • Punctuation | • Verb |
| | • Adjective |

Speaking and Listening

- Speak audibly and fluently with an increasing command of Standard English.
- use relevant strategies to build their vocabulary
- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and knowledge.
- Participate in role-play and discussion.

Handwriting

Pupils should be taught to:

- sit correctly at the table, holding a pencil correctly and comfortably.
- begin to form lower case letters in the correct direction, starting and finishing in the right place.

- form capital letters.
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. RWI – Around letters, down letters, curly letters, zig zag letters) and to practise these.
- (Ready for Y2) form lower-case letters of the correct size relative to one another (RWI St1b boat, sun, water letters)



Model English Curriculum: Writing

Year 2

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Introduce: Narrative: fantasy stories/traditional and fairy stories/stories by the same author

Information texts: instructions/non-chronological reports

Simple forms of poetry: with patterned language/on a theme/funny/classical and contemporary.

Recount: writing about real events

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; sentence type application: simple, descriptive, conjunction.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command/imperative verbs; simple title 'How to....'

Recount: Use of pronoun 'I'; past tense verbs; chronological order; use of simple, descriptive and conjunction sentences.

Information texts: Factual, past tense, headings/subheadings/topic words (tech lang.), use of bullet points.

Writing Composition	Sentence Types	Grammar
<p>Learn to write sentences through:</p> <ol style="list-style-type: none"> 1. Composing individual sentences orally and then writing them down: (Year 1) <p>Pupils should learn to:</p> <p>Consider what they are going to write before beginning by:</p> <ol style="list-style-type: none"> 1. Planning or discussion. 2. Writing down ideas and/or key words, including new vocabulary. 3. Encapsulating what they want to say, sentence by sentence. <p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ol style="list-style-type: none"> 1. Writing narratives about personal experiences and those of others. 2. Writing about real events. 3. Writing for different purposes. <p>Pupils should be taught to:</p> <p>Make simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none"> 1. Evaluating their writing with the teacher and other pupils. 2. Re-reading to check that their writing make sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form: (something happening or not happening now). 3. Proof-reading to check for errors in spelling, grammar or punctuation. 4. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Consolidation of Year 1 sentence types.</p> <p>Learn to write and then apply the following sentence types:</p> <ul style="list-style-type: none"> • Connective Sentence: Next the old man walked his dog. • Conjunction Sentence: We had a party because it was my birthday. We won't play out if it continues to rain. • 2A sentences. The tired, old man walked his dog. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and begin to use sentences with different forms: statement, question, exclamation or command. • Use expanded noun phrases to describe and specify: give more detail to a noun: e.g. 2A sentences expand before the 1st noun. • Use a range of conjunctions/connectives to extend sentences: e.g. subordination (when, if, that, because) or co-ordination (and, or, but). • Use some features of written Standard English; encourage the use of written Standard English and correct mis-use. • Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to describe verbs); pronoun (words that replace nouns). • Use correct choice and consistent use of present and past tense in writing. • Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a 'verb phrase': 'is swimming'; some tenses require only a verb: 'he swims' others require a verb phrase.

Phonics and spelling	Punctuation	Key Vocabulary
<ul style="list-style-type: none"> RWI – Review set 1 + 2 sounds. Teach and review set 3 sounds. Segmenting words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i> Pupils should be taught to write from memory simple sentences dictated by the teacher that include words/punctuation taught so far. Misspellings of words that pupils have been taught should be corrected. apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> Use of familiar punctuation: capital letters and full stops; Use of exclamation marks, question marks, commas for lists (inc in between adjectives in 2A or 4A sentences); Use of apostrophes for contractions: it is = it's/did not = didn't etc The possessive apostrophe (singular nouns) Use of inverted commas to punctuate speech: (entry Year 3). 	<ul style="list-style-type: none"> Sentence Singular Plural Punctuation Question mark Exclamation mark Apostrophe Comma Noun Conjunction/connective Verb Adjective Adverb Phrase Noun phrase Statement Question Command Tense (past & present). Verb phrase
Handwriting		Speaking & Listening
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another (RWI st 1B) 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 (RWI St 2 + 3) write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 		<ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English. Use relevant strategies to build their vocabulary. Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. <p>Participate in role-play and discussion.</p>



Model English Curriculum: Writing

Year 3

Text Types: Revise and use a range of text types covered to date in cross-curricular writing.

Introduce:

Story writing: focus on settings/focus on characters/stories by the same author

Instructions

Information Text: non-chronological reports

Recount

Poetry: shape poems and calligrams/poet study/poems on a theme

Play scripts: (reading of).

Key Features:

Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

Recount: Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences.

Information texts: Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences.

Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.

Writing Composition

Pupils should be taught to plan their writing by:

- Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
- Discussing and recording their ideas in different ways.

Pupils should be taught to 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).
- Organising writing into paragraphs in order to group related material.
- In narratives, creating settings, characters and plot.
- In non-narrative, using simple organisational devices such as headings/subheadings.

Pupils should be taught to evaluate and edit by:

- Assessing the effectiveness of their own writing and others' writing and suggesting improvements.
- Proof-reading for spelling, grammar and punctuation errors.
- Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.

Sentence Types

Consolidation of Year 2 sentence types.

Learn to write and then apply the following sentence types:

- BOYS Sentence:** (but, yet, so): The old man walked his dog, so he could get some fresh air.
- Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
- Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Entry Year 4)
- FA Sentence:** Later that day, he walked his dog. Slowly, she tiptoed into the room.

Grammar

Pupils should be taught to:

- Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences.
- Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences.
- 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]
- Use features of written and spoken Standard English.
- Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: *Later that day...., Slowly...., Behind the shed....*
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. BOYS sentences)
- Use of the present perfect form of verbs instead of the simple past. *He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb)*. This could be referred to as a 'verb phrase' e.g. 'has gone out'.
- Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how),

		preposition (a word used with a noun or pronoun to show direction, location or time).
<p>Phonics and Spelling</p> <p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (see Appendix 1). • Understand how to place the apostrophe in words with regular plurals. • Spell common homophones and near homophones, <i>see/sea</i>, <i>won/one</i>. • Use a dictionary to check a spelling. • Add suffixes beginning with vowels to words of more than one syllable e.g. <i>forgetting</i>, <i>beginner</i>, <i>limited</i>. • The ‘i’ sound represented as ‘y’ other than at the end of words, e.g. <i>myth</i>, <i>hymn</i>. • The ‘u’ sound spelt ‘ou’ e.g. <i>touch</i>. • Additional prefixes: <i>dis</i>, <i>mis</i>, <i>un</i>, <i>in</i>, <i>ill</i>, <i>im</i>, <i>ir</i>, <i>re</i>, <i>super</i>, <i>anti</i>, <i>auto</i>. (formation of nouns using a range of prefixes) • Suffix, -ly. • Words ending in –ure, -sure. • Words ending in –sion. • Words ending in –us. • Variations of the ‘ei’ sound, <i>ei</i>, <i>eigh</i>, <i>ey</i>, e.g. <i>vein</i>, <i>weigh</i>, <i>they</i>. • Word families (showing how words are related in form and meaning e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>.) • Write from memory simple sentences as dictated by the teacher. 	<p>Punctuation</p> <p>As Year 2:</p> <ul style="list-style-type: none"> • Use of familiar punctuation: capital letters and full stops; • Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in 2A); • Use of apostrophes for contractions: it is = it's/did not = didn't etc • The possessive apostrophe (singular nouns) <p>Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • The possessive apostrophe (singular and plural nouns). • Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4). • Use of commas after fronted adverbials, <i>During the night,...Below the table,... Slowly and calmly,...</i> 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction/connective • Clause • Subordinate Clause • Direct speech • Simile • Adverbial phrase • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Preposition • Prefix • Inverted commas/speech marks • Verb phrase
	<p>Handwriting</p> <ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join letters. • Know that capitals are unjoined. • Increase legibility and consistency of handwriting. • Lines of writing spaced sufficiently. • Ascenders and descenders do not touch. 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Begin to select and use appropriate registers for effective communication. • Begin to 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.



Model English Curriculum: Writing

Year 4

Text Types :Revise and use a range of text types covered to date in cross-curricular writing.

Introduce:

Newspapers: recount real/imaginary events

Instructions

Information Texts: explanations

Letters: formal and informal

Adventure and mystery stories: focus on plot

Poetry: funny and word play/poet study/from other countries and cultures

Plays scripts (writing of) Persuasive texts (reading of)

Key Features:

Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to'

Recount (Newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.

Information texts: Factual, past tense, headings/subheadings/topic words (tech lang); use of BOYS sentences, extra information sentences.

Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching).

Writing Composition

Sentence Types

Grammar

Pupils should be taught to plan their writing by:

1. Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
2. Discussing and recording their ideas in different ways.

Pupils should be taught to draft and write by:

1. Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures).
2. Organising writing into paragraphs around a theme.
3. In narratives, creating settings, characters and plot.
4. In non-narrative, using simple organisational devices such as headings/subheadings.

Pupils should be taught to evaluate and edit by:

1. Assessing the effectiveness of their own writing and others' writing and suggesting improvements.
2. Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.
3. Proof-reading for spelling, grammar and punctuation errors.
4. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.

Consolidation of Year 3 sentence types.

Learn to write and then apply the following sentence types:

- **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)
- **3 ed Sentence:** Frightened, terrified, confused, the man walked his dog.
- **Verb, person Sentence:** Crying, Stanley walked his dog.
- **Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.

Pupils should be taught to:

- Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
- Building from Y3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. *the teacher becomes: the strict maths teacher with the curly hair*.
- Building from Yr 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause.
- Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. *when, if, because, although*.
- Use of reported speech as well as direct speech.
- Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: *the, those, the, whose*
- Understand and use the term clause and subordinate clause. (Main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).
- Use Standard English forms for **verb inflections** instead of local spoken forms e.g., *we were* instead of *we was*, or *I did* instead of *I done*

Phonics and spelling	Punctuation	Key Vocabulary
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (see Appendix 1). • Understand how to place the apostrophe in words with irregular plurals, e.g. children's. • Continue to spell further homophones and near homophones, see/sea, won/one. • Use a dictionary to check a spelling. • Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. • Additional prefixes, inter, sub. • Words which end in sion, -cian, -tion, ssion. • Words with the 'k' sound spelt ch, e.g. character, echo (Greek in origin). • Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin). • 'g' sounds spelt 'gue' e.g. league. • 'k' sounds spelt que, e.g. unique. • 's' sounds spelt sce, e.g sciences. • Write from memory simple sentences as dictated by the teacher. 	<p>As Year 3:</p> <ul style="list-style-type: none"> • Become more accurate in use of inverted commas to punctuate speech. • Use of the possessive apostrophe (singular and plural nouns). • Use of commas after fronted adverbials, <i>During the night,...Below the table,... Slowly and calmly,....</i> <p>Year 4:</p> <ul style="list-style-type: none"> • Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted, end punctuation within inverted commas, "Sit down!"</i> 	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction • Clause • Subordinate Clause • Direct speech • Reported speech • Compound sentence • Complex sentence <ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Determiner • Simile
Handwriting	Speaking & Listening	
	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes to join letters. • Know that capitals are unjoined. • Increase legibility and consistency of handwriting. • Lines of writing spaced sufficiently. • Ascenders and descenders do not touch. 	<ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Begin to select and use appropriate registers for effective communication. • Begin to 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. • Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.



Model English Curriculum: Writing

Year 5

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Introduce:

Persuasive texts: including argument

Information Texts: non-chronological reports

Discussion

Myths and Legends: focus on characters

Fantasy fiction: focus on setting

Contemporary fiction: focus on plot

Poetry: narrative poems/poet study/classical poetry

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

Recount (newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.

Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences etc.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching); opening statement; arguments-often in the form of points plus elaboration.

Writing Composition

Pupils should be taught to plan their writing by:

3. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
4. Noting and developing initial ideas, drawing on reading and research where necessary.
5. In writing narratives, considering how expert authors have developed characters and setting.

Pupils should be taught to draft and write by:

1. Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning.
2. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
3. Précising longer passages.

Pupils should be taught to evaluate and edit by:

1. Assessing the effectiveness of their own and others' writing.
2. Ensuring the consistent and correct use of tense throughout a piece of writing.
3. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

Pupils should be taught to proof-read for spelling and punctuation errors.

Sentence Types

Consolidation of Year 4 sentence types.

Learn to write and then apply the following sentence types:

- **De:De Sentence:** (Description:Detail): The old man was exhausted: he hadn't slept for hours.

Grammar

Consolidation of Year 4 Grammar.

Year 5 Pupils should be taught to:

- Use devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly etc.*
- Link ideas across paragraphs using adverbials of time, *later..., place, nearby..., and number, secondly...* or tense choices, *he had seen her before.*
- Use relative pronouns: who, whom, those, which, that etc
- Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g.. I have a friend **who** speaks five languages (no comma is used to separate the main clause from the relative clause).
- Indicate degrees of possibility using adverbs e.g. *perhaps, surely* or modal verbs e.g. *might, should, will, must.*
- Use expanded noun phrases to convey complicated information concisely.

Phonics and spelling	Punctuation	Key Vocabulary
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to use them (see Appendix 1). Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency. Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly. Add suffixes beginning with vowels to words ending in -fer, e.g. transferred, referring. Words with 'e' sound spelt ei after 'c' e.g. deceive, ceiling (plus all the exceptions to the rule). Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough. Silent letters e.g. doubt, knight, lamb. Homophones and other words often confused (see Appendix 1). Use a dictionary to check a spelling and meaning of words. Use a thesaurus to check antonyms and synonyms. 	<p>As Year 4:</p> <ul style="list-style-type: none"> Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!" Use of commas after fronted adverbials, <i>During the night,...Below the table,... Slowly and calmly,....</i> <p>Year 5:</p> <ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. Use of brackets, dashes or commas to indicate parenthesis (additional information). Use of semi-colons to separate main clauses within compound sentences. 	<ul style="list-style-type: none"> Comma Noun Conjunction/connective Clause Subordinate Clause Direct speech Simile Determiner Modal Verb Relative pronoun Relative clause Parenthesis Bracket Dash <ul style="list-style-type: none"> Verb Adjective Adverb Phrase Noun phrase Statement Question Command Tense (past & present). Pronoun Preposition Prefix Inverted commas/speech marks
Handwriting	Speaking & Listening	
<ol style="list-style-type: none"> Write legibly, fluidly and with increasing speed and style. Develop a personal style. Choose the appropriate writing implement best suited for the task. 	<ol style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s); Articulate and justify answers, arguments and opinions; Ask relevant questions to extend their understanding and knowledge; Speak audibly and fluently with an increasing command of Standard English; Select and use appropriate registers for effective communication; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Participate in discussions, presentations, performances, role-play/improvisations and debates. 	



Model English Curriculum: Writing

Year 6

Text Types

Revise and use a range of text types covered to date in cross-curricular writing.

Introduce:

Information Texts: **Explanations**

Biography & autobiography

Journalistic writing

Classic fiction: focus on characterisation and setting

Spy stories: focus on plot

Diaries and blogs

Poetry: poems on a theme/poet study/poems with specific structures

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move a story forwards.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

Recount (newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.

Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences; columns, bullets or tables to structure texts.

Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching). Opening statement; arguments-often in the form of points plus elaboration.

Writing Composition

Pupils should be taught to plan their writing by:

1. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
2. Noting and developing initial ideas, drawing on reading and research where necessary.
3. In writing narratives, considering how expert authors have developed characters and setting.

Pupils should be taught to draft and write by:

1. Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning.
2. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
3. Précising longer passages.
4. Using a wide range of devices to build cohesion within and across paragraphs.
5. Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc.

- Pupils should be taught to evaluate and edit by:

Sentence Types

Consolidation of Year 5 sentence types.

Learn to write and then apply the following sentence types:

- **If, if, if, then Sentence:** If he hadn't gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened.
- **All the Ws sentence:** Will that really be the end? What next?

Grammar

Consolidation of Year 5 Grammar.

Pupils in Year 6 should be taught to:

- Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. If I were... or Were they....
- Using passive verbs to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse. versus The window in the greenhouse was broken (by me).*
- Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, *on the other hand, in contrast, as a consequence*, as well as ellipsis.
- Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing.

<ul style="list-style-type: none"> 1. Assessing the effectiveness of their own and others' writing. 2. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3. Ensuring the consistent and correct use of tense throughout a piece of writing. 4. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors. 		
<p>Phonics and spelling</p> <p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to use them. (see Appendix 1) • Words with tious or cious endings, e.g. vicious, infectious • Continue to build on knowledge of silent letters e.g. thistle, solemn • Continue to develop knowledge of homophones and other words often confused. (See Appendix 1) • Use a dictionary to check a spelling and meaning of words. • Use a thesaurus to check antonyms and synonyms. • words ending in tial, cial, e.g. official, essential • Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter • Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically 	<p>Punctuation</p> <p>As Year 5:</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning and avoid ambiguity. e.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. • Use of brackets, dashes or commas to indicate parenthesis: (additional information). <p>Year 6:</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up. • Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count. • Punctuate bullet points to list information. • Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark. 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Comma • Noun • Conjunction/connective • Clause • Subordinate Clause • Direct speech • Simile • Determiner • Modal Verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Subject • Object • Colon • Semi-colon • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Active • Passive • Ellipsis • Hyphen
	<p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly, fluidly with increasing speed and style. • Develop a personal style. • Choose the appropriate writing implement best suited for the task. • Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals). 	<p>Speaking & Listening</p> <ol style="list-style-type: none"> 1. Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 2. Speak audibly and fluently with an increasing command of Standard English. 3. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 4. Listen and respond appropriately to adults and their peers.



Model English Curriculum: Reading

Year 1

<i>Word Reading</i>	<i>Comprehension</i>
<p>Can work out quickly the pronunciation of unfamiliar printed words. (decoding)</p> <p>Able to quickly recognise familiar printed words.</p> <p>Understand that the letters on the page represent the sounds in spoken words.</p> <p>Phonics should be emphasised in the early teaching of reading to beginners.</p>	<p>Comprehension skills develop through experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.</p> <p>All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.</p> <p>Establish an appreciation and love of reading, and gain knowledge across the curriculum.</p> <p>Read widely and increase vocabulary through encountering words they would rarely hear or use in everyday speech.</p> <p>Read to feed imagination and opening up a treasure-house of wonder and joy for curious young minds.</p>

Decoding	Word Recognition	Patterns & Rhymes	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
Apply phonic knowledge and skills as the route to decode words.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart.	Develop pleasure in reading, motivation to read, and understanding. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 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.	Understand both the books they can already read accurately and fluently and those they listen to. Draw on what they already know or on background information and vocabulary provided by the teacher. discussing word meanings, linking new meanings to those already known Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.	Knows to stop at a full stop. Reads aloud with appropriate expression. Reads from texts with pace and expression.	Uses Grammar to decipher unfamiliar words. 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, e.g. I'm, I'll, we'll, and understand that the apostrophe signals the omission of a letter.	Knows difference between fiction and non-fiction.
Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.	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.						
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Re-read these books to build up their fluency and confidence in word reading.						



Model English Curriculum: Reading

Year 2

<i>Word Reading</i>	<i>Comprehension</i>
<p>Pupils should be able to read all common graphemes, and should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading.</p> <p>Be able to read many common words containing GPCs taught so far, such as shout, hand, stop, or dream, without needing to blend the sounds out loud first.</p> <p>Pupils' reading of common exception words, such as you, could, many, or people, should be secure this will increase their fluency by being able to read these words easily and automatically.</p> <p>Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.</p>	<p>Continue to focus on establishing pupils' accurate and speedy word reading skills.</p> <p>Pupils should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p> <p>Pupils can read well and do so frequently, they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>

Decoding	Word Recognition	Patterns & Rhymes	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read and understanding.</p> <p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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.</p> <p>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>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Use commas, question marks and exclamation marks to vary expression.</p> <p>Read aloud with expression and intonation.</p>	<p>Read accurately words of two or more syllables.</p> <p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe, signals the omission of a letter.</p> <p>Read words containing common suffixes.</p>	<p>Knows difference between fiction and non-fiction.</p> <p>Introduced to non-fiction books that are organised in different ways.</p> <p>Use contents & index to find information</p>



Model English Curriculum: Reading

Year 3

Word Reading

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound blending.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Comprehension

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should develop an understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently.

They should develop knowledge and skills in reading non-fiction about a wide range of subjects.

They should learn to justify their views about what they have read with support where necessary.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Understand what they read, in books they can read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p>	<p>Confident to attempt reading aloud in different contexts</p> <p>Understand how commas are used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopts a story-telling voice when needed.</p> <p>Identify how apostrophes are used to show possession in reading.</p>	<p>Recognise plurals and collective nouns.</p> <p>Recognise pronouns and how they are used.</p> <p>Identify and discuss how adjectives and verbs bring reading to life.</p> <p>Recognise adverbs and how they are used in their reading.</p> <p>Identify powerful verbs within reading.</p> <p>Relate tense to text type and structure.</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction.</p>



Model English Curriculum: Reading

Year 4

Word Reading

All pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should decode new words outside their spoken vocabulary when necessary, making a good approximation to the word's pronunciation.

Pupils should not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Comprehension

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Develop an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently.

Further develop knowledge and skills in reading non-fiction about a wide range of subjects.

Learn to justify their views about what they have read with increasing independence.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Pupils should be taught to:</p> <p>Further develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.</p> <p>Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Understand what they read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>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.</p>	<p>Confident to read aloud in different contexts.</p> <p>Understands how a range of punctuation is used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopt a story-telling voice when needed.</p> <p>Identifies how apostrophes are used to show possession in reading.</p>	<p>Recognise plurals and collective nouns, as well as pronouns (and their purpose).</p> <p>Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</p> <p>Explain how tense relate to text type and structure.</p> <p>Identify how sentence types can be changed by changing word order, tenses, adding or deleting words or changing punctuation.</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction, beginning to use notes.</p>



Model English Curriculum: Reading

Year 5

Word Reading

During Years 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Comprehension

Children should be able to prepare readings, developing effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Reading should be sufficiently fluent and relatively effortless across subjects and not just in English, with a need for pupils to learn subject-specific vocabulary.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Intonation & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>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 traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, developing understanding through use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, developing their own and others' ideas and beginning to challenge views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Ask questions to improve their understanding of what they have read</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Recognise and unpick complex sentences.</p> <p>Begin to develop an awareness of how pace of reading can add to the excitement.</p> <p>Understand how a set of sentences are organised to create maximum effect.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Recognise and unpick complex sentences.</p> <p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Use more than one source of evidence when carrying out research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Develop use of skimming, scanning and note-taking to identify the key points in a text.</p>



Model English Curriculum: Reading

Year 6

Word Reading

During Years 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

All children should read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy (at a speaking pace).

They should read the majority of words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should use a range of strategies to determine both the meaning of the word and how to pronounce it correctly.

Comprehension

Children should be able to prepare readings, with appropriate and effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, discussing what they have read with detail.

By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English. There will continue to be a need for pupils to learn subject-specific vocabulary.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Intonation & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Further 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.</p> <p>Recommend books that they have read to their peers, giving justified reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through accurate and effective use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Continue to check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw multiple inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and Implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions and debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Ask questions to improve their understanding of what they have read.</p> <p>Provide reasoned justifications for their views.</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within a wider range of sentences and identify how they are connected.</p> <p>Further develop awareness of how pace of reading can add to the excitement, using this effectively.</p> <p>Appreciate how a set of sentences are organised to create maximum effect with understanding of how manipulation of clauses can achieve an effect.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within a wider range of sentences and identify how they are connected.</p> <p>Recognise and unpicks complex sentences.</p> <p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes.</p> <p>Retrieve, record and present information effectively from non-fiction.</p> <p>Use more than one source of evidence when carrying out research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Use skimming, scanning and note-taking to identify the key points in a text.</p>

