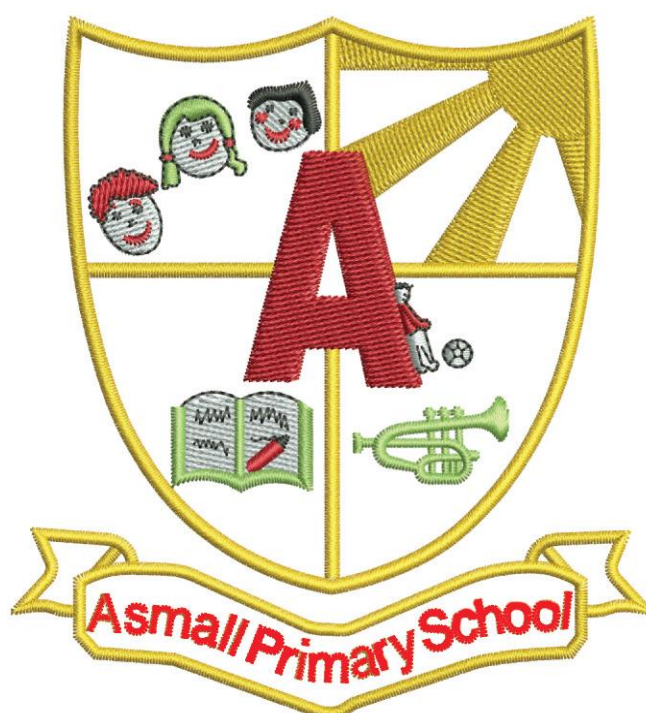


Asmall Primary School



ENGLISH POLICY
September 2025

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Statement of intent, implementation and impact

The intent of the school's English curriculum:

Our progressive English curriculum is centred on high quality texts that aim to fully immerse each child into the world of literature. These rich literary experiences are underpinned by sequential skills that build on the children's prior knowledge and ensure a secure acquisition of reading and writing skills. Within the wider curriculum, reading and writing opportunities are carefully planned to further expand and build on children's vocabulary. There are opportunities for the children to articulate and develop their oracy skills across the curriculum. Beyond the classroom, theatre trips, visits to local learning destinations and whole school events highlight and continually build a love of reading. This reading culture effectively prepares our pupils for life in the modern world.

The implementation of the school's English curriculum:

Our systematic, synthetic phonic program Red Rose runs consistently through EYFS and KS1. Phonic intervention is also planned and delivered to ensure all children achieve and build on their skills throughout their time at Asmall. A secure phonetical understanding and the sequential learning of words (including high frequency and tricky) ensure children become confident independent readers. Class teachers ensure home reading books match the ability of each child both in terms of word reading and comprehension skills.

In EYFS, communication and language objectives and literacy objectives are taught alongside SSP enabling children the tools to begin to write. This early milestone is nurtured within Asmall and we continue to nurture our young learners writing journey throughout KS1 and right through KS2.

Our English curriculum is personalised from the award-winning Literacy Tree scheme and it is centred on high quality texts that have been matched to the age and stage of each year group. Reading opportunities are an integral part of every daily English lesson. Writing skills are thoughtfully built from prior learning ensuring children develop their transcription and composition skills within each year group they are taught. In KS2, No nonsense Grammar and No nonsense Spelling schemes are used alongside our English curriculum to develop children's competencies to ensure children develop accuracy and fluency within their writing.

At Asmall, children are given many opportunities to read for pleasure. Every classroom has their own library with a plethora of books that match the age and stage of the children in each classroom. Class teachers model high quality reading to the children across the curriculum, both important for the children in terms of knowledge acquisition and overall enjoyment of specifically chosen class reads to further promote a love of reading. Reading assemblies and daily reading, promoted in school and at home, further support a knowledge rich curriculum.

Our English curriculum is well thought out, progressive and sequenced to enable our children to thrive as individuals, family members and members of society.

The impact of the school's English curriculum can be seen in:

-  Most children are reaching the end of year expectations in terms of attainment and progress.
-  The children are able to decode words and apply their phonological knowledge to segment and blend words to read smoothly.
-  The children read fluently across a range of age appropriate texts.
-  Internal assessments / national tests show children are in-line with national data.
-  Their readiness and preparedness for their next stage of education – EYFS to KS1, KS1 to KS2 and KS2 into KS3 at Secondary School.
-  The quality and breadth of the work children produce in their English books, as well as writing opportunities evident across their History, RE, Geography and Science books.
-  In KS2, children are moving onto pen and are consistently and fluently joining their handwriting.
-  The children's love of reading is visible across the school.
-  The classroom learning environments and access to the whole school library show reading and writing are a crucial part of being at Asmall.
-  Children talk enthusiastically about books and read regularly for pleasure and information.
-  Children are able to write effectively using grammatically correct sentences for a range of purposes using year group relevant skills.
-  In KS2, children are moving onto pen and are consistently and fluently joining their handwriting.
-  Termly assessments show the children's attainment and tracks their progress.
-  The knowledge they share when talking about their learning – they know more and are able to do more than when they started.

We strive for all children to attain in-line with, or to exceed, age-related expectations in Phonics, Reading, Writing, Grammar, Punctuation and Spelling. Teachers use on-going assessment to monitor the children's progress against each year groups learning objectives. The English leader monitors English across the school to evaluate the impact of the curriculum on children's learning and progress.

1. Legal framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Organising and engaging in meaningful monitoring of the subject, through various ways, e.g. book looks, learning walks, lesson observations, coaching, feedback, discussions around planning, teacher interviews, student interviews etc.
- Keeping up to date with current best practice and research.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

3. EYFS

All children within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in EYFS settings.

In accordance with the literacy area of the early learning goals (ELGs) outlined in the 'Statutory framework for the early years foundation stage', children will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent to their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. Teaching and learning

The English curriculum is delivered five times a week for KS1 and KS2, in scheduled daily lesson time. In KS2, it is expected that the English lesson is one hour long.

Phonics is taught daily in EYFS and KS1.

Grammatical errors (age-suitable) are corrected on written work by classroom teachers and discussed orally with pupils where necessary.

Classroom teachers will use high-quality resources, including the Literary Tree, which effectively models English skills and demonstrate good practice.

Pupils will be encouraged, by their classroom teachers, to practice, plan or discuss their English skills with their peers and with the whole class before beginning their written work.

Pupils will be given sufficient time to discuss, plan, write and edit their work.

In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills. As small uses the continuous cursive letter formation, which begins in Year 2. In Year 1 and EYFS, the Red Rose materials are used to support the introduction and formation of letters.

Bounce Back Phonics intervention will be used to support children in KS2 'catch up' to bring them in-line with the age related expectations in spelling.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Use of No Nonsense Spelling, weekly. Year 3 will use Red Rose Spelling.
- Spelling lists and key words to take home and practise.
- Using displays of key words linked to topics and subjects.
- Practising using the correct vocabulary orally.
- Dedicating lesson time to focus on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of high-quality texts to explore new vocabulary.
- Providing one-to-one support, where necessary.
- Modelling a range of vocabulary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson, and across other subjects. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions, where appropriate.

Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively, where appropriate. Reasonable adjustments to ensure all children with SEND can access the whole of the English curriculum.

The classroom teacher, in collaboration with the subject leader, will ensure that every pupil's needs are met by:

- Setting tasks which can have a variety of responses.
- Scaffolding the activities, so that they can be achieved by all.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs to ensure that all pupils are satisfactorily supported.

The use of working walls, to support information retrieval, are used at Asmall.

Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Ensuring pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Teaching pupils to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

In EYFS, they use the primary and specific areas of learning to tailor the English curriculum, whilst using the children's interest to drive planning and learning experiences. The Literacy Tree curriculum is sometimes used to support EYFS planning. In KS1 and KS2, The Literacy Tree is used for the daily lessons, medium term and long-term planning in English. There are high quality texts, matched to year groups and progression of skills is well planned for. The class teacher can use the Literacy Tree comprehensively, or use their judgement as to what lessons they will use or 'join together'. The class teacher may find they will use a different text and plan a stand-alone week away from the scheme to allow for the children's interests at the time, current topics elsewhere in the curriculum or a key event during the year.

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, considering pupils' needs and identifying the methods in which topics could be taught. Long-term planning will be used to outline the units/books to be taught within each year group. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2'.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oracy with the whole class and targeted groups. All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges. Objectives are regularly revisited. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

5. Homework

Homework will be set by class teacher. This will include reading and spelling on a weekly basis. Written English/ research homework will happen at certain points through the school term, dependant on where the children are up to in the unit.

6. Assessment and reporting

Pupils will be assessed and their progression recorded in-line with the school's Primary Assessment Policy.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests (Testbase/previous year's SATs papers) and formal exams.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. Teachers will attend termly meetings with SLT to discuss the progress of pupils. Interventions are planned for and are guided by the children's growing capabilities. Interventions might take place individually or in small groups.

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum. Standardised tests will happen in Y2 and Y6 – these are provided by the DfE and administered/marked using their guidance.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' performance in English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO, alongside SMT and class teacher – joining the TA where appropriate.

7. Cross-curricular links

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

Mathematics

In regards to mathematics, English skills contribute greatly. EYFS children encounter patterns, spaces and shapes in English lessons. Pupils in KS1 come across stories that involve rhymes that include counting and sequencing. Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms. Across in KS1 and KS2, reasoning questions are used widely. The children's comprehension of information, alongside their mathematical understanding is assessed and supported by the class teacher.

Science

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, focused recording and for verbally explaining their findings

to the class and to a teacher. Understanding of scientific vocabulary underpins the children's learning experience.

Humanitarian subjects

Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon. Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Oracy

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance. Whole school performances and the use of scripts to learn songs and lines are used widely throughout the school.

Computing

Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

8. Equal opportunities

All pupils will have equal access to the English curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons. If English is an additional language, support will be put in-place to support the child's developing capabilities. Additionally, outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Cultural and gender differences are positively reflected in lessons and teaching materials used.

9. Monitoring and review

This policy will be reviewed **annually** by the subject leader.

A named member of the governing board will be briefed to oversee the teaching of English, and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- 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.

Year 1

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 Grapheme Phoneme Correspondences (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 and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud 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.

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.
- 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 correct 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.
- 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.

Writing – transcription:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
 - Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a 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. letters that are formed in similar ways) and to practice these.

Writing – 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.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:

- Leaving spaces between words.
- Joining words and joining clauses using.
- 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 the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the 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.

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 classical 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.
- Understand both books that they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know, or background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Making inferences on 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.

Writing - transcription:

- Pupils should be taught to spell by:
 - Segmenting spoken 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.
 - Learning the possessive apostrophe (singular) for example, the girl's book.
 - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Form lower-case letters of the correct size relative to one another.
- 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 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.

Writing – comprehension:

- 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.
 - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- 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.
 - Expand upon 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 the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to 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.

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.
 - Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interests and imagination.
 - Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding 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.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).

- 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.

Handwriting:

- 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).

Writing – 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 other's writing and suggest improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading 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.

Writing – vocabulary, grammar and punctuation:

- 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.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
 - Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing 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.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - 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.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- 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.
- Provide reasoned justifications for their views.

Writing – transcription:

- 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 in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
 - 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.

Writing – 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.
 - Précising longer passages.
 - Using a wide range of devices to build cohesion within and across paragraphs.
 - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- 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.

Writing – vocabulary, grammar and punctuation:

- 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.
- 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.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.