

Spoken Language (Years 1-6)

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role-play/improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

Reading

1. 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.

Comprehension

1. maintain positive attitudes to reading and understanding of what they read by:
 - i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ii. reading books that are structured in different ways and reading for a range of purposes
 - iii. 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
 - iv. recommending books that they have read to their peers, giving reasons for their choices
 - v. identifying and discussing themes and conventions in and across a wide range of writing
 - vi. making comparisons within and across books
 - vii. **learning a wider range of poetry by heart**
 - viii. **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**
2. understand what they read by:
 - i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ii. asking questions to improve their understanding
 - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - iv. predicting what might happen from details stated and implied
 - v. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - vi. identifying how language, structure and presentation contribute to meaning
3. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
4. distinguish between statements of fact and opinion
5. retrieve, record and present information from non-fiction
6. 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
7. 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
8. provide reasoned justifications for their views.

Handwriting and Presentation

1. write legibly, fluently and with increasing speed by:
2. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
3. choosing the writing implement that is best suited for a task.

Composition

1. plan their writing by:
 - i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - ii. noting and developing initial ideas, drawing on reading and research where necessary
 - iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
2. draft and write by:
 - i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - iii. précising longer passages
 - iv. using a wide range of devices to build cohesion within and across paragraphs
 - v. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
3. evaluate and edit by:
 - i. assessing the effectiveness of their own and others' writing
 - ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - iii. ensuring the consistent and correct use of tense throughout a piece of writing
 - iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
4. proof-read for spelling and punctuation errors
5. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar & Punctuation

1. develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - ii. using passive verbs to affect the presentation of information in a sentence
 - iii. using the perfect form of verbs to mark relationships of time and cause
 - iv. using expanded noun phrases to convey complicated information concisely
 - v. using modal verbs or adverbs to indicate degrees of possibility
 - vi. using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
 - vii. learning the grammar for years 5 and 6 in English Appendix 2
2. indicate grammatical and other features by:
 - i. using commas to clarify meaning or avoid ambiguity in writing
 - ii. using hyphens to avoid ambiguity
 - iii. using brackets, dashes or commas to indicate parenthesis
 - iv. using semi-colons, colons or dashes to mark boundaries between independent clauses
 - v. using a colon to introduce a list
 - vi. punctuating bullet points consistently
3. use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

APPENDIX 2: Year 6: Detail of content to be introduced (statutory requirement)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover, ask for – request, go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If <u>Lwege</u> or <u>Were they</u> to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipses layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

Text Structure

Consolidate +
Introduce:

Secure independent planning across story types using 5 part story structure.
Include suspense, cliff hangers, flashbacks/forwards, time slips
Start story at any point of the 5 part structure
Maintain plot consistently working from plan

Paragraphs – Secure use of linking ideas within and across paragraphs

Secure development of characterisation

Non-fiction:

Secure planning across non-fiction genres and application

Use a variety of text layouts appropriate to purpose

Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions
Express balanced coverage of a topic

Use different techniques to conclude texts

Use appropriate formal and informal styles of writing
Choose or create publishing format to enhance text type and engage the reader

Linking ideas across paragraphs using a wider range of **cohesive devices**:
semantic cohesion (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*), and **elision**
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Sentence Construction

Consolidate +
Introduce:

Secure use of simple / embellished simple sentences

Secure use of compound sentences

Secure use of complex sentences: (Subordination)
Main and subordinate clauses with full range of conjunctions: (**See Connectives and Sentence Signposts doc.**)

Active and passive verbs to create effect and to affect presentation of information e.g.

Active: *Tom accidentally dropped the glass.*

Passive: *The glass was accidentally dropped by Tom.*

Active: *The class heated the water.*

Passive: *The water was heated.*

Developed use of rhetorical questions for persuasion

Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*.

Literature Spine

Stories:

Out of the Ashes (Michael Morpurgo)
Holes (Louis Sachar)
I am David (Anne Holme)
Wolf Brother (Michelle Pave)
Millions (Frank Cottrell Boyce)
Clockwork (Phillip Pullman)
Gone (Michael Grant)
Noughts and Crosses (Majorie Blackman)
Reckless (Cornelia Funke)
Artemis Fowl (Eoin Colfer)
Boy (Roald Dahl)
Going Solo (Roald Dahl)
Brother's Grimm Fairytales

Poems:

Spelling (see also Appendix 1)

1. use further prefixes and suffixes and understand the guidance for adding them
2. spell some words with 'silent' letters [for example, knight, psalm, solemn]
3. continue to distinguish between homophones and other words which are often confused
4. 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
5. use dictionaries to check the spelling and meaning of words
6. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
7. use a thesaurus.

Statutory Genres

1. Fiction - narrative (settings, characters, atmosphere, dialogue, paragraphs)
2. Non-fiction - range of organisational devices, paragraphs

Year 6 English Overview

Word Structure/Language

Consolidate +
Introduce:

Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported, alleged, or claimed in formal speech or writing*)

How words are related as synonyms and antonyms e.g. *big/large / little*

Terminology (underlined in italics is statutory for New Curriculum)

Consolidate +
Introduce:

- *Active and passive voice*
- *Subject and object*
- *Hyphen*
- *Synonym, antonym*
- *Colon/ semi-colon*
- *Bullet points*
- *Ellipsis*
- *Bullet points*

Punctuation (underlined in italics is statutory for New Curriculum)

Consolidate +
Introduce:

Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.

Punctuation of bullet points to list information.

How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

Spelling – years 5 and 6

Review work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /s/ (siv spell – /siv or /siv)	Not many common words end like this. If the root word ends in –ce, the /d/ sound is usually spelled as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: analysis	vice, precise, concise, decisive, malicious, suspicious, analysis, cadence, fabric, infectious, ruthless
Endings which sound like /ed/	–ed is common after a vowel letter and –ed after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to France, commerce and province)	office, special, affix, partial, confidential, essential
Words ending in –ant, –antial, –antly, –ant, –antial, –antly	Use –ant and –antial, –antly if there is a related word with a /t/ or /d/ sound in the right position; –ant endings are often a clue. Use –ant and –antial, –antly after soft c (/s/ sound), soft g (/dʒ/ sound) and ss, or if there is a related word with a clear /t/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	obscure, observance, consent, expectant (expecting), hesitant, heathery (heathen), tolerant, tolerance (tolerant), substance (substantial), innocent, innocence, decent, security, frequent, frequently, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence

English – key stages 1 and 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and –ible	The –ible, –ibly endings are far more common than the –able, –ably endings. As with –ant and –antial, –antly, the –ible ending is used if there is a related word ending in –ible.	accommodably (accommodate), applicably (application), considerably (consideration), tolerably (tolerate)
Words ending in –ably and –ibly	If the –able ending is added to a word ending in –ce or –ge, the s after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in gap and part) before the s of the –able ending. The –ible ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ible. The first five examples opposite are obvious; in reliable, the complete word 'rely' is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. amiable).	changeable, reliable, fickle, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible(ly), horrible(horribly), terrible(ly), visible(ly), credible(ly), incredible(ly), sendable(ly)
Adding suffixes beginning with vowel letters to words ending in –er	The r is doubled if the –er is still stressed when the ending is added. The r is not doubled if the –er is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

English – key stages 1 and 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /t/ sound spelled as after c	The 't' before s except after 'c' rule applies to words where the sound is spelled by ts or ss. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /t/ sound).	decide, conceive, receive, perceive, cease
Words containing the letter string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought, rough, lough, enough, though, although, dough, through, thorough, borough, plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /t/, and the gh used to represent the sound that /ch/ now represents in the Scottish word loch.	doubt, island, lamb, solemn, throne, knight

English – key stages 1 and 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	In the pairs of words opposite, nouns and –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /t/ sound – which could not be spell c. More examples: aisle: a gangway between seats in a church, train, plane) affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascend: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridle: to do with a bridle at a wedding. bride: reins etc. for controlling a horse. crust: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).	advise/advise device/divise licence/licease practise/practise prophecy/prophesy father: father father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. in the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on

English – key stages 1 and 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	descent: the act of descending (going down). disent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable). dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt, also, to draw in someone (e.g. to draft in extra help). draught: a current of air.	principal: adjective – most important (e.g. principal balance); noun – important person (e.g. principal of a college). principle: noun (truth or belief). profit: money that is made in selling things. propriet: (stress on second syllable) someone who forecasts the future. stationary: not moving. stationery: paper, envelopes etc. steal: take something that does not belong to you. steel: metal. weary: cautious. true: existence. whisky: contraction of who is or who has whose: belonging to someone (e.g. whose jacket is that?)

Word list – years 5 and 6

accommodate	critique (critic + ize)	individual	relevant
accompany	curiosity	interfere	restaurant
according	define	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	malicious	shoulder
apparent	diabolous	mischievous	signature
appreciate	embarrass	muscle	sincerely
attached	environment	necessary	sister
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
brave	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	through
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convinced	identify	recognise	
correspond	immediately	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, larger words can be spell correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

English – key stages 1 and 2

Notes and guidance (non-statutory)

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scire meaning 'I know'.
- The word desperate, meaning 'without hope', is often pronounced in English as deep talk, but the -aper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.
- Familiar is related to firstly, so the /f/ sound in the first syllable of familiar is spell as a