

2014

# English Curriculum



Holt House Infant School & Pre-School

Developed by Helen Haynes and Roberta Reilly

### About the Developers:

Helen Haynes has been a primary headteacher for eleven years and is currently in her third headship. Before that as a literacy co-ordinator she implemented the National Literacy Strategy in a large 3 – 11 primary school in one of Sheffield's most deprived areas and was a lead literacy teacher for Sheffield Local Authority. She was the deputy headteacher of a school that required special measures and was responsible for ensuring rapidly raised standards at the end of KS2. Roberta Reilly has been a deputy headteacher for five years. Before that she was the successful literacy co-ordinator for a large 3 – 11 primary school in a deprived part of Rotherham. Holt House is part of Sheffield's KS1 strategy and works with other schools to raise standards in KS1.

### Rationale

This curriculum covers all the objectives for the National Curriculum in English 2013 for KS1. It takes activities from the National Literacy Strategy 'A Framework for Teaching' 1998 to give detail to the National Curriculum 2013 and aid termly progression. This 1998 Framework has been used because, in our opinion and experience, this is the framework which had the most positive impact on the quality of literacy teaching in schools and resulting pupil progress. Only KS1 has been covered because this document has been developed for an infant school. Should there be demand, we would be able to develop a similar curriculum for KS2.

Like the 1998 Framework, this document is designed to provide a practical structure of time and class management which reflects the structure of the teaching objectives in the National Curriculum. While this provides details of *what* should be taught, the Literacy Hour is the *means* of teaching it. The Literacy Hour should be implemented throughout the school to provide a daily period of dedicated literacy teaching time for all pupils. In order to cover all the objectives from the National Curriculum 2013 additional time will also be needed for

- phonics
- guided reading
- extended writing
- reading to the class, discussing texts and learning poetry (e.g. in end of day sessions)
- pupils' own independent reading (for interest and pleasure)

In our opinion the danger in the National Curriculum 2013 is that it will herald a return to 'transmission' teaching with word and sentence objectives being taught as discrete elements, without clear links to texts being made. Another danger is that, as the emphasis has shifted to spelling, vocabulary, punctuation and grammar and away from stylistic features, that pupils will not be encouraged to write creatively. We advocate a renewed focus on a literacy hour that skilfully links word, sentence and text level objectives together as:

"the most successful teaching is:

- discursive – characterised by high quality oral work;
- interactive – pupils' contributions are encouraged, expected, and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about and high expectations of success.

The objectives should give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;
- demonstration: e.g. to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary;
- modelling: e.g. discussing the features of written texts through shared reading of books, extracts;
- scaffolding: e.g. providing writing frames for shared composition of non-fiction texts;
- explanation to clarify and discuss: e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration: e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;
- investigating ideas: e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations."

*National Literacy Strategy: A Framework for Teaching 1998*

## Organisation of Objectives

This planning document organises teaching objectives at three different levels: word, sentence and text. This underlines the importance of teaching pupils to tackle texts from individual words upwards and from the text downwards. Spelling, vocabulary, grammar and punctuation (SVGP) is taught in the context of the text, so that the application of SVGP can be understood.

As pupils gain fluency the forms of teaching should shift to emphasise advanced reading, composition and application of SVGP skills at text level.

## Writing

Writing is closely related to reading – the two activities reinforce each other. This curriculum includes a wide range of reading and ensures that pupils cover a similar range of writing. Both reading and writing use work at word, sentence and text levels. The context of pupils' reading, i.e. the texts, gives structures, themes and purposes for much of their writing, while the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being modelled by the teacher and they should take part regularly in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group.

As with reading, it is important that pupils learn to write independently from an early stage. During Key Stage 1 the teaching of phonics, spelling, punctuation, grammar and handwriting complements this process and should be used systematically to support writing and to build up accuracy and speed. It is essential that pupils are taught correct pencil grip and letter formation from the outset and that errors are picked up and corrected early, so that they do not hamper pupils' progress.

## **Structure of the Literacy Hour** *(adapted from National Literacy Strategy: A Framework for Teaching 1998)*

Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace in the work and helps to maintain a direct and lively atmosphere in the class.

### **1. Shared reading and writing – whole-class**

**Shared reading** is a class activity using a common text e.g. a 'big book', poetry poster or text extract. At *Key Stage 1*, teachers should use shared reading to read with the class, focusing on comprehension and on specific features e.g. word-building and spelling patterns, punctuation, the layout and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provides the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.

At *Key Stage 2* shared reading is used to extend reading skills in line with the objectives in the text level column of the Framework. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

At both Key Stages, because the teacher is supporting the reading, pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills which feed into other independent reading.

**Shared writing** provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. Teachers should use texts to provide ideas and structures for the writing and, in collaboration with the class, compose texts, teaching how they are planned and how ideas are sequenced and clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing. Wherever possible, shared reading and writing should be interlinked. For example, over a five-day period a teacher, may plan to (a) introduce a text, (b) work on it through shared reading and then (c) use the text as a 'frame' for writing or as a stimulus to extend, alter or comment on it.

### **2. Word level work – whole-class**

There is already systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout Key Stage 1. There now needs to be systematic, regular and frequent teaching of spelling, grammar and punctuation within the literacy hour in line with the National Curriculum 2014. Teachers should follow the progression set out in the word level objectives carefully. It sets out both an order of teaching and the expectations for what pupils should achieve by the end of each term. The work must be given a specific teaching focus in the Literacy Hour. Although it is essential that these skills are practised and applied in shared writing, they also need to be taught through carefully structured

activities, which help pupils to hear and discriminate regularities in speech and to see how these are related to letters and letter combinations in spelling and reading. The majority of pupils can learn these basic skills rapidly and easily. Word recognition, graphic knowledge, and vocabulary work should also have a teaching focus during whole class sessions.

For Key Stage 1 pupils, sentence-level objectives should be covered in the context of shared reading and writing; this is an important context for teaching skills at both primary key stages. Nevertheless, teachers will need to plan a balance of word and sentence level work across each half-term, to ensure that all these objectives are covered.

### 3. Guided group and independent work

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through 'guided' writing to develop high order skills;
- to enable other pupils to work independently – individually, in pairs or in groups – without recourse to the teacher. (The teacher will of course 'check up' on their learning, working independently does not mean leaving pupils completely to their own devices.)

**Guided reading** is the counterpart to shared reading and happens outside the hour. The essential difference is that, in guided reading and writing, the teacher focuses on **independent** reading and writing, rather than modelling the processes for pupils. Guided reading should be a fundamental part of each school's literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases time for sustained teaching. In ability groups of four to six, pupils should have individual copies of the same text. The texts need to be carefully selected to match the reading level of the group. In the early stages pupils should meet texts of graded difficulty as they progress these texts will often be selected from reading schemes or programmes and can usually be built up from existing book stocks with some careful supplementation.

At *Key Stage 1*, teachers should introduce the text to the group, to familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it independently, while the teacher assesses and supports each pupil in the group. The same principles apply at *Key Stage 2*. However, as pupils progress, the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc., to meet the text level objectives in the Framework.

**Guided writing** – as with guided reading, these writing sessions should be to teach pupils to write independently. The work will normally be linked to reading, and will often flow from work in the whole-class shared writing session. These sessions should also be used to meet specific objectives and focus on specific aspects of the writing process, rather than on the completion of a single piece of work. Often, these teaching inputs can be followed through during independent work in subsequent sessions. For example, pupils might focus on:

- planning a piece of writing to be continued independently later;
- expanding or contracting a text to elaborate, summarise, etc.;
- constructing complex sentences;
- connecting points together in an argument;
- editing work into paragraphs, headings, etc. for clarity and presentation.

**Independent work** – this happens at the same time as the guided group work. The class needs to be carefully managed and the pupils well trained so that they are clear about what they should be doing and do not interrupt the teacher. There are many forms of organisation ranging from a carousel of ability groups, with a rotation of activities for each group, to completely individual work e.g. a whole-class writing activity derived from an earlier shared writing session. Independent tasks should cover a wide range of objectives including:

- independent reading and writing;
- phonic and spelling investigations and practice;
- comprehension work;
- note-making;
- reviewing and evaluating;
- proof-reading and editing;
- vocabulary extension and dictionary work;
- handwriting practice;
- practice and investigations in grammar, punctuation and sentence construction;
- preparing presentations for the class.

Pupils should be trained not to interrupt the teacher and there should be sufficient resources and alternative strategies for them to fall back on if they get stuck. They should also understand the importance of independence for literacy, and how to use their own resources to solve problems and bring tasks to successful conclusions. Teachers should, however, check up on their learning at least once during the session, leaving the guided group with a small challenge for a few minutes.

#### **4. Plenary session with the whole-class**

The final plenary is at least as important as the other parts of the lesson. It is not a time for clearing up and should be clearly signalled as a separate session when the whole-class is brought together. It should be used to:

- enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practise new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.



## Links with the rest of the curriculum

Where appropriate, literacy teaching should be linked to work in other areas of the curriculum. For example, during the Literacy Hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in history. Nevertheless, the focus of teaching must be on the literacy objectives from the curriculum and **pupils must be working on texts**. In other words while links with the rest of the curriculum are fundamental to effective literacy teaching, other subjects should be treated as vehicles for literacy work and not displace it from its primary focus in the Literacy Hour. It would not be appropriate, therefore, for pupils to be spending time drawing or making models linked to reading during the Literacy Hour but it could certainly be appropriate for literacy work to provide a context for related activities in other curricular areas outside the designated time.

The Literacy Hour is intended to be a time for the explicit teaching of reading and writing. Teachers will need to provide opportunities for practising and applying new skills in independent work at other times. Most of this practice should be productively linked to other curricular areas.

## Planning

The organisation of the Literacy Hour is designed to reflect the structure of the objectives. Schools already have school systems for medium- and short-term planning. There are three connected levels of planning as follows:

<b>The Curriculum (given)</b>	– <b><i>What</i> should I teach?</b>
<b>Medium-term planning – termly or half-termly</b>	– <b><i>When</i> should I teach it?</b>
<b>Short-term planning – weekly</b>	– <b><i>How</i> should I teach it?</b>

The Framework provides the **content**. Medium-term planning should be used to distribute this content to achieve **balance and coverage** of the objectives over a term or half-term. The more detailed weekly planning should focus on the teaching process i.e. on devising the tasks, activities and strategies needed to teach the work during the five literacy hours. The school's literacy planning procedures should meet the following criteria. There should be:

- common formats for planning a balanced programme of objectives for each half-term;
- common formats for planning each week's work, derived from the half-term plans. These plans should identify the week's objectives, the texts to be used, the class organisation and the tasks and activities through which the objectives will be taught;
- agreed procedures and deadlines for teachers to work to;
- monitoring arrangements to evaluate the quality of the planning and its impact in the classroom;
- support arrangements for sharing and assisting with planning.

We have included examples of medium- and short-term plans. These have been derived from our experience of planning and teaching. You may find these helpful to use or adapt.

## **The medium-term planner**

This uses a half-termly format, with space to plan up to eight weeks. The form sets out each of the strands in the Curriculum (Word, Sentence and Text), against each of the weeks. An additional column is included for teachers to note particular texts to be used in each of the weeks, linked to the range of work for the term. Each strand contains a 'continuous work' and a 'blocked work' section because some objectives, for example, phonics or practising reading and spelling strategies, will need to be part of teaching throughout the term, while other more specific objectives, for example, learning about apostrophes or writing poetry, may be assigned to particular weeks.

## **The weekly planner**

This can be used to represent the key activities for each Literacy Hour in a given week. Each day is set out as a row showing the sequence of work through the Literacy Hour. The columns for group and independent work are based on an assumption of about 30 pupils in a class and five ability groups. These groupings should enable teachers to differentiate their focused work. It does not imply that pupils need to remain in those groups when working independently, or at other times outside the Literacy Hour

## **Key**

**Continuous objectives**

**Specific objectives for that term**



YEAR TERM  
**1 1**

Sample Y1 Plan

All literacy hours are based on a shared text (large enough for the whole class to see) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week.

**In daily listening (story) time additional to the literacy hour**

Pupils should be taught to 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
- 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.

**Word level work:**

**Word Reading**

- 1 Apply phonic knowledge and skills as a route to decode words.
- 2 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- 3 Read words containing taught GPCs and – s, -es
- 4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- 5 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
- 6 Re-read these books to build up their fluency and confidence in word reading

**Transcription (Spelling)**

- 1 Name the letters of the alphabet in order.
- 2 Use letter names to distinguish between alternative spellings of the same sound.
- 3 Using the spelling rules for adding –s or –es as the plural marker for **nouns (plural noun suffix)** and the third person singular marker for **verbs**.

**Sentence level work:**

**Vocabulary, Grammar & Punctuation**

- 1 Develop their understanding of the concepts set out in Appendix 2 by:
  - leaving spaces between words
  - beginning to punctuate sentences using a capital letter and full stop
  - using a capital letter for the personal pronoun 'I'
  - knowing how words can combine to make simple repetitive sentences (using Phase 2, 3 & 4 words)
- 2 to use the grammatical terminology in Appendix 2 in discussing their writing:
  - **sentence**
  - **word, verb, noun**
  - **letter, capital letter**
  - **plural noun suffix**

**Grammatical awareness**

- 2 to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets etc in the reading area;

**Text level work:**

**Range**

**Fiction and poetry:** stories with familiar settings; stories and rhymes with predictable and repetitive patterns.

**Non-Fiction:** Simple texts which include captions & lists; instructions; environmental print eg signs & labels

**Reading Comprehension**

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

1. discussing rhymes, stories and non-fiction at instructional level ie 90% accuracy for shared reading (broadly for the class),
2. being encouraged to link what they read to their own experiences, discussing reasons for, or causes of, incidents in stories;
3. becoming very familiar with key stories, retelling them and considering their particular characteristics, giving the main points in sequence; identifying and comparing basic story elements, e.g. beginnings and endings in different stories; re-enacting stories in a variety of ways, e.g. through role-play; using dolls or puppets
4. recognising and joining in with predictable phrases
5. discussing word meanings, linking new meanings to those already known

- 4 Spell words with each of the 40+ phonemes already taught and common exception words, reinforcing objectives taught in weekly phonics that cover Appendix 1 Spelling.
- 5 Apply simple spelling rules and guidance reinforcing objectives taught in weekly phonics that cover Appendix 1 Spelling.
- 6 From F2, practise and secure the ability to rhyme, and relate this to spelling patterns through:
  - exploring and playing with rhyming patterns;
  - generating rhyming strings, e.g. *fat, hat, pat*;

### Handwriting

- 1 Sit correctly at a table, holding a pencil comfortably and correctly.
- 2 Practise handwriting patterns.
- 3 Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- 4 Begin to form digits 0-9 in the correct direction, starting and finishing in the right place.

### Understand texts by:

6. drawing on what they already know or on background information provided by the teacher, predicting what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;
7. checking the text makes sense to them as they read and correcting inaccurate reading, reading and follow simple instructions, e.g. for classroom routines; reading and using captions, e.g. labels around the school, on equipment;
8. using the terminology for how books work eg title, spine, cover etc
9. making inferences on the basis of what is being said and done
10. predicting what might happen on the basis of what has been read so far

### Writing Composition

- 1 Through shared and guided writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately.
- 2 Write about events in personal experience linked to a variety of familiar incidents from stories.
- 3 Make simple picture books with sentences.
- 4 Write sentences by
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - re-reading what they have written to check there are no missing words.
- 5 Discuss what they have written with the teacher.
- 6 Write labels for their own work, e.g. their model in the construction area, label body parts.
- 7 Make simple lists and write instructions in the writing/role play area.

YEAR TERM  
1 1

### Possible Texts

Stories

Colin McNaughton: Suddenly; Nighty Night!

Stella Blackstone: A Dragon on the Doorstep

Martin Waddell: Owl Babies

Poetry

Shirley Hughes: Out and About Through the Year

The End (to be recited by the whole class on every child's birthday)

When I was One,  
I had just begun.

When I was Two,  
I was nearly new.

When I was Three,  
I was hardly Me.

When I was Four,  
I was not much more.

When I was Five,  
I was just alive.

But now I am Six, I'm as clever as clever.  
So I think I'll be six now for ever and ever.

*Alan Alexander Milne*

The more it snows  
(Tiddely pom),  
The more it goes  
(Tiddely pom),  
The more it goes  
(Tiddely pom)  
On snowing.  
And nobody knows  
(Tiddely pom),  
How cold my toes  
(Tiddely pom),  
How cold my toes  
(Tiddely pom),  
Are growing.

*AA Milne*

### The Wind

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang  
trembling,  
The wind is passing through.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down  
their heads,  
The wind is passing by.

*Christina Rossetti*

All literacy hours are based on a shared text (large enough for the whole class to see) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week.

**In daily listening (story) time additional to the literacy hour**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- participating 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
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Word level work:**

**Word Reading**

1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
3. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
4. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
5. Re-read these books to build up their fluency and confidence in word reading.

**Transcription (Spelling)**

1. Segment spoken words into phonemes and represent these by graphemes.
2. Learn 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.
3. Learn to spell common exception words.
4. Learn to spell more words with contracted forms.
5. Add suffixes to spell longer words, including -er, to form

**Sentence level work:**

**Vocabulary, Grammar & Punctuation**

1. Pupils should be taught to 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

Learn how to use:

2. sentences with different forms: statement, question, exclamation, command by investigating **how the grammatical patterns in a sentence indicate its function**
3. expanded noun phrases to describe and specify [for example, the blue butterfly]
4. joining words and clauses using 'and', 'because', 'when'
5. time words to start sentences

Terminology:

- Revise all Year 1 terminology
- **noun, noun phrase**
- **statement, question, exclamation, command**
- **suffix**
- **adjective, adverb, verb**
- **apostrophe, comma**

**Text level work:**

**Range**

**Fiction and poetry:** stories and a variety of poems with familiar settings.

**Non-Fiction:** instructions; simple reports and recounts

**Reading Comprehension**

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

1. discussing the sequence of events in books and how items of information are related; understanding time and sequential relationships in stories, i.e. what happened when
2. becoming increasingly familiar with and retelling a wider range of stories in familiar settings; identifying and discussing reasons for events in stories, linked to plot;
3. being introduced to non-fiction books that are structured in different ways; noting key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language;
4. recognising simple recurring literary language in stories and poetry
5. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
6. discussing their favourite words and phrases

nouns and adjectives –ly, to turn adjectives into adverbs and -ful to form adjectives.

6. Apply spelling rules and guidance, as listed in [English Appendix 1](#).

### Handwriting

1. Form lower-case letters of the correct size relative to one another.
2. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
4. Use spacing between words that reflects the size of the letters.
5. Practise handwriting patterns from year 1.

Understand both the books that they can already read accurately and fluently by:

7. drawing on what they already know or on background information and vocabulary provided by the teacher discussing familiar story themes and linking to own experiences, e.g. illness, getting lost, going away
8. checking that the text makes sense to them as they read and correcting inaccurate reading; reading simple written instructions in the classroom, simple recipes, plans, instructions for constructing something
9. making inferences on the basis of what is being said and done
10. answering and asking questions
11. predicting what might happen on the basis of what has been read so far
12. participating in discussion about books, poems and other works that they can read for themselves, taking turns and listening to what others say
13. explaining and discussing their understanding of books, poems and other material, that they read.

### Writing Composition

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

1. writing narratives about personal experiences and those of others (real and fictional); using story structure to write about own experience in same/similar form
2. writing about real events; writing simple instructions and recounts
3. writing poetry using simple poetry structures and to substitute own ideas, write new lines;
4. writing for different purposes using language of time (see sentence level work) to structure a sequence of events, e.g. 'when I had finished...'; 'suddenly...'; 'after that...';
5. considering what they are going to write before beginning by planning or saying out loud what they are going to write about
6. making simple additions, revisions and corrections to their own writing
  - evaluating their writing with the teacher
  - re-reading to check that their writing makes sense
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
7. reading aloud what they have written with appropriate intonation to make the meaning clear.

### Possible Texts

#### Stories

Judith Kerr: Mog Stories

#### Poetry

AA Milne: When We Were Very Young & Now We Are Six

Michael Rosen: Mustard, Custard, Grumble Belly and Gravy

### Suggested poems for children to learn by heart

To be said on birthdays...

#### Something's Drastic

Something's drastic  
my nose is made of plastic  
something's drastic  
my ears are elastic  
something's drastic  
something's drastic.  
I'm fantastic!

*Michael Rosen*

#### Cats Sleep Anywhere

Cats sleep anywhere, any table, any chair.  
Top of piano, window-ledge, in the middle, on the edge.  
Open draw, empty shoe, anybody's lap will do.  
Fitted in a cardboard box, in the cupboard with your frocks.  
Anywhere! They don't care! Cats sleep anywhere.

*Eleanor Farjeon (1881 - 1965)*

#### Macavity - The Mystery Cat

Macavity's a Mystery Cat: he's called the Hidden Paw--  
For he's the **master** criminal **who can** defy the Law.  
He's the bafflement of Scotland Yard, the Flying Squad's despair:  
For when they reach the scene of crime--Macavity's not there!

*TS Eliot*



## Appendix 1: Spelling – work for year 1

### Revision of reception work

#### Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p><b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b>.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

## Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

## Appendix 1: Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>–ed, –er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

## Appendix 1: Spelling – work for years 3 and 4

### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

### New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʊ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with <b>l</b> , <b>in-</b>	illegal, illegible

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</p> <p>(3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p><b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –<b>ion</b> and –<b>ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p>–<b>tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p>–<b>ssion</b> is used if the root word ends in <b>ss</b> or –<b>mit</b>.</p> <p>–<b>sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p>–<b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive	The apostrophe is placed after the	girls', boys', babies',

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
apostrophe with plural words	plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children’s</i> ).	children’s, men’s, mice’s <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

Holt House Infant School

## Appendix 2: Vocabulary, grammar & punctuation Years 1, 2 & 3

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>
<b>Terminology for pupils</b>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">29</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

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