



English

**Long Term Planning 2025 - 26
Years Nursery - 6**

English - Attainment Targets			Nursery		
Speaking	Reading		writing		
			Transcription		Composition
	Word	Comprehension	Spelling Also refer to appendix 1.	Handwriting	
- Uses talk in play - Uses some new vocabulary i.e. story/topic specific vocabulary - Able to retell a story - Sings a large repertoire of songs - Using multi-syllabic words (hippopotamus) - Uses some descriptive words - Using the sounds l, r, w, f, th, s, sh, ch, j (but not always correctly) - Starting to develop sentences, linking words together i.e. I have more milk - Express opinion - Uses a wider range of vocabulary - Uses pronouns/plurals, not always accurately - Uses a sentence of 4-6 words (i.e. can I have more milk please?) - Uses 'and' or 'because' sentences to communicate (e.g. I want the car and the crayon) - Uses future and past tense (not always correctly i.e. 'runned' instead of 'ran'/'swimmed' instead of 'swam') - Uses pronouns/plurals accurately most of the time	- Has an understanding of letters and print (letter of the name, a bus or door number, familiar logos) - Starting to notice rhyme and can clap syllables - Spots words with the same initial sound - Can select a picture where the initial sound is segmented by an adult (d-og, f-ish) - Can use pictures to retell their own simple story - Has good phonological awareness (rhyme, alliteration and syllables) - Beginning to orally segment words together in order to say the word - Hears sounds in words and is starting to blend them back together - Identifies initial sounds	- Starts to develop play around their favourite stories/props - Suggests how a story might end - Sequences events from stories they have heard - Understands 5 key features of print: print has meaning, print can have different purposes, we read English texts from left to right and from top to bottom, names of different parts of a book, page sequencing. - Talks about stories they have heard - Retells some familiar stories - Starts to join in with familiar stories, rhymes and songs - Counts or claps 2 syllable words - Starting to use different vocabulary from books in my play - Recognises words with the same initial sound, e.g mum, money - Completes the rhyming words in familiar phrases - Counts or claps 3 syllable words - Joins in with familiar rhymes and songs - Uses story language and new vocabulary in their play	- Shows understanding of sounds in words - Tunes into sound during listening games - Can change the initial sound to make new words e.g. at- hat, cat, mat, sat - Is able to identify initial sounds - May start to segment words in order that the occur	- Demonstrates good gross motor skills to make large marks - Makes marks on their picture to stand for their name - Demonstrates good fine motor control when using tools (scissors, threading etc) - Write some letters with good formation (e.g. letters from their name)	- Can apply some print knowledge to writing e.g. m for mummy - Can write the first letter of their name - Beginning to write some letters in their name - Can say a sentence or phrase aloud that they want to write - Can write their own name

English - Attainment Targets			Reception		
Speaking	Reading		writing		
			Transcription		Composition
	Word	Comprehension	Spelling Also refer to appendix 1.	Handwriting	
- Expresses a point of view - Shares ideas with familiar adults - Talks to both adults and children - Shares ideas in small groups - Approaches familiar adults to share ideas - Develops social phrases (e.g. "Good morning, how are you doing?") Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Uses talk to share what they think - Uses talk to organise thoughts - Listens to and talks about stories, rhymes and non-fiction - Uses new vocabulary throughout the day - Explains events that have already happened in detail - Engages in stories, rhymes and non-fiction, sharing ideas about them - Uses talk to work out problems and organise thinking - Uses new vocabulary in different contexts They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Uses a sentence of 4-6 words - Uses speech as a way of starting to express themselves - Shares ideas and says how they feel using talk as a tool - Uses full sentence to communicate - Starting to use past, present and future tenses They express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Hear and say the initial sounds - Can say the sounds for some letters (e.g. of their name) - Matches most of the phase 2 letters and sounds - Matches all phase 2 single letters and sounds - Matches phase 3 single letters and sounds - Beginning to identify some digraphs -Children say a sound for each letter in the alphabet and at least 10 digraphs. - Says the phase 2 sounds in CVC words - Starts to blend the sounds together - Segments and blends CVC words - Is able to identify some tricky words - Segment and blend words linked to phonics phase - Read captions (e.g. the dog and the cat) - Is able to identify key words for phonics phase - Beginning to read longer words with more than one syllable (e.g. rabbit, jumping) They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	- Talks about stories they have heard - Retells events in stories - Starts to recall facts from non-fiction books - Talks about favourite characters and parts of the story - Retells key events from stories they have read - Describes the key events in detail - Recalls facts from non-fiction books - Can retell 4 traditional tales independently and with increasing detail Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Talks about stories they have heard - Talks about what has happened in the story so far - Can predict what they think will happen next They anticipate - where appropriate - key events in stories. - Joins in with familiar rhymes and songs (and some patterned stories) - Listens carefully to stories, rhymes, non-fiction and songs - Talks about stories, rhymes, non-fiction and songs - Learns and uses new vocabulary linked to stories and texts they have used - Understands key features of non-fiction texts They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	- Can say the initial sounds in most words - Can write CVC words - Can match phase 2 and 3 letters and sounds - Can spell some tricky words They spell words by identifying sounds in them and representing the sounds with a letter or letters.	- Forms some letters - Can write most sounds from phase 2 - Can write some upper case letters - Can use a tripod grip - Writes digraphs in the correct order Children write recognisable letters, most of which are correctly formed.	- Can write own name - Can write some initial sounds - Beginning to write simple labels - Can say a simple sentence for writing (oral and count words) - Can write captions - Beginning to write short sentences - Starts to use finger spaces - Reads sentences back They write simple phrases and sentences that can be read by others.

English - Attainment Targets			Year 1			
Spoken word	reading		writing			
			Transcription		Composition	Vocabulary, grammar, punctuation
	Word	Comprehension	Spelling Also refer to appendix 1.	Handwriting	•write sentences by:	
•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	•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 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, we'll], and understand that the apostrophe represents the omitted letter(s) •read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words •reread these books to build up their fluency and confidence in word reading	•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 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 correcting 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	•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 change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple 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 and common exception words taught so far	•sit correctly at a table, holding a pencil comfortably and correctly •begin to form lower-case letters in the correct direction, starting and finishing in the right place •form capital letters •form digits 0-9 •understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	•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 their writing aloud, clearly enough to be heard by their peers and the teacher	•develop their understanding of the concepts set out in English appendix 2 by: •leaving spaces between words •joining words and joining clauses using 'and' •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 English appendix 2 in discussing their writing

English - Year 2						
Spoken word	reading		writing			
	word	comprehension	Transcription		Composition	Vocabulary, grammar, punctuation
			Spelling	Handwriting		
•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	•continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent •read accurately by blending the sounds in 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 •reread these books to build up their fluency and confidence in word reading	•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 •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 the books that they can already read accurately and fluently and those that 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 correcting inaccurate reading •making inferences on the basis of 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	•segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly •learning new ways of spelling phonemes for which 1 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	•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	•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 •rereading 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, ends of sentences punctuated correctly) •read aloud what they have written with appropriate intonation to make the meaning clear	•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 •expanded noun 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 written standard English •use and understand the grammatical terminology in English appendix 2 in discussing their writing

English – Year 3 and 4						
Spoken word	reading		writing			
	word	comprehension	Transcription		Composition	Vocabulary, grammar, punctuation
			Spelling	Handwriting		
•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	Pupils should be taught to: •apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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	•develop positive attitudes to reading, and an 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 to perform, showing understanding through intonation, tone, volume and action •discussing words and phrases that capture the reader's interest and imagination •recognising some different forms of poetry [for example, free verse, narrative poetry] •understand 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 1 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	•use further prefixes and suffixes and understand how to add them - see English appendix 1 •spell further homophones •spell words that are often misspelt - see English appendix 1 •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 2 or 3 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	•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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	•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 others' writing and suggesting improvements •proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences •proofread for spelling and punctuation errors •read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	•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

English – Year 5 and 6						
Spoken word	reading		writing			
	word	comprehension	Transcription		Composition	Vocabulary, grammar, punctuation
			Spelling	Handwriting		
•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	•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	•maintain positive attitudes to reading and an understanding of what they read 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 1 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	•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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary •use a thesaurus	•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	•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 •proofread for spelling and punctuation errors •perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	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 (ie 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 semicolons, 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

English	Appendix 1 : Spelling	KS1
Year 1	Year 2	
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	The /s/ sound spelt c before e, i and y	
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /n/ sound spelt kn and (less often) gn at the beginning of words	
The /ŋ/ sound spelt n before k	The /r/ sound spelt wr at the beginning of words	
Division of words into syllables	The /l/ or /əl/ sound spelt -le at the end of words	
-tch	The /l/ or /əl/ sound spelt -el at the end of words	
The /v/ sound at the end of words	The /l/ or /əl/ sound spelt -al at the end of words	
Adding s and es to words (plural of nouns and the third person singular of verbs)	Words ending -il	
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	The /aɪ/ sound spelt -y at the end of words	
Vowel digraphs and trigraphs	Adding -es to nouns and verbs ending in -y	
ai, oi	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	
ay, oy	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	
a-e	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	
e-e	The /ɔ:/ sound spelt a before l and ll	
i-e	The /ʌ/ sound spelt o	
o-e	The /i:/ sound spelt -ey	
u-e	The /ʊ/ sound spelt a after w and qu	
ar	The /ɜ:/ sound spelt or after w	
ee	The /ɔ:/ sound spelt ar after w	
ea (/i:/)	The /ʒ/ sound spelt s	
ea (/ɛ/)	The suffixes -ment, -ness, -ful, -less and -ly	
er (/ɜ:/)	Contractions	
er (/ə/)	The possessive apostrophe (singular nouns)	

ir	Words ending in -tion
ur	Homophones and near-homophones
oo (/u:/)	Common exception words
oo (/ʊ/)	
oa	
oe	
ou	
ow (/aʊ/)	
ow (/əʊ/)	
ue	
ew	
ie (/aɪ/)	
ie (/i:/)	
igh	
or	
ore	
aw	
au	
air	
ear	
ear (/ɛə/)	
are (/ɛə/)	
Words ending -y (/i:/ or /ɪ/)	
New consonant spellings ph and wh	
Using k for the /k/ sound	
Adding the prefix -un	
Compound words	
Common exception words	

English	Appendix 1 : Spelling	KS2
Year 3 and 4	Year 5 and 6	
Pay special attention to the rules for adding suffixes.	Endings which sound like /ʃəs/ spelt -cious or -tious	
Adding suffixes beginning with vowel letters to words of more than one syllable	Endings which sound like /ʃəl/	
The /ɪ/ sound spelt y elsewhere than at the end of words	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	
The /ʌ/ sound spelt ou	Words ending in -able and -ible Words ending in -ably and -ibly	
More prefixes	Adding suffixes beginning with vowel letters to words ending in -fer	
The suffix -ation	Use of the hyphen	
The suffix -ly	Words with the /i:/ sound spelt ei after c	
Words with endings sounding like /ʒə/ or /tʃə/	Words containing the letter-string ough	
Endings which sound like /ʒən/	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	
	Homophones and other words that are often confused	
The suffix -ous		
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian		
Words with the /k/ sound spelt ch (Greek in origin)		
Words with the /ʃ/ sound spelt ch (mostly French in origin)		
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		
Words with the /s/ sound spelt sc (Latin in origin)		
Words with the /eɪ/ sound spelt ei, eigh, or ey		
Possessive apostrophe with plural words		
Homophones and near-homophones		

Appendix 2		Vocabulary, grammar and punctuation				Years 1 - 6	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 8 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]	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	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps,</i>	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

		How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			surely] or modal verbs [for example, <i>might, should, will, must</i>]	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>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	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</i>, or as a <i>consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	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

	Capital letters for names and for the personal pronoun <i>I</i>			Use of commas after fronted adverbials		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>]
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points