



ENGLISH

Year 3

Speaking & Listening

- Speak in front of a small group or class with appropriate volume and clarity.
- Listen to and follow stories, being able to answer key questions about the text.
- Listen to and discuss poetry and non-fiction texts.
- Understand the difference between spoken and written language.

Reading

- Read age appropriate books accurately and at a speed that allows understanding of the meaning of the text.
- Use decoding skills to decipher new vocabulary (when not completely decodable, identify the 'tricky' bit).
- Show an awareness of different genres by describing attributes.
- Be able to describe themes in stories (e.g. a happy ending, good over evil).
- Show an awareness of basic inference.
- Make sensible predictions that follow the story.
- Summarise the main points from a text.
- Use a dictionary to find meaning of words.

Writing

- Use the diagonal and horizontal strokes that are needed to join letters (pre-cursive).
- Write sentences expressing time and cause using conjunctions (when, while, because, before, after, if), or time words (then, next, soon, so).
- Use full stops, capital letters, exclamation marks and commas in lists accurately and begin to use question marks and apostrophes for singular possession & contractions.
- Show some use of speech marks.
- Write for a sustained period of time (25-30 minutes).
- Write sentences that are grammatically correct, e.g. the subject must match the verb (The children WERE happy).
- Begin to chunk related material into paragraphs.
- Plan writing at a basic level first (orally or on paper) by understanding purpose, audience, use of language etc...
- Use features of different text types in their writing.
- In narrative texts, write about settings, characters and plot.
- Begin to use exciting verbs and adjectives and more precise nouns to add description.
- Make changes to their writing to improve it and correct any errors.
- Be able to read their writing accurately to the class so that meaning is conveyed.



- Begin to understand how a complex sentence is formed and what a subordinate clause is.
- Know the difference between nouns, verbs, adjectives and adverbs.
- Begin to use possessive apostrophes.
- Understand the term 'article' and know when to use 'a' or 'an'
- Understand and begin to use prepositions to show the relationship of one thing to another.
- To begin to use the perfect form of verbs.

Phonics & Spelling

- To learn to spell words with:
 - The /u/ sound spelt ou (young, cousin, double, touch)
 - The /k/ sound spelt ch (Greek in origin – school, chorus, chemist, scheme, echo)
 - The /sh/ sound spelt ch (mostly French in origin – chef, machine)
 - Ending with the /g/ sound spelt –gue (tongue, league)
 - Ending with the /k/ sound spelt –que (antique, unique)
 - The /s/ sound spelt sc (Latin in origin – scene, science, scissors)
 - The /ai/ sound spelt ei, eigh or ey (vein, weigh, neighbour, they, obey)
 - The /ur/ or /aw/ sound after w (worm, work, warm, water)
 - The zh sound spelt s (vision, usual, treasure).
 - The suffixes –ment and -ness.
 - Ending in –tion.
 - Similar sounds but different spelling (homophones).
 - Investigate word families.
 - The prefix dis- (disagree, disappear)
 - The prefix mis- (misbehave, misprint)
 - Add prefixes un- (uncover, undo, unpleasant)
 - Add prefixes in- (inconsistent, indirect, independent)
 - Other spelling patterns that require further consolidation from previous years.
 - From the Year 3/4 spelling list.



ENGLISH

Year 4

Speaking & Listening

- Read aloud a range of different texts, with fluency, clarity and intonation (their own writing, stories, poems, playscripts, information texts).
- Listen to a wide range of texts and take part in the discussion about these texts.
- Discuss what they have learnt from their reading, including new vocabulary.
- Be able to distinguish between spoken and written language and identify 'slang' terms that we might not use in our writing.

Reading

- Decode unfamiliar words accurately and make a sensible attempts at words not fully decodable.
- Read age-appropriate books with fluency, aiding comprehension of the text.
- Show a clear understanding of the text they are reading.
- Infer character's thoughts and feelings from their actions and use evidence from the text to justify their response.
- Be able to retell a number of familiar stories.
- Use a dictionary properly to identify the meaning of new words they encounter.
- Identify words the author has used for effect and what effect these have.
- Research effectively by reading, summarising and then noting down the main points.
- Comment upon the organisational features of the text they are reading.
- Know different forms of poetry.
- Use a thesaurus.

Writing

- Use clear, joined up handwriting, consistent in size, orientation and shape.
- Plan before writing – orally or on paper.
- Organise their writing well, using paragraphs, headings, sub-headings.
- Write compound sentences and complex sentences using the connectives because, if, while and when.
- Write sentences that are grammatically correct, e.g. the subject must match the verb (The children WERE happy.)
- Write for a sustained period of time (e.g. 30-35 minutes).
- Use capital letters, full stops, exclamation marks, question marks, speech marks, commas in lists and apostrophes for omission
- Begin to use commas after fronted adverbials.
- Use the apostrophe for singular possession and to mark contractions and begin to use the apostrophe for regular plural possession.



- Use the correct features of different text types in their writing – including the preparation of playscripts to perform in class.
- Stick to the correct tense throughout their writing.
- Use adjectives, exciting verbs and begin to use adverbs.
- Proof read their work, make improvements and correct any errors in spelling or punctuation.
- Prepare poems and playscripts to read aloud.
- Use noun phrases using good quality adjectives in their writing.
- Know the difference between different types of nouns e.g. proper nouns, concrete nouns and pronouns.
- To begin to know technical vocabulary in relation to their writing (e.g. adverb).

Phonics & Spelling

To learn to spell words with:

- The /i/ sound spelt y elsewhere than at the end of words (myth, gym, mystery).
- The suffix –ation (information, adoration, sensation)
- Endings sounding like /zhuh/ or /chuh/ (measure, pleasure, picture)
- Endings which sound like /zhun/ spelt sion (division, invasion, confusion).
- The suffix –ous (poisonous, dangerous, ravenous)
- Endings which sound like /shun/ spelt –tion, –sion, –cian, –ssion (invention, expression, musician).
- The same sound but different spelling (homophones).
- Add suffixes –er, –ing, –en, –ed to root words with more than one syllable (forgetting, forgotten, beginning, beginner).
- Add prefixes il- (illegal, illegible)
- Add prefixes im- (impossible, immature)
- Spell words from the Year 3/4 spelling list.



ENGLISH

Year 5

Speaking & Listening

- Read aloud with fluency, clarity and intonation.
- Listen and respond to a range of different texts, showing understanding through discussion.
- Adapt the formality of spoken language depending on who they are speaking to.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect these have.
- Summarise and identify the main points in a text.
- Research quickly and effectively by using summarising skills and noting these down.
- Identify the organisational and text-level features of a text.
- Skim read to find key vocabulary and answers to questions.
- Ask questions to improve their understanding of a text.
- Use a dictionary to look up the meaning of new words encountered.
- Use a thesaurus to find alternative words to make writing more interesting.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know the organisational features.
- Write using a mixture of compound and complex sentences, using simple sentences for effect.
- Ensure consistency of tense and subject-verb agreement throughout.
- Use a wider range of connectives (e.g. which, while, when, because, if, although).
- Write for a sustained period of time (e.g. 40 minutes).
- Use figurative language (metaphor/simile) to enhance writing.
- Use adventurous vocabulary including a range of adjectives, adverbs, exciting verbs and precise nouns.
- Experiment with different ways of opening sentences.
- Begin to use commas accurately to mark clauses in sentences.



- Use a wide range of punctuation accurately and begin to use brackets, dashes and hyphens for parenthesis.
- Use the apostrophe accurately to show singular and plural possession and to mark contractions.
- Organise work well, into paragraphs, using sub-headings and headings where applicable and arranging text on the page appropriately.
- When writing narrative, describe settings, characters and plot and intersperse narration with dialogue, deviating from linear sequence.
- When writing link ideas within paragraphs.
- Use devices from reading to achieve specific effects – one word sentences, repeated use of ‘and’ to convey tedium.
- Include reported and direct speech in writing.
- Proof-read and edit their work effectively, making improvements to sentence structure and punctuation or the language used.
- Use a wider range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).
- To understand and use modal verbs.

Phonics & Spelling

- Revise trickier spelling patterns from previous year groups.
- To learn to spell words with:
 - The letter string ‘ough’ (rough, cough, through)
 - The /ee/ sound spelt ei after c (deceive, receive, perceive)
 - Endings which sound like /shus/ spelt –cious or –tious (vicious, precious, delicious)
 - Endings which sound like /shul/ (official, special, official, essential)
 - Silent letters (doubt, island, solemn, lamb, thistle)
 - Ending in –ible (possible, horrible, visible) and –ibly (possibly, horribly, visibly)
 - Ending in –able (adorable, applicable, considerable) and –ably (adorably, considerably, preferably)
 - Ending in –ate (captivate, equate, fixate, fortunate)
 - Ending in –ise (prioritise, individualise, memorise, emphasise)
 - Ending in –ify (intensify, beautify, classify, purify)
 - The same sound but different spelling (homophones)
 - Prefixes ir- (irrational, irregular, irrelevant)
 - Prefixes il- (illegal, illogical)
 - Prefixes re- (reapply, reappear, redecorate)
 - Prefixes sub- (submerge, subdivide, submarine)
 - Prefixes inter- (interact, international, interleague, interlocking, interchangeable)
- Spell words from the Year 5 and 6 spelling list.
- Hyphenated words - words starting with ex-, co-, re- (ex-wife, co-ordinate, co-exist, re-use, re-organise, co-operate)



ENGLISH

Year 6

Speaking & Listening

- Read aloud with fluency, clarity and intonation (own writing, own text, class text).
- Listen and respond to a range of different texts, showing understanding through discussion.
- Speak in front of other people (whole class/small groups) clearly and precisely, maintaining eye contact with audience members.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect these have.
- Research quickly and effectively, using the appropriate skills.
- Distinguish between fact and opinion.
- Skim read a text to identify important points.
- Ask questions to improve their understanding of a text.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know their organisational features.
- Use a range of sentences to make their writing flow and ensure writing is appropriate to the task.
- Use relative clauses beginning with who, which, where, why or whose.
- Use a wider range of connectives (e.g. which, while, when, because, if, although, otherwise, however).
- Write for a sustained period of time (e.g. 45 minutes).
- Use adventurous vocabulary and language, including expanded noun phrases and figurative language.
- Use passive verbs (e.g. The ball was thrown into the air) and understand the active/passive voice.
- Use effective sentence openers, appropriate to the task.
- Use a wide range of punctuation, including brackets, colons, semi-colons, dashes, ellipsis, commas and apostrophes.



- Use reported and direct speech in writing.
- Organise and present work well to ensure cohesion and clarity appropriate to text type.
- To combine features of different text types and write for a variety of purposes.
- When writing narrative, use devices to build atmosphere and tension.
- Proof-read and edit their work effectively.
- Use a wide range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).

Phonics & Spelling

- Revise spelling and phonics patterns from previous year groups.
- To learn to spell words with:
- The endings –ant, -ance/-ancy, -ent, -ence/-ency (observant, hesitant, hesitancy, tolerance, innocent, innocence, decency)
- The same sound but different spelling (homophones)
- From the Year 5 and 6 spelling list.
- Prefixes super- (superman, supermarket, superability)
- Prefixes auto- (automobile, automatic, autonomous)
- Prefixes anti- (antibiotic)