



By the end of Key Stage 2, children should ...

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

Pupils should be taught:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Topics studied - Reading | <ul style="list-style-type: none"> • Stone Age Boy – Satoshi Kitamura • Iron Man – Ted Hughes • Egyptians – Stephanie Turnbull (Usborne) • Egyptian Cinderella – Shirley Climo • King Arthur – Felicity Brooks (Usborne) • Letters from the Lighthouse – Emma Carroll • Charlie and the Chocolate Factory – Roald Dahl • Jemmy Button – Jennifer Uman & Valerio Vidali • Mouse, Bird, Wolf and Snake – David Almond | <ul style="list-style-type: none"> • Escape from Pompeii – Christina Balit • The Firework Maker’s Daughter – Philip Pullman • The Time-Travelling Cat and the Aztec Sacrifice – Julia Jarman • The Lorax – Dr.Seuss • Running Wild – Michael Morpurgo • The Great Kapok Tree – Lynne Cherry • The Roman Soldier’s Handbook – Lesley Sims • The Romans: Gods, Emperors and dormice – Marcia Williams • Odd and the Frost Giants – Nigel Gaiman | <ul style="list-style-type: none"> • Who was Neil Armstrong? – Roberta Edwards • The War of the Worlds – HG Wells (Usborne) • Stay where you are and then leave – John Boyne • Treason – Berlie Doherty • Henry’s blog – Elizabeth Newbery • The Strange Case of Dr. Jekyll and Mr Hyde – Robert Lois Stephenson (Usborne) • Rivers – Terry Jennings • The Wind in the Willows – Kenneth Grahame (Usborne) • The Adventures of Odysseus – Hugh Lupton and Daniel Morden | <ul style="list-style-type: none"> • Street Child – Berlie Doherty • The Explorer – Katherine Rundell • The Hobbit – JR Tolkein • SilverFinn – Charlie Higson |

The Heritage School – ‘English’ Skills Progression



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| <p>Topics studied - Writing</p> | <p><u>Stone Age Boy – Satoshi Kitamura</u> Character and setting description, historical story and instructions. <u>Ug – Raymond Briggs</u> recount. <u>Egyptians – Stephanie Turnbull (Usborne)</u> Information texts. <u>Egyptian Cinderella – Shirley Climo</u> Fairy tale writing and play scripts. <u>Tales of King Arthur – Felicity Brooks (Usborne)</u> Biography, descriptive writing and legend story. <u>Letters from the Lighthouse – Emma Carroll</u> Diary entry, persuasive writing - letters and newspaper report. <u>The Lost Happy Endings – Carol Ann Duffy & Jane Ray</u> Adventure story. <u>Information texts about Woking and countries around the world (various)</u> Advert and balanced argument. <u>Tin Forest – Helen Ward & Wayne Anderson</u> Descriptive writing, poetry and speech.</p> | <p><u>The Time-Travelling Cat and the Aztec Sacrifice – Julia Jarman</u> Setting description, poetry, time-travel story, information text <u>The Firework Maker’s Daughter – Philip Pullman</u> Letter writing, setting description, adventure story <u>Escape from Pompeii – Christina Balit</u> Recount, explanation text, historical story writing <u>Roman Myths (online)</u> Myths and legends <u>The Lorax – Dr.Seuss</u> Persuasive writing <u>Running Wild – Michael Morpurgo</u> Poetry, information texts, flashback writing, newspapers, flashback story <u>Odd and the Frost Giants – Nigel Gaiman</u></p> | <p><u>Who was Neil Armstrong? – Roberta Edwards</u> Biography. <u>The War of the Worlds – HG Wells (Usborne)</u> Newspaper report, Science fiction story <u>Stay where you are and then leave – John Boyne</u> Non-fiction Information text, diary, informal letter, setting description, persuasive argument, poetry – writing and performance <u>Treason – Berlie Doherty</u> Character description, diary, letter, historical fiction story writing <u>Henry’s blog – Elizabeth Newbery</u> Blogging <u>The Strange Case of Dr. Jekyll and Mr Hyde – Robert Lois Stephenson (Usborne)</u> Character description, newspaper report, Retelling a story <u>Rivers – Terry Jennings</u> Non-fiction information text <u>Kenneth Grahame (Usborne)</u> Persuasive letter, diary, autobiography, Play script, poetry <u>The Adventures of Odysseus – Hugh Lupton and Daniel Morden</u> Persuasive writing, setting description, formal letter, myth</p> | <p><u>Street Child – Berlie Doherty</u> Setting description in a historical context, story writing, persuasive argument and speech, developing character through description and speech <u>Shackleton’s Journey- William Grill</u> Letter writing, recounts, descriptions and newspaper articles <u>Rose Blanche – Ian McEwan</u> Letter writing, first person narrative, newspaper article, story writing <u>SilverFinn – Charlie Higson</u> Setting description, diary entries, information text, letter writing <u>Frankenstein – Mary Shelley</u> description, story writing, speech writing, letter writing <u>Utterly Amazing Human Body – Robert Winston</u> Explanation text for a younger audience</p> |
| <p>Reading – Word Reading</p> | <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet | | <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet | |



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| | <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • 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. | <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • 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. |
| <p>Reading – Comprehension</p> | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 readers; interest and imagination • Understand what they read. • Recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>In books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 choice • 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |



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| | <ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | <ul style="list-style-type: none"> 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 Clarify the meaning of the words within texts |
| <p>Writing - Transcription</p> | <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> Use an expanded range of prefixes and suffixes and understand the guidance for adding them Spell some words with ‘silent’ letters, e.g. 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 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus |
| <p>Writing - Handwriting</p> | <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch | <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Chose the writing implement that is best suited for the task |
| <p>Writing - Composition</p> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> Show an understanding of audience and purpose through formality of writing style. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | <p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 |

- Discussing and recording ideas.
- Show some consistency with the use of first and third person.

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.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices (for examples 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 proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

authors have developed characters and settings in what they 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 paragraphs to organise ideas
- Considering viewpoint (opinion, attitude, position) and how it is expressed and to ensure consistency
- Balancing content (between action and dialogue: fact and comment)
- Selecting vocabulary and grammatical structures that reflect what the writing requires
- Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-reading for spelling and punctuation errors
- Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



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| <p>Writing – Vocabulary, Grammar and Punctuation</p> | <p>Develop their understanding of the concepts set out in the English curriculum by:</p> <ul style="list-style-type: none"> • Demarcating most sentences with capital letters, full stops, question marks and exclamation marks. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. • Using the present perfect form of verbs to mark relationships of time and cause. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. <p>Using fronted adverbials indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Use of apostrophe for omission mostly accurate. • Using expanded noun phrases to describe and specify. • Using and punctuating direct speech. • Use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing | <p>Develop their understanding of the concepts set out in the English curriculum by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing • Using 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 relative pronoun • Using a wider range of subordination to show relationships <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between main clauses. • Using a colon to introduce a list and punctuating bullet points. • Consistently use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading |
| <p>Speaking and listening</p> | <ul style="list-style-type: none"> • Respond to a speaker’s main ideas, developing them through comments and suggestions. • Work in a variety of group situations following appropriate etiquette for group dynamics. • Generate questions to ask a specific speaker or audience in response to a conversation. • Ask questions in direct response to something heard. • To use new vocabulary within the correct context. | <ul style="list-style-type: none"> • Show a clear understanding of the main points of a conversation / discussion • Be able to articulate and develop(build on) the speaker’s ideas in different ways • Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group • Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions |



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| | <ul style="list-style-type: none"> • Can give answers to questions that are supported by justifiable reasons. • Develop ideas and feelings through sustained talk. • Can organise what they want to say so that it is clear to the listener. • Recall event or stories with some added detail to engage the listener. • Show, through the contributions made and questions asked, that they have followed a conversation. • Develop ideas and expand on these building on what others say. • Prepare and present information orally. • Participate in drama, improvisation and role play activities— showing an understanding of a character by choice of vocabulary to indicate feelings and emotions. • Adapt language, tone and style to suit the purpose of the listener. • Take account of the viewpoints of others when building own arguments and offering responses. • Begin to adapt suitable styles of delivery dependent on task / audience. • Recognise how language choices vary in different situations. | <ul style="list-style-type: none"> • Present ideas or opinions coherently, supported with reasons • Talk about feelings, thoughts and ideas with some detail to make meaning explicit • Plan and present information verbally selecting the appropriate format and style to match the purpose • Summarise another person’s contribution to a discussion adding their own interpretation or opinion based on what has been heard • Adopt a formal or informal tone as appropriate to the situation • Present information in a variety of ways to a range of audiences • Perform to wider audiences combining words, gestures and movement. Be aware of the listener and adapt talk to maintain the listener’s interest • Express and explain relevant ideas with some elaboration to make meaning explicit • Maintain control and effective organisation of a talk to guide the listener • Adapt vocabulary, grammar and non-verbal features to maintain listener’s interest. | | |
| <p>Spelling</p> | <p><u>Year 2 and 3</u></p> <p><u>RWInc 2A:</u></p> <ul style="list-style-type: none"> • The ‘or’ sound spelt ‘a’ before ‘l’ and ‘ll’ e.g. all, talk, chalk. • Words with the soft c sound e.g. city, fancy, icy. • Words using suffix-es: -y, -ly, -ing, -ed. • Homophones e.g. see, sea, son, sun, there, their and they’re. • The ‘n’ sound spelt ‘kn’ and ‘gn’ e.g. knock, gnome, knife. | <p><u>Year 4</u></p> <p><u>RWInc 4</u></p> <ul style="list-style-type: none"> • Adding prefix mis-: misunderstand, misfit • Words ending in -sure: enclosure, fissure • The prefix auto-: automatic, autocorrect • The suffix -ly: happily, generally • The prefix inter-: interact, international | <p><u>Year 5</u></p> <p><u>RWInc 5:</u></p> <ul style="list-style-type: none"> • words with silent b letter e.g. thumb, doubt, climb. • words that contain the letter string ough e.g. fought, cough. • words ending in -ible e.g. terrible, possible. • Homophones e.g. cereal and serial. • words ending in -able e.g. breakable, miserable. | <p><u>Year 6</u></p> <p><u>RWInc 6:</u></p> <ul style="list-style-type: none"> • Suffixes e.g. asking, prouder, shouted • Suffixes e.g. persuading, observing, appreciation • Suffixes e.g. government, definitely, thoughtful • Suffixes e.g. forgotten, forbidden, admittance • Suffixes e.g. heavier, business, beautiful |



- The ‘igh’ sound spelt ‘y’ e.g. petrify, butterfly, horrify.
- Words with the ‘j’ sound e.g. gentle, jacket, large, badge.
- Contractions and apostrophes e.g. I’m, I’ll.
- The ‘o’ sound spelt ‘a’ after ‘w’ and ‘qu’ e.g. watch, quality, wash.
- The ‘u’ sound spelt ‘o’, and the ‘or’ sound spelt ‘ar’ after ‘w’ e.g. brother, towards, mother.
- Year 1 and 2 common exception words (red words).

RWInc 2B:

- The ‘r’ sound spelt ‘wr’ e.g. wrong, write, wrinkle.
- suffixes –er or –est
- Homophones e.g. too, two, their, there.
- The ‘ee’ sound spelt ‘ey’ e.g. key, donkey, chimney.
- Suffixes: –ness, –es
- Words ending in –le, el, –al, –tion.
- The ‘ir’ sound spelt ‘or’ after ‘w’ e.g. worm, world, worse.
- Words using suffixes: –ful, –less, –ment.
- Contractions and apostrophes e.g. I’ve, we’d.

- The ‘ay’ sound spelt eigh, ey, ei: grey, sleigh, reign
- Words ending in –ous: curious, obvious
- The ‘s’ sound spelt sc: science, descend
- The ‘zhun’ sound spelt –sion: division, explosion
- The prefix il-: illogical, illegal
- Adding –que and –gue: dialogue, unique
- Adding ir- to words beginning with ‘r’: irregular, irresponsible
- The suffix –ion: confession, permission
- Short ‘u’ sound spelt ‘ou’: tough, trouble
- Homophones: main, mane, reign, rein
- Possessive apostrophe with plurals: boys’ children’s

- words with silent letter t e.g. listen, castle.
- words ending –ibly and –ably e.g. suitably, horribly.
- words ending in –ent e.g. frequent, patient.
- words ending in –ence e.g. silence, patience.
- the ee sound spelt ei e.g. receive, deceive.
- words ending in –ant, –ance and –ancy e.g. distant, distance, vacancy.
- words ending in shus spelt –cious e.g. vicious, precious.
- words ending in shus spelt –tious e.g. cautious, infectious.
- words ending in shul spelt –cial or –tial e.g. partial, torrential.
- Year 5 and 6 statutory words

- the sh sound spelt ti and ci e.g. direction, cautious, spacious
- the sh sound spelt si and ssi e.g. confession, revision, expansion
- silent letters e.g. autumn, guidance, solemnly
- words with ei and ie e.g. achievement, receive, protein
- words ending ible and able e.g. comfortable, visible, reliable
- plural nouns e.g. dictionaries, opportunities, spies
- the ough letter string e.g. thoroughly, plough, drought
- homophones e.g. proceed, weary, bridal
- hyphenated words e.g. co-operate, co-ordinate, re-open



RWInc 3:

- Prefixes: dis-, in- re-, anti-, super-, sub-
- Adding im- to root words beginning with ‘m’ or ‘p’ e.g. impatient, impossible, impolite.
- Suffixes: –ous, –ly, –ion, –ian.
- Words ending in –ture e.g. adventure, future, nature.
- Homophones e.g. where, wear, no, know, write, right.
- Adding –ation to verbs to form nouns e.g. temptation, adoration, preparation.
- Words with the ‘c’ sound spelt ‘ch’ e.g. chemist, mechanic, chorus.
- Words with the ‘sh’ sound spelt ‘ch’ e.g. chef, brochure, machine.
- The short ‘i’ sound spelt ‘y’ e.g. Egypt, pyramid, mystery.

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