

## English Programmes of Study Year 1 to year 4

### Reading comprehension

		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Year 1	Develop pleasure in reading, motivation to read , vocabulary understanding by:		<p>Recognising and joining in with predictable phrases</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</p>			Being encouraged to link what they read or hear read to their own experiences	Participate in discussion about what is read to them, taking turns and listening to what others say
	Understand both the books they can already read accurately and fluently and those they listen to by:					Checking that the text makes sense as they read and correcting inaccurate reading	Drawing on what they already know or on background information and vocabulary provided by the	Explain clearly their understanding of what is read to them

							<p>teacher</p> <p>Discussing the significance of title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	
Year 2	Develop pleasure in reading, motivation to read and vocabulary understanding by:	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with, and re telling a wider range of stories, fairy stories and traditional tales</p>				<p>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</p>

				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 they can read accurately and fluently and those that they listen to by:					<p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3/4	Develop positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words they have read  Discussing words and phrases that capture the reader's interest and imagination	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Recognising some different forms of poetry(for example free verse, narrative poetry)	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Identifying themes and conventions in a wide range of books	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
	Understand what they read, in books they can read independently, by:	Identifying main ideas drawn from more than one paragraph and summarising these  Identify how language, structure and presentation contribute to				Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Predicting what might happen	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  Asking questions

		meaning					from details stated and implied	to improve their understanding of a text
							Retrieve and record information from non-fiction	

## Writing Composition

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
Year 1 Pupils should be taught to:		Write sentences by saying out loud what they are going to write about.  Write sentences by composing a sentence orally before writing it	Write sentences by sequencing sentences to form short narratives		Write sentences by re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and teacher
Year 2 Pupils should be taught to:	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about,</li> <li>writing down ideas/key words, including new vocabulary</li> </ul>	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> </ul>		Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others,</li> <li>writing about real events,</li> <li>writing poetry,</li> </ul>	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in</li> </ul>	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul>	Read aloud what they have written with appropriate intonation to make the meaning clear

				<ul style="list-style-type: none"> <li>• writing for different purposes</li> </ul>	<p>the continuous form</p> <ul style="list-style-type: none"> <li>• Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>		
Year 3/4 Pupils should be taught to:	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative, material, using simple organisational devices (for example headings and subheadings)</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own writing and suggesting improvements</p>	<p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</p>

#### Vocabulary, Grammar and Punctuation including Appendix 2

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Y1 Pupils	Sequencing sentences	Use the grammatical terminology in English	Develop their understanding of the	Develop their understanding of the	letter, capital letter, word, singular, plural,	<i>Pupils should begin to use some of the</i>

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
should be taught to:	to form short narratives	Appendix 2 in discussing their writing	concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>How words can combine to make sentences</li> </ul> <i>Pupils should be taught to recognise sentence boundaries in spoken sentences</i>	concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>Separation of words with spaces</li> </ul>	sentence, punctuation, full stop, question mark, exclamation mark	<i>distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.</i>
Y2 Pupils should be taught to:	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg <i>she is drumming, he was shouting</i>)</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing  <i>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</i>	Learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for Year 2 in English Appendix</li> </ul>	Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	noun, noun phrase, statement, question, exclamation, command, compound, adjective verb, suffix, adverb tense (past, present) apostrophe, comma	Learn how to use some features of written Standard English

	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Y3/4 Pupils should be taught to:	<ul style="list-style-type: none"> <li>• Learning the grammar for Years 3 and 4 in English Appendix 2</li> <li>• Introduction of paragraphs as a way to group related material (Y3)</li> <li>• Use of paragraphs to organise ideas around a theme (Y4)</li> <li>• Headings and sub-headings to aid presentation (Y3)</li> <li>• Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)</li> </ul>	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although</li> <li>• Using the present perfect form of verbs in contrast to the past tense (Y3)</li> <li>• Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</li> <li>• Using fronted adverbials (Y4)</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg <i>the teacher</i> expanded to <i>the strict maths teacher with the curly hair</i>(Y4)</li> </ul>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials (Y4)</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns (Y4)</li> <li>• Using and punctuating direct speech (Y3/4)</li> </ul>	<p>Y3: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks' )</p> <p>Y4: determiner, pronoun, possessive pronoun, adverbial</p>	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> )



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### Reading – word reading

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
Year 1	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Read words containing taught GPCs and –s , -es, -ing,-ed,-er and -est endings</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of</li> </ul>	<ul style="list-style-type: none"> <li>Read words with contractions (for example I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s)</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read other words of more than one syllable that contain taught GPCs	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	Re - read these books to build up their fluency and confidence in word reading

	letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes					
Year 2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<ul style="list-style-type: none"> <li>• Read accurately words of two or more syllables that contain the same graphemes as above (<i>ie alternative sounds for graphemes</i>)</li> <li>• Read words containing common suffixes</li> </ul>	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re - read these books to build up their fluency and confidence in word reading
Year 3 Year 4			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 (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet	
Year 5 Year 6					Apply their growing knowledge of root words, prefixes and	

					suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet	
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