



English Language 1 Syllabus – Early Years and Primary - 2026

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Sources:
European Schools English Language 1 Syllabus Nursery and Primary 2011
The National Curriculum in English
Early Years Foundation Stage (EYFS) Statutory Framework 2024

STRUCTURE OF THE SYLLABUS

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1.1 Rationale

This Europa School Syllabus retains the best of The European Language 1 syllabus which entered into force in September 2011 of the European Schools. In addition it takes into account the requirements of the English National Curriculum 2014 and over a decade of teaching English through a bilingual curriculum model at Europa School UK. This document has been updated in the light of the 2023 Reading Framework and 2025 Writing Framework issued by the Department of Education.

Following the removal of the statutory end of key stage assessments in KS1, our curriculum has been adapted to ensure that all children finish key stage one, with a solid foundation of phonics, reading and writing skills.

This syllabus takes account of the fact that Europa School English syllabus takes place in a bilingual context, in which 50% of the curriculum is taught in English and 50% in French, Spanish or German. The collaboration between the English teacher and the stream language teacher complements and enhances several aspects of the language syllabus (for example, storytelling, vocabulary, handwriting, grammar)

At Europa, we emphasize that language learning is interconnected—children learn language while simultaneously learning through it. All aspects (speaking, listening, reading, writing) work together to develop communication and cognitive skills.

Reading: Our approach builds systematically from oral language development and phonological awareness to sound-letter relationships and decoding. Phonics instruction is grounded in rich oral language experiences, with particular emphasis on comprehension and higher-order thinking skills. Children experience diverse, high-quality texts in print-rich environments from the earliest years, fostering both functional reading skills and appreciation for literature.

Writing: Writing develops progressively through practice across multiple genres, audiences, and purposes. The process involves drafting, discussing, editing, and producing polished work—building children's ability to express ideas, attitudes, and emotions effectively while understanding appropriate presentation standards.

High Expectations and Inclusion: We set ambitious standards while maintaining flexibility for teachers to adapt instruction for diverse learners, including EAL students. This ensures all children can access challenging content regardless of starting points.

Integration of Technology: We recognize ICT as essential for learning, encouraging its integration across all language activities to enhance communication skills and prepare children for contemporary literacy demands.

Our overarching goal is developing competent communicators who can "express and interpret concepts, thoughts, feelings, facts and opinions" effectively across oral and written forms in varied social and cultural contexts.

1.2 AIMS

The aims of the English Syllabus are to

- promote positive attitudes and develop an appreciation of the value of language – spoken, read and written
- enable the child to develop an awareness of European cultures and traditions through listening, speaking, reading and writing
- create, foster and maintain the child's interest and enjoyment in expression and communication
- develop the child's ability to engage appropriately in listener-speaker relationships
- develop confidence and competence in listening, speaking, reading and writing
- develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- enable the child to read and write independently
- enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

1.3 OBJECTIVES

When due account is taken of individual abilities and varying circumstances, the English Syllabus should enable the child to:

Speaking and Listening

- Listen actively and speak clearly in varied contexts, understanding how tone, expression and gesture convey meaning
- Participate effectively in discussions, building on others' ideas and articulating their own with increasing sophistication
- Present information and arguments coherently, justifying opinions with evidence

Reading

- Apply systematic phonics knowledge to decode words accurately and develop fluency
- Read widely across fiction, poetry, non-fiction and literary heritage texts of increasing complexity
- Demonstrate comprehension by identifying key ideas, themes and language features, making inferences and evaluating texts critically
- Develop pleasure in reading through choice and sustained independent reading

Writing - Composition

- Write effectively for different purposes, audiences and contexts across narrative, expository and persuasive genres
- Develop ideas through planning, drafting, editing and refining work
- Compose creative and imaginative texts, including fiction and non-fiction texts
- Establish a personal writing style with appropriate formality

Writing - Transcription and Language

- Develop accurate spelling through systematic phonics and spelling patterns
- Use grammar, punctuation and vocabulary with increasing accuracy and range
- Use joint handwriting and present work legibly

Wider Skills

- Gain pleasure and fulfillment from language activities
- Respond imaginatively to literature and arts through discussion and creative expression
- Collaborate with peers and adults, sharing ideas and responses
- Engage parents/guardians as partners in literacy development

2.1 Phonics

2.1 Phonics

Phonics Scheme - We use **Unlocking Letters and Sounds** which was validated by the DfE in December 2021.

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2 and 3. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2 and most of the Phase 3 .

In Year 1 children learn digraphs and trigraphs from Phase 3 (together with Phase 4) and they learn all phonemes taught within Phase 5 - 5a. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited Phase 5 - 5a; through Phase 5b and c they learn alternative spellings and pronunciations for the graphemes and additional Common Exception Words. In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age-related expectations will continue to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

2.1 Phonics

Phase	Content	Taught
Phase 1	- Sound discrimination - phonological awareness - rhyme - oral blending and segmenting	EYFS
Phase 2	• Sounds taught s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss • common exception words: the, to, into, no, I, go - read words with -s ending	EYFS
Phase 3	• Sounds taught j,v,w,x,y,z,zz,qu,ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er - common exception words: me we be he she was you they all are my her - Read words containing -ing endings with no change to the root word - Reading and spelling words containing digraphs and trigraphs	Single sounds and first 8 digraphs are taught in EYFS Year 1 Reviewed in Year 2
Phase 4	- CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 and Phase 3. - Read words containing -ed and -ing endings with no change to the root word - Revisit Phase 4 work Adding -s and -es as a plural marker for nouns - Adding -s and -es as a third person singular marker for verbs - Adding the suffixes -ing and -ed to verbs - Adding the suffix -er to adjectives - Adding the suffix -est to adjectives - Adding the prefix un- to verbs - Adding the prefix un- to adjectives - common exception words: said have like so do some come were there little one when out what • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr	Year 1 Reviewed in Year 2

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2.2 reading

2.2 Literacy Reading (Early Years Foundation stage)

	Children in reception will be learning to:	Examples of how to support this:
EYFS <i>non statutory guidance</i>	Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
	Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.
	Read a few common exception words matched to the school’s phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read
	Early Learning Goal - taken from EYFS Statutory Framework 2025 Comprehension : Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

2.2 Reading

2.3.1	Year 1	Year 2
Enjoy ment & engag ement with texts	Select books for personal reading at home and school, including texts Listen to and enjoy stories and poems read aloud	
	1. Learn that books are exciting and enjoyable by sharing them together daily 2. Appreciate words, pictures, songs, rhymes, poems and stories, listening attentively and responding with relevant comments, questions, actions 3. Enjoy and appreciate the key elements of stories: e.g. characters, events and the key purposes of non-fiction texts 4. Read texts compatible with their phonic knowledge and skills	1. Give reasons for book choices 2. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences 3. Disussing the sequence of events in books and how items of information are related 4. Share and explain their reactions to texts, commenting on important aspects 5. Read a variety of non-fiction texts to aid in finding out information, with help if appropriate 6. Continue to appreciate, recite and learn by heart a repertoire of poems
Skills	1. Recognise that print carries meaning in signs, labels, notices, books. 2. Apply phonics to reading a range of decodable words 3. Read common exception words in line with phonics programme 4. Read a range of familiar and common words and sentences independently 5. Use texts as a basis for class, group or paired discussion 6. Play with oral syllables and rhyme 7. Recognize words or letters in a text and suggest what they mean. 8. Begin to self-correct reading errors when text does not make sense	1. Read regularly with support, increasing independence in reading – including reading aloud 2. Read an increasing number of high frequency words and phonically regular words 3. Read using a systematic and progressive phonics programme, 4. Apply phonic knowledge and skills as the prime approach to reading unfamiliar words 5. Distinguish fiction and non-fiction texts and the different purposes for reading them 6. Build up knowledge of vocabulary, sentences and the wider world by reading 7. Identify the main events and characters in stories and find specific information in simple texts 8. Make predictions showing an understanding of ideas, events and characters 9. Use syntax and context when reading for meaning 10. Read words containing common suffixes. 11. Begin to understand how punctuation affects reading.

2.2 Reading	Year 3	Year 4
Enjoyment & engagement with texts	Read for pleasure, keeping a reading log of favourite texts Read an increasingly wide range of poems, stories and non-fiction texts that the child may not have chosen to read independently Continue to practise reading fluently by reading silently, aloud in pairs and groups and, where appropriate, to the whole class	
	<i>The balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills. Where these skills are not secure, phonics and reading objectives from Years 1/2 should be utilised sequentially to promote accelerated catch up.</i> 1. Listen to a range of literature in reading lessons being read aloud 2. Have opportunities to read a variety of high-quality poetry, fiction and non-fiction texts 3. Experience shared response to fiction through the use of a class novel. 4. Build up knowledge of vocabulary, sentence structure and the wider world by reading a range of stories, poems and non-fiction texts. 5. Have opportunities to choose books from the class and school library	1. Engage with a wide range of literature, including fairy tales, myths and legends, using complete texts rather than extracts, as far as possible. 2. Have opportunities to have high-quality discussions with teachers 3. Have many opportunities to think deeply and discuss a range of rich and challenging texts 4. Continue to build up vocabulary and strong background knowledge through wide and regular reading 5. Continue to experience shared response to fiction through the use of a class novel. 6. Have continued opportunities to search for and choose books from the school library
Skills	Read alone and aloud with increasing fluency and expression, self-correcting any errors. Continue to develop a variety of reading skills, through reading and discussion of the reading	
	1. Use knowledge of prefixes and suffixes to assist in decoding. 2. Use syntax, context and word structure to read for meaning 3. Identify how different texts are organised and find information effectively (non-fiction, dictionary) 4. Find evidence in texts to support a hypothesis 5. Explore how authors use language for different effects and purposes 6. Infer and empathise with characters' feelings/behaviour and events in fiction.	1. Read aloud fluently, expressively and with understanding across a variety of contexts 2. Develop a range of personal strategies for reading unfamiliar words 3. Compare different types of texts and identify how they are structured 4. Use evidence from a text to explain events or ideas 5. Infer/deduce writers' perspectives from what is written and implied. 6. Distinguish between everyday use of words and subject specific use 7. Explain how different texts use figurative and expressive language to create images and atmosphere

2.2 Reading

2.2

Years 5 & 6

Word reading

Pupils should be taught to:

- apply their growing knowledge (morphology and etymology) of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

Comprehen sion

Pupils should be taught to:

maintain positive attitudes to reading and 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 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 one 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.

2.3 Speaking and listening

2.3 Communication and Language: Listening, Attention, Understanding and Speaking (Early Years Foundation stage)

2.3	Children in reception will be learning to:	Examples of how to support this:
EYFS <i>non statutory guidance</i>	Understand how to listen carefully and why listening is important.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."
	Learn new vocabulary.	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"
	Use new vocabulary through the day	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.
	Ask questions to find out more and to check they understand what has been said to them.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."
	Articulate their ideas and thoughts in well-formed sentences.	Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."
	Connect one idea or action to another using a range of connectives.	Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"
	Describe events in some detail	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...' Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'
	Develop social phrases.	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
	Engage in storytimes.	Timetable a storytime at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.

2.3 Communication and Language: Listening, Attention, Understanding and Speaking (Early Years Foundation stage)

2.3	Children in reception will be learning to:	Examples of how to support this:
EYFS <i>non statutory guidance</i>	Listen to and talk about stories to build familiarity and understanding.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors.
	Use new vocabulary in different contexts.	Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found." Explain new vocabulary in the context of story, rather than in word lists
	Listen carefully to rhymes and songs, paying attention to how they sound.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.
	Learn rhymes, poems and songs.	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."
	Engage in non-fiction books.	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.
	Early Learning Goal: Listening, Attention and Understanding - taken from EYFS Statutory Framework 2025 Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
	Early Learning Goal - Speaking - taken from EYFS Statutory Framework 2025 Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate; - 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.	

Outlined below are the speaking and listening Primary Syllabus. See Appendices 6.2 for suggested progression detail.

2.3 Spoken Language	
	Years 1 to 6
Statutory requirements	Pupils should be taught to: • 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.
Notes and guidance (non statutory)	These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing

2.4 Writing

2.4 Literacy - Writing (Early Years Foundation stage)

	Children in reception will be learning to:	Examples of how to support this:
EYFS <i>non statutory guidance</i>	Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
	Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.
	Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.
	Physical development	
	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
	Early Learning Goal - Writing: - taken from EYFS Statutory Framework 2025 Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others	
	Early Learning Goal - Physical development - Fine Motor Skills - taken from EYFS Statutory Framework 2025 Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	

2.4.1 Writing composition

2.4.1

Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Statutory requirements

Pupils should be taught to:
write sentences by:

- 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 aloud their writing clearly enough to be heard by their peers and the teacher.

Notes and guidance (non statutory)

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

2.4 Writing composition

2.4.1

Year 2

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (See 2.4.3 below). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Statutory requirements

Pupils should be taught to:

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
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading 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.

Notes and guidance (non statutory)

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

2.4 Writing composition

	Year 3	Year 4
Enjoyment & repertoire as a writer	- Use a variety of stimuli for writing, including reading in English lesson, reading across the curriculum, personal reading and experiences, such as visits and trips - Write about experiences and feelings; experiment with different forms and styles of expression - Share writing (process and final text) with others, including display and publication of finished work	
	1. Write short texts for a clear purpose: to entertain, to inform or to persuade. 2. Use more varied, exciting and interesting sentences in writing. 3. Use more ambitious vocabulary in fiction and more precise language in non-fiction. 4. Use characters, plot and settings to make stories interesting 5. Use paragraphs to organise ideas around a theme in non-fiction writing	1. Write effectively for a purpose e.g. when writing to entertain, think carefully of the desired effect (e.g. create a spooky setting, create suspense) and select appropriate language 2. Write with more precision, exploring the impact of chosen language (including ambitious and precise language and varied sentence structure) on the reader 3. Enjoy opportunities to write for real audiences and purposes across the curriculum 4. Begin to use paragraphs in fiction to show a change of time or place, as well as in non-fiction to group ideas around a theme 5. Describe characters and settings, plot and develop simple plots to make stories exciting 6. Use ideas, vocabulary and structures from reading in class (and where appropriate from wider reading) to enhance writing
The writing process	Refer to Writing Environment appendix - Plan writing with support from the teacher - Expand and clarify his/her thoughts on a particular idea or topic through drafting and redrafting - Redraft and improve writing, based on feedback from peers/teacher and/or evaluation against selected criteria	
	1. Plan writing by discussing and recording ideas 2. Compose and rehearse sentences orally 3. Develop vocabulary banks and sentence banks which can later be used in the writing short texts 4. When writing, re-read the text to check that the meaning is clear 5. With support from adults and peers, evaluate writing 6. With support, proof-read and correct errors in writing 7. Write up a final draft of writing to show others	1. Plan writing by discussing a similar text to that which they are planning to write and learn from the vocabulary, grammar and structure 2. Practise writing longer, more complex and more varied sentence and integrating these into writing 3. When writing, choose vocabulary and sentence structure, thinking of what is right for the purpose of the text 4. When writing, continue to re-read to check that the text makes sense and has the intended effect on the reader 5. With support, evaluate one's own written work, proposing changes to grammar and vocabulary to ensure that any further drafts are of a high quality 6. Integrate teachers' feedback on writing into the final draft and/or future pieces of writing

2.4 Writing composition

2.4.1

Years 5 & 6

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Statutory requirements

Pupils should be taught to:

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
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes and guidance (non-statutory)

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

2.4.2

Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
EYFS	Introduce the idea that words have different parts, e.g. jumping is made up of “jump” and “ing”. Write own names correctly.	Write simple phrases and sentences that can be read by others. (These phrases and sentence may be dictated) <i>Note: More advanced sentence work begins with oracy in EYFS:</i> Compose high-quality sentences orally with adult support <u>Example sentence</u> Jack had magic beans.	<i>Note: text-level work is introduced using oracy in EYFS:</i> 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Introduction to beginning a sentence with a capital letter and ending it with a full stop. Separation of words with spaces.	letter, word, space, full stop, capital letter, sentence

2.4.2

Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
1	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Adding –er and –est to adjectives where no change is needed to the root word How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat.)	How words can combine to make sentences. Joining words and joining clauses using “and” <u>Example sentence:</u> Jack took then hen the harp.	Sequencing sentences to form short narratives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
2	Adding -es and spelling changes, adding s and no change with -ey Adding -ed, -est and -er and spelling changes - y → i and losing -e, doubling letters Suffixes - ment, ful, less and ly Contractions	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <u>Example sentence:</u> Jack got magic beans from an old man but his mum was angry.	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, she is drumming, he was shouting)	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, the girl's name)	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

2.4.2

Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
3	Spelling words with suffixes “ed” and “ing” Using -ly adverbs Using the suffixes -er and -est to form comparative and superlative forms The past tense form of verbs, both regular (e.g. cheered) and irregular (e.g. bought)	Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), prepositions (for example, before, after, during, in, because, of) Combining simple sentences into multi-clause sentences <u>Example sentence:</u> Jack climbed the beanstalk once his mother had gone to bed.	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, He has gone out to play contrasted with He went out to play]	Use capital letters and full stops correctly to avoid most run-on sentences, fragments and commas splicing Introduction to inverted commas to punctuate direct speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl’s name).	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, inverted commas
4	Use of a wider variety of prefixes to form new words (e.g. re- pre-, inter- super-, anti-, auto-) Use of a wider variety of suffixes to denote abstract concepts and qualities (e.g. -ment, -ness, -full and -less)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Vary the position of the adverbial phrase in a sentence. Introduction to combining simple sentences into multi-clause sentences in different ways (e.g. subordinate clause in initial position, subordinate clause in final position) <u>Example sentence:</u> Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.	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	Use capital letters and full stops correctly to avoid completely run-on sentences, fragments and comma splicing. Apostrophes to mark both singular and plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials Use inverted commas for direct speech	determiner, pronoun, possessive pronoun, adverbial (phrase)

2.4.2

Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
5	Much wider variety of prefixes and suffixes to deconstruct and build new words The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) Using a variety of multi-clause sentences (e.g. with subordinate clauses in fronted position or later in the sentences, embedded clauses) <u>Example sentence:</u> A magnificent castle, which had a huge front door, stood on top of the clouds.	Devices to build cohesion within a paragraph (e.g. pronouns, synonyms to avoid repetition, varying sentence structure, using adverbs and adverbials) Linking ideas across paragraphs (e.g. using a conclusion which links back to the introduction, using a linking sentence at the start of a paragraph, referring back to previous paragraphs by using pronouns, introducing key points in an introductory paragraph)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
6	How words are related by meaning as synonyms and antonyms [for example, big, large, little] How compound adjectives (e.g. well-known) are formed and used The past participle form of the verb used in passive voice constructions (e.g. “taken” in “It was taken by the wind.”)	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing Integrate into writing a wide variety of sentence structures (e.g. subordinate clauses in different positions, relative clauses, participle-ing clauses) within sentences. <u>Example sentence:</u> Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive.	Linking ideas within and across paragraphs using a wider range of cohesive devices, e.g. repetition of a word or phrase, grammatical connections and ellipsis Layout devices (e.g. headings, subheadings, columns, bullet points or tables to structure text)	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It’s raining; I’m fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover).	The Year 6 programme of study reviews the terminology for earlier years and introduces some new terminology below: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling 2.4.3

Year 1	Year 2	Year 3
• Double letters at end of words - ff, ss, ll and ck • ng sound before k - spelt n and k (bank, think,...) • Syllables • Adding 's' and 'es' for plurals • Prefix un- • Adding -er and -est to adjectives where no change is needed to the root word	From Year 1: • tch at end of words • rules for alternative spellings ○ oi/oy ○ ay/ai ○ oa/oe ○ oo/ew/ue ○ ou/ow ○ igh/ie/ • y at end of words • k rather than c before e, i and y at beginning of words Year 2: • dge/ge sound • c making an s sound • kn and gn • wr • le at the end of a word as well as -el and -il • y as an igh sound - cry • Adding -es and spelling changes, adding s and no change with -ey • Adding -ed, -est and -er and spelling changes - y → i and losing -e, doubling letters • all, ball etc (a) • Other, mother etc (o) • Suffixes - ment, ful, less and ly • Contractions	The focus of the spelling lesson is learning underlying patterns which can be applied to many words (rather than lists of words). Key patterns • Spelling words with suffixes "ed" and "ing" • Apostrophes for contraction and possession • The spelling "a" after "qu" and "w" in words (e.g. quality, watch) • Common homophones (e.g. buy, bye, by) • "war" and "wor" letter strings (e.g. warm, worm) • Adding -s and -es after -y (e.g. ladies, keys) • adding vowel suffixes after consonant +y/ consonant +e (e.g. emptied, hurrying, coming) • Adding vowel suffixes when the final consonant is doubled (e.g. planned) • Suffixes -ly (adverbs) and -er, -est Key common exception words: • Review of Yr 1 & 2 common exception words • Irregular past tense verbs • Prepositions and numbers • Question words

Spelling 2.4.3

Year 4	Year 5	Year 6
<u>Key patterns:</u> • Adding suffixes: -ment, -ness • Adding suffixes: -ful, -less • Adding -ly where root ends in -le (-le changes to -ly) • Prefix: un- (opposite meaning) • Prefixes: dis-, mis- • Homophones & near-homophones (building on year 3 homophones) • Words with silent letters: kn, wr, gn • Words with the /ʌ/ sound spelt 'ou' • Words with the /ɪ/ sound spelt 'y' • Words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • Prefixes: re- pre-, inter- super-, anti-, auto- • Words with the suffix -tion, -sion • Words ending in -ture and -sure • Words with the /i:/ sound spelt 'ei' after c • Words containing the /ɔ:/ sound spelt 'a' before l and ll • Words with the /ʃ/ sound spelt ch (French origin) • Words with the /k/ sound spelt ch (Greek origin) • Words ending in -gue and -que • Words ending in -ous • Words containing the letter string 'ough' • Possessive apostrophe with plurals <u>Common Exception Words:</u> The children will learn a range of common exception words for the National Curriculum over the year. Teaching will always emphasise the patterns within the words and the parts of the word that need to be learnt off by heart. These will be also be set for homework.	<u>Key patterns:</u> • Words ending in -ation • Words with the suffix /shun/ including -ssion • Words with the suffix -cian (person/job) • Adding suffixes: -ant, -ance, -ancy, -ent, -ence, -ency • Doubling consonant before vowel suffix (short vowel + single consonant) • Words with suffix -ous (including root word changes) • Homophones & near-homophones (review of Year 4 and expansion) • Prefixes sub-, tele-, over-, non-, trans-, under- • Words with endings sounding like /ʃəs/: -cious, -tious • Words ending in -able, -ably • Words ending in -ible, -ibly <u>Common Exception Words:</u> The children will revise the Year 3 and 4 common exception words and begin to learn the Year 5 and 6 spelling list. Teaching will always emphasise the patterns within the words and the parts of the word that need to be learnt off by heart. These will be also be set for homework.	The Year 6 Spelling programme comprises a review of all the Year 3/4 spelling patterns in the English National Curriculum as well as teaching of the Year 5 and 6 spelling patterns. The Year 3/4 and 5/6 word lists are taught within the appropriate spelling pattern/s (rather than as stand-alone lists) Children are taught various strategies to help them use the spelling correctly, including: - using mnemonics - breaking up the word into smaller parts - learning only the "tricky" parts of the word - learning the vowels - recognising the morphological structure of the word - learning by rote common exceptions to general patterns <u>Review of the Year 3 and 4 spelling patterns:</u> • using prefixes and associated spelling changes • using suffixes with associated spelling changes • words ending in -sure and -ture • words which use the endings -sion, -tion, -ssion and -cian • y spelling in words such as gym, myth, mystery • ou spelling in words such as couple, tough, young • ch spelling in Greek-origin words such as chemist • ch spelling in French-origin words such as chef • words with "silent" letters such as knock, gnome • words from Latin spelt with "sc" such as science <u>Teaching of Year 5 and 6 spelling patterns:</u> • words ending in -cious and -tious • words ending in -cial and -tial • adding suffixes to words ending in -fer • words ending in -ant/-ance/-ancy and those ending in -ent/-ence/-ency • words ending in -able/-ably and those ending in -ible/-ibly • the suffix -ly and associated spelling changes • the letter string "ough" in words such as thorough • a wider variety of "silent" letters in words • the letter strong "ie" and "ei" • a wider variety of homophones and near-homophones

2.5.5 Handwriting

Handwriting is taught by the stream language teacher with an emphasis on the standards as set out below. In EYFS and Year 1, some handwriting is taught in line with the phonics teaching.

EYFS	1	2	3 & 4	5 & 6
Children can	Pupils should be taught to:			
• Show good control and co-ordination in large and small movements • handle equipment and tools effectively, including pencils for writing Exceeding criteria They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	• 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' (i.e. letters that are formed in similar ways) and to practise these.	• 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.	• 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	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.

Appendices

3. Transition

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3. Transition

3.1 Transition between Primary and Secondary syllabuses

Transition is an integral and essential part of teaching in English at Europa School UK. Transition in English will include many of the following activities towards the end of the Key Stage 2:

Shared medium-term and long-term planning between P6 (Primary Year 6) and secondary colleagues.

Attendance of P6 teachers at S1 (Secondary Year 1) class councils.

Transition meetings between P6 teachers and S1 teachers and SENDCO.

A transition project undertaken by P6 pupils which involves development of language and literacy skills and collaboration with

secondary pupils. Sample English lessons delivered by the Secondary English teachers to P6 pupils.

Transition meetings set with SENDCO, P6 and S1 teachers to discuss the requirements of children with SEND or other additional needs.

Results of English assessments carried out towards the end of P6 to be shared with relevant secondary colleagues; results of English assessments carried out towards the start of S1 to be shared with relevant primary colleagues.

If appropriate, individual transition arrangements to be put in place for those children with special and additional needs (e.g. a 1-to-1 meeting between P6 pupils and S1 English teacher).

Opportunities made available for secondary teachers and teaching assistants to observe P6 pupils in English lessons

Other activities proposed by P6 teachers, Primary SENDCO, Secondary Head of English, Head of Secondary, Secondary SENDCO, S1 English teachers or any other interested member of staff.

4. Methodology

4.1 Planning process - guidelines

First steps

- Look for themes and links in World of Discovery and other subjects.
- Highlight key objectives across speaking, listening, reading, writing and phonics
- Decide when each unit of work will be taught and how long it will last.

It may be helpful to:

- Make an outline plan of the academic year, finding suitable opportunities to link English units of work to cross-curricular themes.
- Plan discrete units of work alongside continuous objectives e.g. spelling, independent reading, presentation.
- Highlight needs of cohort e.g. level of English, SEN
- Identify main texts and resources for the unit.

Identify differentiated learning outcomes - what children will know at the end of each unit:

- Some children will need more support and....
- Most children should
- Some children will go further and

It is important to plan these with high expectations, even if some children will need support. Reference should be made to genre features and year group objectives.

Some objectives will be continuous and run across several units of work.

Define teaching and sequences of learning. **Children must be taken from less familiarity with text type, to a deeper understanding as a reader then a confident writer:**

1. **Familiarisation/ Immersion in text/Analysis**
2. **Capturing ideas**
3. **Focused extended writing**

Typical approaches include:

1. Book talk, Writer's talk, identifying text features & organisation, practise & apply relevant 'stand alone' objectives. E.g. sentence construction.
2. Discussion, storyboarding, drama, planning e.g. mind maps, flow charts
3. Modelling writing, scribing, identify focus, group & shared writing, drafting & review, presentation & sharing

Include (where appropriate) guided reading/writing tasks where teacher can support smaller groups in their learning or take children beyond the intended learning outcomes.

- Focus in these tasks will depend on prior assessment of children's needs.
- Completion of these tasks will help the teacher to assess children's progress and inform future planning.

Process for guided reading/writing

- Explain purpose of the session to whole class
- Show examples e.g. text extract
- Discuss and highlight meaning/form/language features depending on purpose of session
- Children practise skills and share work during mini plenaries
- Teacher works with a group to support or extend their learning

4. Methodology

4.2 Short term planning: a useful checklist

Clear learning outcomes taken from each strand of year group objectives		Differentiation in place, taking account of learning & language needs of pupils – and not always differentiation by outcome	
Cross-curricular links maximised		Word and Sentence level work put into practice in pupils' own speaking and writing, rather than practice exercises	
Flows through from receptive to productive skills		Shared writing, in appropriate form, precedes independent writing	
Uses range of exciting and relevant resources, including authentic texts, audio, visual, ICT and real/concrete resources		Plenary sessions relate back to the learning outcomes for the class and • address misconceptions • inform next lesson(s) and tasks • involve children in a variety of ways	
Individual lessons connect to each other and build on prior learning		Shared listening and language modelling extend independent speaking	
Teaching, learning, tasks & activities relate to learning outcomes		Assessment opportunities identified, with reference to each strand of year group objectives	
Continuous objectives are regularly revisited and consolidated/ extended as appropriate		Concrete objectives are clear and precise	
A range of teaching strategies are used, including whole class, small group, paired and peer led.		A range of learning styles are accommodated, including multisensory approaches and provision for pupils with SEN and/or learning or language difficulties.	
Opportunities are given to talk about tasks; before, during and after.		Authentic texts used	
Guided or focus groups established to support/extend as appropriate		Opportunities to share, feedback, review and improve oral and written work.	

5. Assessment: principles and

FORMATIVE (ongoing)	DIAGNOSTIC (periodically)	SUMMATIVE (mid/end year)
To provide an on-going picture of how to modify teaching inputs, differentiate for groups and lessons and involve all pupils in reviews of their progress in both oracy and literacy.	To provide more detailed information about individual children's strengths and weaknesses, involve them in their own learning. To provide information for the teacher to plan the next steps in pupils' learning	To provide a record of each child's achievement for tri-annual reporting to parents and transition to next class To inform the school report, future planning, differentiation and grouping
Examples: Focused marking, in guided groups Success criteria (SC) marking, whereby SC are shared with pupils at outset and then used to structure feedback through marking Annotated planning by omission – day to day annotations of pupils who exceed or fall short of learning outcomes set for them (not same as learning objective for whole class-more linked to levels within a same LO theme) Self-assessment and peer marking – children use the SC themselves. Target setting: establishing systems for communicating feedback on what the child needs to improve into recorded targets – these can embrace speaking / listening (especially for EAL pupils), reading and writing	Examples Assessing Pupils' Progress – 2-4 pieces of pupils' unaided work in different genres (marked as per column 1 throughout the year), are evaluated using school's writing moderation guidelines. Samples of pupils (on level borderlines / 3 main ability groups) are used, not whole class. Overviews of main levels groups are working at and whether they are 'low', 'secure' 'high' achieving within the accorded level. Judgements are based on a range of evidence not only piece. Teachers commonly come together to 'moderate' and check that judgements correlate. Pupil Progress Reviews - A periodic extension to ongoing feedback / target setting, teachers meet with groups of pupils (who have similar targets) or with individual pupils to discuss how well they are progressing. Again, a holistic view should be taken – speaking and listening targets are every bit as important given the linguistic complexities involved.	Examples: End of Unit Assessments-records of how well key learning objectives have been met Records of parent / teacher meetings Quest screening NFER test EYFS Baseline test NFER Reading comprehension test Vernon/ Schonell spelling test National Curriculum tests (End of Key Stage tests and assessments) Commercial tests NB –The guidance here is that once the formative and diagnostic approaches outlined in columns 1 and 2 are fully operational, they can replace not add to current summative systems which can take quite some time to administer, mark and analyse.
Information from the above can be used in meetings between colleagues for • Monitoring planning to ensure learning continuity and progression between semesters and across years • Moderating assessments to ensure accuracy of judgements and uniformity of expectations • Using evaluations to inform curriculum planning and target setting		

NOTE for EAL learners

Consider using the step descriptors from <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/levels-of-proficiency-in-english/> to monitor the attainment and progress of pupils who may be at the earliest stages of learning English.

See also EAL toolkit, EAL assessment frameworks for EYFS and Primary, Return to school resources

6. Appendices

6.1 Spelling

Phase 2 - CEW

the

to

into

no

I

go

Phase 3 - CEW

me	we	be	he
she	was	you	they
all	are	my	her

Phase 4 - CEW

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

Phase 5 - CEW

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

6. Appendices

6.1 Spelling

Year 2 common exception words

door	child	most	great	after	any	half
floor	children	only	break	fast	many	hour
poor	wild	both	steak	last	again	
	climb	old		past		money
find		cold	move	father	because	Mr. Mrs
kind	every	gold	prove	class	busy	
mind	everybody	hold	improve	grass		parents
behind	even	told		pass	Christmas	people
			could	plant	clothes	
pretty	sure	who	should	path		water
beautiful	sugar	whole	would	bath	eye	

6. Appendices 6.1 Spelling

Year 3/ Year 4 Statutory word list grouped by area

suffix –ly, -ally	-ough letter strings	split digraph – long vowel sounds	other words	
accidentally actually occasion(ally) probably	enough though, although thought through (currently taught in Years 5/6)	Two letters make one sounds that are split (e.g. guide – i-e) arrive decide describe extreme guide surprise (review work from KS1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forwards(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women	
‘n’ spelt as ‘kn’	‘i’ sounds spelt as ‘u’			
knowledge knowledgeable	busy/ business			
-tion and -sion	adding prefixes			
mention occasion position possess(ion) question	(dis)appear (dis)believe (re)build (re)position	cross-curricular words		
	unstressed vowels	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length		
‘ei’, ‘ey’ and ‘eigh’ sounds	different favourite February interest library ordinary separate			
eight/eighth reign weight height (exception)				
‘or’ sound spelt ‘augh’				
caught naughty	double consonants			‘s’ sound spelt as ‘c’ before ‘e’ ‘i’ and ‘y’
adverbials	address appear arrive different difficult disappear grammar occasion opposite pressure suppose			
therefore				
-ous words				
famous various				
-ible words				
possible				
Words from other countries				
bicycle (cycle – from the Greek for wheel) (bi – meaning ‘two’)				bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)

6. Appendices 6.1 Spelling

Year 5/ Year 6 Statutory word list grouped by area

unstressed vowels	other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern)	disastrous marvellous mischievous
			Words originating from other countries
		Double consonants	conscience conscious desperate yacht
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	Cross-curricular words
			forty temperature twelfth
			-le words
unstressed consonants			available vegetable vehicle muscle
government			
suffixes and prefixes			'c' makes 's' sound before 'i', 'e' and 'y'
according attached criticise (critic + ise) determined equip 9-ment, -ped) especially frequently immediate (-ly) (un)necessary sincere(-ly)			
'e' before 'e' except after 'c' when the sound is 'ee'			
		Word families	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
		familiar identity signature symbol (this is revision from year 3/ year 4)	
		'y' makes the 'i' as in 'bin' sound	
		physical symbol system (this is revision from year 3/ year 4)	
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	-tion words		
	competition explanation	-ough letter strings	

6.2 Appendices The Writing Environment

The child should	Examples
Have/see their writing valued	Hear it praised, constructive comment, displays, class anthologies, reading it aloud, displays and exhibitions, publication, literary competitions
Use personal reading as a stimulus for writing	Journals, character sketches, reviews, story mapping etc
Experience a classroom environment that encourages writing	Class library, writing corner, displays of writing for visitors, anthologies of writing, books written by children, captioned charts, pictures and posters, co-operative drama
Observe the teacher model a wide variety of writing genres	Scribing & Modelling: narrative, explanations & arguments, letters, poems, project work etc.
Experience interesting and relevant writing challenges	Diaries, report writing, recounts, instructions, autobiographies, brochures, co-operative drama writing and eventual performance.
Use different narrative technique to engage and entertain the reader	Balance between description and dialogue, use of settings and characterisation, attitudes and assumptions, tone, atmosphere, humour
Write for an increasingly varied audience	Peers, younger children, adults, school newspaper/website, exhibitions & displays, exam environment.
Receive and give constructive responses to writing	Writing partnerships, use of editing process, exam environment.
Experience a level of success in writing that will be an incentive to continue writing	Celebrate children's achievements as well as offering constructive criticism that will enable the child to further improve.
Write for sustained length of time	Longer narrative writing expected with greater frequency.
Experience varied and consistent oral language activity as part of the pre-writing process	Brainstorming in pairs, drama, spider-graphs, dialogue, group discussion.
Observe the teacher improving writing	Drafting, revising, editing
Write independently through a process of drafting, revising, editing and publishing	See 'Genre across the Year Groups' pages 7,8
Write, without redrafting, on a given or chosen topic within certain time constraints	Especially useful in carrying out assessments of children's writing and building confidence in exam techniques and skills.
Use dictionaries and thesauruses to extend and develop vocabulary and spelling	Select words and language, drawing on previous knowledge, choosing words carefully for maximum impact. Pupils need to be aware of using language appropriate to the task.
Choose a register of language appropriate to subject and audience	Writing to a friend, writing for display, writing to seek information, observe the difference between formal and non formal language.

6.3 Appendices

Speaking and listening Appendices

Outlined in 2:3 are the speaking and listening Primary Syllabus and EYFS. The following slides contain suggested progression detail for the Primary years

6.2 Speaking & Listening Appendices		
	Year 1	Year 2
Speaking	- Use language during role play to imagine, compare and recreate roles and experiences - Give simple, clear instructions, relay simple messages - Explore simple audio recording technology	
	1. Enjoy listening to and using spoken and written language and readily use it in play and learning 2. Begin to speak clearly and audibly in front of others 3. Actively engage in playing with words, poems etc; for example nursery rhymes 4. Use 'talk' to organise, sequence and clarify thinking, ideas, feelings and events (especially events in the past) 5. Extend their vocabulary, exploring the meanings and sounds of new words	1. Tell stories and describe incidents/ imaginary events from their own experience in an audible voice to a teacher or peer 2. Retell stories, ordering events using story language and extract the central meaning 3. Use talk to organise thinking, discuss ideas and begin to ask and answer question 4. Adjust language to suit the situation/help the listener

6.2 Speaking & Listening Appendices

	Year 1 Year 2	
Listening, responding, group discussion and interaction	- Listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems. - Listen with increasing concentration, building new stores of words in different contexts - Listen to others in class/ teacher, ask relevant questions and follow instructions - Listen and respond to audiobooks, podcasts, video clips, computer games, e.g. follow audio instructions for an interactive game - Listen to and respond to speakers of other languages, taking turns in conversations - Interact with others, negotiating plans and activities and taking turns in conversation - Use talk to organise, sequence and clarify thinking, ideas, feelings and events - Take part in frequent group and class discussions on age appropriate topics	
	Year 1	Year 2
	1. Make up their own stories, songs, rhymes and poems reproducing sound patterns and rhymes in pitch and time 2. Predict events in known stories and rhymes, recognizing well known tales or parts of them 3. Ask and answer questions, offer suggestions and take turns 4. Begin to explain their views/ behaviour to others	1. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions 2. Anticipate problems and predict consequences. 3. Extend their vocabulary, exploring meanings and sounds of new words 4. Listen to other children's contributions in discussions and wait until they have finished before responding 5. Listen to each other's views and preferences, agree next steps for a task

6.2 Speaking & Listening Appendices

	Year 1	Year 2
Drama	- Use language and a variety of games to imagine and recreate roles and experiences - Explore familiar themes and characters through improvisation and role-play - Discuss responses to a performance - Have opportunities to perform for a larger audience eg. another class, year group or in school concerts - Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres	
	1. Act out stories, poems, rhymes and role plays. 2. Develop drama from own experiences and begin to project into the experiences of others 3. Make predictions about what might happen next 4. Develop a situation within play/ role play, record and view back	1. Act out their own and well known stories/ situations, using voices for characters 2. Develop original drama from a given theme or area 3. Comment on performances , make predictions 4. Record dialogue or drama to camera and view back

6.2 Speaking & Listening Appendices

	Year 3	Year 4
Speaking	Develop the ability to enquire by questioning Discuss a wide variety of topics relevant to age, interest and themes taught in class Explore audiovisual technology to record speaking, e.g. an interview	
	1. Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds 2. Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively 3. Sustain conversation, explain or give reasons for their views or choices 4. Develop and use specific vocabulary in different contexts 5. Describe something that has happened, getting details right and events in the right order. 6. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult	1. Tell a story using notes designed to cue techniques, such as repetition, recap and humour-vary voice speed and level appropriately in the course of reporting/ storytelling 2. Present a topic/argument, sequencing points logically, defending views with evidence and making use of persuasive language (using notes recommended) 3. Use and explore different question types and different ways words are used, including formal and informal contexts. 4. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult

6.2 Speaking & Listening Appendices

	<i>Year 1, Year 2</i>	Year 3	Year 4
Listening, responding, group discussion and interaction	Listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems. Listen with increasing concentration, building new stores of words in different contexts Listen to others in class/ teacher, ask relevant questions and follow instructions Listen and respond to audiobooks, podcasts, video clips, computer games, e.g. follow audio instructions for an interactive game Listen to and respond to speakers of other languages, taking turns in conversations Interact with others, negotiating plans and activities and taking turns in conversation Use talk to organise, sequence and clarify thinking, ideas, feelings and events Take part in frequent group and class discussions on age appropriate topics		Listen to and identify the main characteristics of TV, film, radio and Internet broadcasts Carry out more complex instructions and over a longer time span of operation Differentiate between different types of speech, language, purpose. Including other languages Listen actively to discussions/ debates and respond in an appropriate manner. Listen to a variety of tales/ poems/ drama etc. from different countries Listen to and appreciate age appropriate stories, poems and plays performed by peers Plan and manage an age appropriate group task using different levels of planning and cooperation Use information and communication technology to discuss, plan, present and evaluate work
	Year 3	Year 4	
	1. Comprehend main ideas in simple passages of information or explanation given orally 2. Follow up others' points and show whether they agree or disagree in whole-class discussion 3. Begin to explain and comment on speakers' use of language, including vocabulary/gesture 4. Begin to question others perceptively 5. Actively include and respond to all members of the group 6. Use the language of possibility to investigate and reflect on feelings, behaviour or relationships 7. Evaluate own and others' talk	1. Understand, recall and respond to speakers' implicit and explicit meanings 2. Be increasingly aware of need to adapt language, register, to purpose and audience 3. Listen for language variation in formal and informal contexts (including dialects & accents) 4. Begin to criticise constructively 5. Prepare and conduct interviews with peers/adults, using recording devices 6. Understand different ways to take the lead and support others in groups 7. Evaluate and reflect on own contribution	

6.2 Speaking & Listening Appendices

	Year 3	Year 4
Drama	• Use language and a variety of games to imagine and recreate roles and experiences • Explore familiar themes and characters through improvisation and role-play • Discuss responses to a performance • Have opportunities to perform for a larger audience eg. another class, year group or in school concerts • Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres	
	1. Present events and characters through dialogue and the performance of more complex scripts, poems and rhymes to engage the interest of an audience 2. Use voice, tone, accent, speech register and gesture to enrich imaginative speech 3. Identify and discuss qualities of others' performances, including gesture, action and costume 4. Use video camera independently to create a dramatic piece and review and edit it.	1. Reflect on how working in role helps to explore complex issues 2. Use drama strategies such as attention to register, clarity of speech and appropriate vocabulary to explore stories or issues 3. Use and recognise the impact of theatrical effects in drama 4. Perform a scripted scene making use of dramatic conventions also write , perform and record a script based on improvisation

6.2 Speaking & Listening Appendices

	Year 5	Year 6	Moving on
Speaking	- Develop the ability to enquire by questioning - Discuss a wide variety of topics relevant to age, interest and themes taught in class - Explore audiovisual technology to record speaking, e.g. an interview		
	1. Tell a story using notes designed to cue techniques, such as repetition, recap and humour-vary voice speed and level appropriately in the course of reporting/ storytelling 2. Present a topic/argument, sequencing points logically, defending views with evidence and making use of persuasive language (using notes recommended) 3. Use and explore different question types and different ways words are used, including formal and informal contexts. 4. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult	1. Use a range of oral techniques to present persuasive arguments and engaging narratives 2. Participate in whole-class debate using the conventions and language of debate, including standard English 3. Use the techniques of dialogue to explore ideas, topics or issues	1. Clarify ideas using exploratory hypothetical and speculative language 2. Prepare and deliver a talk or presentation that is well structured, in sequence using more complex vocabulary and encourage the use of gesture or other visual aids as appropriate 3. Justify, persuade or defend a point of view using supportive evidence, language appropriate to the task and consistently linking back to the argument

6.2 Speaking & Listening Appendices

Year 5/ Year 6/ Moving on

Listening, responding, group discussion and interaction

- Listen to and identify the main characteristics of TV, film, radio and Internet broadcasts
- Carry out more complex instructions and over a longer time span of operation
- Differentiate between different types of speech, language, purpose. Including other languages
- Listen actively to discussions/ debates and respond in an appropriate manner.
- Listen to a variety of tales/ poems/ drama etc. from different countries
- Listen to and appreciate age appropriate stories, poems and plays performed by peers
- Plan and manage an age appropriate group task using different levels of planning and cooperation
- Use information and communication technology to discuss, plan, present and evaluate work

Year 5

1. Understand, recall and respond to speakers' implicit and explicit meanings
2. Be increasingly aware of need to adapt language, register, to purpose and audience
3. Listen for language variation in formal and informal contexts (including dialects & accents)
4. Begin to criticise constructively
5. Prepare and conduct interviews with peers/adults, using recording devices
6. Understand different ways to take the lead and support others in groups
7. Evaluate and reflect on own contribution

Year 6

1. Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
2. Analyse and evaluate how speakers present points effectively through use of gesture
3. Appreciate that criticism has positive and negative elements
4. Identify the ways spoken language varies according to differences in the context and purpose of its use
5. Review own audiovisual recordings and begin to edit using simple software
6. Use time, resources and group members efficiently by distributing tasks, checking progress and making back up plans
7. Consider examples of conflict and exploring the language used

Moving on

1. Recall and reflect on main points, ask questions, make comments or challenge opinions
2. Recognise how language is used appropriate to task, e.g. to explain, persuade, amuse or argue a case
3. Explore the difference between spoken and written language and how it effects meaning.
4. Use role play to discuss, promote, oppose, explore and question for a specific purpose
5. Be aware of the importance of balanced viewpoint in discussion and debate, justify and modify opinions according to other perspectives
6. Work logically and methodically in a group to test and evaluate ideas

6.2 Speaking & Listening Appendices

	Year 5	Year 6	Moving on
Drama	- Use language and a variety of games to imagine and recreate roles and experiences - Explore familiar themes and characters through improvisation and role-play - Discuss responses to a performance - Have opportunities to perform for a larger audience eg. another class, year group or in school concerts - Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres		
	1. Reflect on how working in role helps to explore complex issues 2. Use drama strategies such as attention to register, clarity of speech and appropriate vocabulary to explore stories or issues 3. Use and recognise the impact of theatrical effects in drama 4. Perform a scripted scene making use of dramatic conventions also write , perform and record a script based on improvisation	1. Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires 2. Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension 3. Comment constructively on plays and performances, discussing effects and how they are achieved 4. Devise a performance (e.g., direct and record a short film), considering how to adapt the performance for a specific audience	1. Continue to use role play in order to explore a variety of situations and perspectives using texts and other stimuli 2. Learn to anticipate, project and problem solve using a range of dramatic devices 3. Work together on improvisation and scripted pieces for a audience 4. Learn to reflect and constructively criticise their own performance and the performance of others