



## **English Language 1 Syllabus – Early Years and Primary**

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Sources:  
European Schools English Language 1 Syllabus Nursery and Primary 2011  
The National Curriculum in English  
Statutory Framework for the EYFS/Development Matters 2021 updated guidance

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## 1.1 RATIONALE

- Language is the principal means of human communication. Through speaking, listening, reading & writing, ideas and information are expressed and communicated, aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored. Language is a central influence in the learning process and all aspects of language are interdependent. *Children learn language, but they also learn through language.* Language helps the child to clarify and interpret experience, to acquire new concepts, and to add depth to concepts already grasped.
- This syllabus takes account of the competences for communication in mother tongue expressed in the European Council's Lisbon Strategy for Lifelong Learning (2000) namely '*the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.*' This Europa School Syllabus retains the best of The European Language 1 syllabus which entered into force on September 2011 of the European Schools. In addition it takes into account the requirements of the English National Curriculum 2014.
- This syllabus takes account of the fact that Europa School English Language 1 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, handwriting, grammar)
- The English Language I syllabus sets **high expectations** of what children at Europa School UK should achieve. Full account is taken of the spectrum of needs across classes. **Flexibility** is built in to enable teachers to scroll forward and back across strands to ensure that planning takes full account of the differing starting points involved in learning for groups of pupils, including EAL students. By the end of Primary, children are fully equipped to meet the demands of the Language and Literature subject group of the middle years programme of the secondary Europa School curriculum.
- **Oral language** is a crucial factor in the development of the child's cognitive abilities and it facilitates the acquisition of social and communicative skills. It is, above all, the principal integrating element in the English syllabus. Activities such as comprehension, responding to text and the approach to writing are grounded in a process of talk and discussion.

## 1.1 RATIONALE continued

- The approach to the teaching and learning of **reading** is based on the child's general language development and on the development of phonemic and phonological awareness. Having developed an awareness of the sounds in words through a rich oral language experience, the child then begins to acquire an understanding of sound-letter relationships. Particular emphasis should be placed on comprehension and the development of higher-order skills through reading and responding to a wide variety of texts. It is an important feature of the English syllabus that children's reading should encompass a rich and varied range of text. From the earliest years they should experience a print-rich environment in which they have ready access to books. Through such an atmosphere, in which books are seen to be valued, children are led to appreciate the usefulness and the pleasures of reading.
- The ability to **write** clearly and expressively is developed progressively through the process of writing. The child is encouraged to write for different audiences and purposes and in a variety of genres. This diversity and flexibility will stimulate creativity and develop the child's ability to use written language to effectively convey a wide range of ideas, attitudes and emotions. He or she is enabled to develop a sense of appropriate presentation in writing through drafting a piece of writing, discussing it, editing it, and producing a finished piece of work.
- **Technological skills** are increasingly important for advancement in education, work, and leisure. The syllabus should allow for opportunities to integrate information and communication technologies into the teaching and learning process and to provide children with opportunities to use modern technology to enhance their learning in all subjects. Opportunities are identified for pupils to develop all aspects of English through using technology.
- A continuing **process of reflection, self-evaluation, review and innovation** will enable the school to realise the optimum learning experience for the children in its care. This is best achieved through regular formal and informal consultation among the Head of Primary, the SENCo, the staff, and the school community.

## 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:

- gain pleasure and fulfilment from language activities
- develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture
- learn to understand the conventions of oral language interaction and use oral language in a variety of social situations
- expand his/her vocabulary and develop a command of grammar, syntax and punctuation
- become fluent and explicit in communicating ideas and experiences
- explore and develop ideas and concepts through talk, directed discussion and writing
- identify and evaluate the key points, issues and central meaning of a text or oral presentation and efficiently organise the information gained
- justify and defend opinions and present a coherent argument orally and in writing
- express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing
- organise, clarify, interpret and extend experience through oral language activity and writing
- explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing
- create, develop and sustain imaginary situations through talk, discussion and improvisational drama
- compose, relate and write his/her own stories and poems
- explore, experiment with and enjoy all the playful aspects of language
- develop print awareness, an understanding of the purposes of print, and control over the different ways meaning is derived from print
- systematically develop children's phonemic awareness; their skills in 'decoding' and 'encoding' text
- develop an appropriate range of comprehension strategies
- develop an awareness of the richness and diversity of reading material available (including English & Anglo-Irish literary heritage and from other cultures and traditions) and read from a variety of texts of gradually increasing complexity
- choose his/her reading material and engage in and enjoy sustained silent reading
- develop a sense of discrimination with regard to the use of language and images in the media
- write for different purposes and different audiences
- write in a variety of genres appropriate to school and outside needs
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and to use appropriate levels of formality
- share writing and responses to reading experience with other children and adults
- use computer technology in learning to write and for information retrieval
- enhance reading and writing development through the involvement of parents or guardians.

## 2.1 Suggested genres across the year groups Subject to review during 2021/2022

EYFS/ Year 1	Year 2	Year 3
<b>Narrative</b> <ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Stories from a range of cultures especially European</li> <li>• Stories with predictable and patterned language</li> <li>• Traditional Fairy Tales</li> <li>• Stories about fantasy worlds</li> </ul> <b>Non Narrative</b> <ul style="list-style-type: none"> <li>• Labels, lists and captions</li> <li>• Instructions</li> <li>• Information Texts</li> <li>• Recount (fact and fiction)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>• Using the senses</li> <li>• Patterns and Rhymes</li> <li>• Poems on a theme</li> </ul>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Stories from a range of cultures especially European</li> <li>• Traditional stories</li> <li>• Different stories by the same author</li> <li>• Significant authors</li> </ul> <b>Non-narrative</b> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Invitations, letters, recounts</li> <li>• Information texts</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>• Shape poetry</li> <li>• Patterns</li> <li>• Senses</li> <li>• Acrostics</li> </ul>	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Stories from a range of cultures especially European</li> <li>• Myths and legends</li> <li>• Adventures and mystery</li> <li>• Authors and letters</li> <li>• Dialogue and plays</li> <li>• Extended stories</li> </ul> <b>Non-narrative</b> <ul style="list-style-type: none"> <li>• Chronological accounts</li> <li>• Diaries and letters</li> <li>• Instructions and invitations</li> <li>• Explanations</li> <li>• Information texts</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>• Poetry to perform</li> <li>• Shape poetry and calligrams</li> <li>• Language play</li> </ul>

## 2.1 Suggested genres across the year groups

Year 4	Year 5	Year 6
<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Narrative, plays and scripts</li> <li>• Stories with historical settings</li> <li>• Stories set in imaginary worlds</li> <li>• Stories from other cultures</li> <li>• Stories which raise issues/ dilemmas</li> <li>• Plays</li> </ul> <p><b>Non Narrative</b></p> <ul style="list-style-type: none"> <li>• Recounts – newspapers/ magazines</li> <li>• Information texts</li> <li>• Explanation texts</li> <li>• Persuasive texts</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Creating images</li> <li>• Exploring form</li> <li>• Haikus</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Traditional stories, fables, myths and legends</li> <li>• Stories from other cultures</li> <li>• Older literature</li> <li>• Film narrative</li> <li>• Dramatic conventions</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recounts</li> <li>• Persuasive writing</li> <li>• Reflective writing</li> <li>• Presentations</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic style</li> <li>• Classic/narrative poems</li> <li>• Choral and performance</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Fiction genres</li> <li>• Extending narrative</li> <li>• Authors and texts</li> <li>• Short stories with flashbacks</li> <li>• Novels and stories by significant children’s authors</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Biography and autobiography</li> <li>• Journalistic writing</li> <li>• Presentations</li> <li>• Formal/ impersonal writing</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• The power of imagery</li> <li>• Finding a voice</li> <li>• European Poet Study</li> <li>• Poetry forms: ballad, free verse etc.</li> </ul>



## **2.2 Phonics**

Below is a chart showing the sounds taught during EYFS and KS1

<b>Phase 1</b>	<ul style="list-style-type: none"> <li>• Listening to and for sounds</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Tricky words: the, to, go, no</li> </ul>
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>• Sounds taught j,v,w,x,y,z,zz,qu</li> <li>• ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>• Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
<b>Phase 4</b>	<ul style="list-style-type: none"> <li>• Recap all previous sounds</li> <li>• Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>• 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</li> </ul>
<b>Phase 5</b>	<ul style="list-style-type: none"> <li>• Learn new phoneme zh</li> <li>• Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>• Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked</li> <li>• Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
<b>Phase 6</b>	<ul style="list-style-type: none"> <li>• Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>• Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>• Investigate how adding suffixes and prefixes changes words</li> <li>• Introduce past tense</li> </ul>

## Glossary

**Phoneme** – the smallest unit of speech-sounds which make up a word

**Grapheme** – the written representation of sounds

**Tricky word** – word which can't be sounded out

**Keywords** – high frequency words

**vc word** – vowel consonant word (it, as)

**cvc word** – word made up of a consonant, vowel, consonant (cat, dog)

**Initial sound** – first sound in a word

## **2.3 Reading**

## 2.3 Literacy Reading (Early Years Foundation stage)

	Children in reception will be learning to:	Examples of how to support this:
<b>EYFS</b>  <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
	<b>Early Learning Goal</b> <b>Comprehension :</b> 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. <b>Word Reading</b> 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.	

## 2.3 Reading

2.3.1	Year 1	Year 2
<b>Enjoyment &amp; engagement with texts</b>	<p>Keep a simple record of responses to books read or shared</p> <p>Select books for personal reading at home and school, including texts</p> <p>Listen to and enjoy stories and poems read aloud, including multimedia texts</p>	
	<ol style="list-style-type: none"> <li>1. Learn that books are exciting and enjoyable by sharing them together daily (inc cd rom/ internet resources)</li> <li>2. Appreciate words, pictures, songs, rhymes, poems and stories, listening attentively and responding with relevant comments, questions, actions</li> <li>3. Enjoy and appreciate the key elements of stories: e.g. characters, events and the key purposes of non-fiction texts</li> <li>4. Read texts compatible with their phonic knowledge and skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Give reasons for book choices</li> <li>2. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</li> <li>3. Engage with books through exploring and acting interpretations</li> <li>4. Learn how to use the features of multi-media texts (e.g. clicking on icons)</li> <li>5. Share and explain their reactions to texts, commenting on important aspects</li> <li>6. Use technology to aid in finding out information, with help if appropriate</li> </ol>
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Recognise that print carries meaning in signs, labels, notices, books.</li> <li>2. Encounter the printed or written word in many forms</li> <li>3. Learn to recognise their names on work, folders etc</li> <li>4. Read some high frequency words</li> <li>5. Read a range of familiar and common words and simple sentences independently</li> <li>6. Recognise different types of text used in class; weekdays, birthdays etc</li> <li>7. Use texts as a basis for class, group or paired discussion</li> <li>8. Play with oral syllables and rhyme</li> <li>9. Recognize words or letters in a text and suggest what they mean.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read regularly with support, increasing independence in reading – including reading aloud</li> <li>2. Read an increasing number of high frequency words and phonically regular words</li> <li>3. Read using a systematic and progressive programme,</li> <li>4. Apply phonic knowledge and skills as the prime approach to reading unfamiliar words</li> <li>5. Begin to self-correct reading errors when text does not make sense</li> <li>6. Distinguish fiction and non-fiction texts and the different purposes for reading them</li> <li>7. Recognise the main elements that shape different texts including key organisational features</li> <li>8. Identify the main events and characters in stories and find specific information in simple texts</li> <li>9. Make predictions showing an understanding of ideas, events and characters</li> <li>10. Use syntax and context when reading for meaning</li> <li>11. Explore the effects of patterns of language and repeated words and phrases</li> <li>12. Begin to understand how punctuation affects reading.</li> </ol>

2.3 Reading	Year 3	Year 4
<b>Enjoyment &amp; engagement with texts</b>	<p>Read independently for pleasure, keep a record of books read and responses to them</p> <p>Recognise and read favourite genres/authors and experiment with other types of text, including digital media linked to writing</p> <p>Listen to books read aloud or presented in different media</p> <p>Have time in class for sustained silent reading</p>	
	<p><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></p> <ol style="list-style-type: none"> <li>1. Share and compare reasons for reading preferences, extending the range of books read</li> <li>2. Enjoy locating and handling books in libraries researching on the internet</li> <li>3. Experience shared response to fiction through the use of a class novel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage with a wide variety of poetry and verse on a regular basis</li> <li>2. Reflect on reading habits and preferences</li> <li>3. Have opportunities to share texts which they have enjoyed</li> <li>4. Develop skills in locating and handling books in digital and real libraries</li> <li>5. Continue to experience shared response to fiction through the use of a class novel.</li> <li>6. Compare how a common theme is explored through poetry, prose and other media</li> </ol>
<b>Skills</b>	<p>Read alone and aloud with increasing fluency and expression, self-correcting any errors.</p> <p>Continue to develop basic information retrieval skills, including those that are ICT specific e.g. to use hyperlinks / contents tables, to use tables, to skim and scan</p>	
	<ol style="list-style-type: none"> <li>1. Use knowledge of prefixes and suffixes to assist in decoding.</li> <li>2. Use syntax, context and word structure to read for meaning</li> <li>3. Identify how different texts are organised and find information effectively (non-fiction, dictionary, websites)</li> <li>4. Extend range of texts and genres studied (poems, narrative, reports, digital media etc.)</li> <li>5. Find evidence in texts to support a hypothesis</li> <li>6. Explore how authors use language for different effects, purposes and audiences</li> <li>7. Infer and empathise with characters' feelings/behaviour and events in fiction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read aloud fluently, expressively and with understanding across a variety of contexts</li> <li>2. Develop a range of personal strategies for reading unfamiliar words</li> <li>3. Compare different types of texts /genres and identify how they are structured</li> <li>4. Compare how a common theme is presented in poetry, prose and other media</li> <li>5. Use evidence from a text to explain events or ideas (including as a PPT presentation)</li> <li>6. Infer/deduce writers' perspectives from what is written and implied.</li> <li>7. Distinguish between everyday use of words and subject-specific use</li> <li>8. Explain how different texts use figurative and expressive language to create images and atmosphere</li> <li>9. Compare usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</li> </ol>

## 2.3 Reading

2.3.1

Years 5 & 6

**Word  
reading**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

**Comprehe  
nsion**

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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 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. 4 Speaking and listening**



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

2.3.1	Children in reception will be learning to:	Examples of how to support this:
<b>EYFS</b>  <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.

See next page

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

2.3.1	Children in reception will be learning to:	Examples of how to support this:
<b>EYFS</b>  <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.
<b>Early Learning Goal: Listening, Attention and Understanding</b> 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.		
<b>Early Learning Goal - Speaking</b> 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.		

## 2. 4 Speaking and listening

Outlined below are the speaking and listening Primary Syllabus. The following slides contain the EYFS syllabus. See Appendices 6.2 for suggested progression detail.

2.4 Spoken Language	
	Years 1 to 6
<b>Statutory requirements</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>
<b>Notes and guidance (non-statutory)</b>	<p>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.</p> <p>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.</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing</p>

## **2.5 Writing**

## 2.5 Literacy - Writing (Early Years Foundation stage)

	Children in reception will be learning to:	Examples of how to support this:
<b>EYFS</b>  <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.
	<b>Physical development</b>	
	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.
	<b>Early Learning Goal - Writing:</b> 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	
	<b>Early Learning Goal - Physical development - Fine Motor Skills</b> 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.	

## 2.5.1 Writing composition

### 2.5.1

### 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.

2.5 Writing composition	
2.5.1	Year 2
<p>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 <a href="#">English Appendix 6.1 spelling</a>). 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.</p> <p>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.</p> <p>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.</p>	
<b>Statutory requirements</b>	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"><li>• writing narratives about personal experiences and those of others (real and fictional)</li><li>• writing about real events</li><li>• writing poetry</li><li>• writing for different purposes</li><li>• consider what they are going to write before beginning by:</li><li>• planning or saying out loud what they are going to write about</li><li>• writing down ideas and/or key words, including new vocabulary</li><li>• encapsulating what they want to say, sentence by sentence</li></ul> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"><li>• evaluating their writing with the teacher and other pupils</li><li>• 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</li><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li><li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
<b>Notes and guidance (non-statutory)</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

2.5 Writing	Year 3	Year 4
<b>2.5.2 Enjoyment &amp; repertoire as a writer</b>	<p><i>Refer back to 'Genre across the Year Groups' (page. 7 &amp; 8) for specific repertoire</i></p> <ul style="list-style-type: none"> <li>- Use personal reading and experiences as stimuli for writing</li> <li>- Choose audience, topic and structure for their writing</li> <li>- Write about experiences and feelings; experiment with different forms and styles of expression</li> <li>- Share writing (process and final text) with others, including display and publication of finished work</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Write extended stories in book form in genres studied, using settings and characterisation to engage the reader.</li> <li>2. Create convincing and well informed non-narrative texts.</li> <li>3. Show imagination through the language used to create emphasis, humour, atmosphere or suspense.</li> <li>4. Write in more depth and detail about experiences, including poetry, explanations and persuasive texts</li> <li>5. Express reactions to writing and texts choosing and combining words &amp; phrases for particular effect</li> <li>6. Write and perform simple play-scripts, using key features of the genre</li> </ol>	<ol style="list-style-type: none"> <li>1. Create stories in book form, with an increasingly effective use of settings and characterisation for effect</li> <li>2. Write with more precision, exploring the impact of chosen language and form on the reader, exploring reflective writing, recounts &amp; instructions</li> <li>3. Write about favourite moments, characters and events in stories across genre range</li> <li>4. Create poems using specific devices such as simile, personification, and metaphor –explore different styles e.g. classic / narrative poems and performance</li> <li>5. Explore different narrative forms and styles and different dramatic conventions</li> <li>6. Create multi-layered texts, including use of hyperlinks and linked web pages.</li> </ol>
<b>2.5.3 The writing process</b>	<p><b>Refer to Writing Environment appendix</b></p> <ul style="list-style-type: none"> <li>- Plan writing using a variety of first draft techniques: notes, mind maps, bullet points etc.</li> <li>- Expand and clarify his/her thoughts on a particular idea or topic through drafting and redrafting</li> <li>- Redraft and improve writing, based on feedback from peers/teacher and/or evaluation against selected criteria</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Begin to make notes to summarise the key points of a text</li> <li>2. Write about ideas in other areas of the curriculum</li> <li>3. Write a list of questions on a particular topic and prioritise them</li> <li>4. Write a sentence and elaborate by adding more ideas</li> <li>5. Group related material into paragraphs</li> <li>6. Understand success criteria and use them to evaluate their writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Use notes to plan a piece of independent writing</li> <li>2. Write about ideas encountered in other areas of the curriculum. <i>Problem solving in maths, science, history, geography, art, music.</i></li> <li>3. Write a prioritised list of questions on a particular topic in order to research a piece of writing</li> <li>4. Extend sentences by adding one or more ideas to them, using adverbs and conjunctions to link ideas</li> <li>5. Begin to organise paragraphs into cohesive and coherent order</li> <li>6. Write in favour of an idea, giving reasons and including alternative viewpoints</li> <li>7. Develop and refine ideas in writing using planning and problem solving strategies</li> <li>8. Use checklists to ensure success criteria are met</li> </ol>



## 2.5 Writing composition

### 2.5.1

### 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
- précisising 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.

## 2.5.3

## Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes] , including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b>[negation, for example, unkind, or undoing: untie the boat]</p>	<p>How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>clauses</b> using and</p>	Sequencing sentences to form short narratives.	<p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)Use of the suffixes–er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>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]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>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]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>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]</p>	<p>Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)apostrophe, comma</p>

## 2.5.3

## Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
3	Formation of nouns using a range of prefixes[for example super-,anti-, auto-]Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using conjunctions[for example, when, before, after, while, so, because],adverbs[for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	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	Introduction to inverted commas to punctuate direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
4	The grammatical difference between plural and possessive—s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases(e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	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 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!"]Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	determiner pronoun, possessive pronoun adverbial

## 2.5.3

## Technical skills (Vocabulary, Grammar and Punctuation)

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
5	Converting nouns or adjectives into verbs using suffixes[for example, –ate; –ise; –ify] Verb prefixes[for example, dis–, de–, mis–, over– and re–]	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]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
6	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] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	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 [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, 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]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Spelling concept	EYFS Children can:	Year 1 Children should be taught to spell:	Year 2 Children should be taught to spell:	Year 3/4 Children should be taught to spell:	Year 5/6 Children should be taught to spell:
Words	ELG: <ul style="list-style-type: none"><li>write some irregular common words</li></ul> Exceeding: <ul style="list-style-type: none"><li>spell as well as many irregular but high frequency words</li></ul>	<ul style="list-style-type: none"><li>common exception words (CEW)</li><li>high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li><li>compound words e.g. football, laptop, playground</li><li>days of the week , numbers to 20</li></ul>	<ul style="list-style-type: none"><li>common exception words (CEW)</li><li>high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li></ul>	<ul style="list-style-type: none"><li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li></ul>	<ul style="list-style-type: none"><li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li></ul>
Phonics	ELG: <ul style="list-style-type: none"><li>use their phonic knowledge to write words in ways which match their spoken sounds</li></ul> Exceeding: <ul style="list-style-type: none"><li>spell phonically regular words of more than one syllable</li></ul>	<ul style="list-style-type: none"><li>VC words</li><li>CVC words with short vowels</li><li>CVC words with long vowels</li><li>words with adjacent consonants</li><li>words with consonant digraphs and some vowel digraphs / trigraphs</li><li>alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li><li>new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel</li><li>words ending in -y e.g. very, happy, funny</li></ul>	<ul style="list-style-type: none"><li>homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea</li><li>words with alternative pronunciations from Letters and Sounds Phase 5</li></ul>	<ul style="list-style-type: none"><li>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li><li>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li><li>words containing the /u/ sound spelt 'ou' e.g. double, trouble</li><li>homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail</li></ul>	<ul style="list-style-type: none"><li>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li><li>homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed</li></ul>
Rules and Conventions		<ul style="list-style-type: none"><li>words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li><li>the /ng/ sound spelt n before k</li><li>words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li><li>plurals of nouns adding -s and -es to words</li><li>verbs where no change is needed to the root word: adding endings -ing, -ed, -er</li><li>adjectives where no change is needed to the root word: adding -er and -est</li></ul>	<ul style="list-style-type: none"><li>words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li><li>words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li><li>words ending -le, -el, -al and -il</li><li>adding -ies to nouns and verbs ending in 'y'</li><li>adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li><li>adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li><li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li></ul>	<ul style="list-style-type: none"><li>(revision of KS1 work)</li></ul>	<ul style="list-style-type: none"><li>words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li></ul>



# 2.5.4 Spelling

Subject to review during 2021/2022

Progression in Spelling – Year 1 to Year 6

Taken from the National Curriculum 2014 Programmes of Study and Appendix 1 and EYFS Handbook 2019

Spelling concept	EYFS	Year 1 Children should be taught to spell:	Year 2 Children should be taught to spell:	Year 3/4 Children should be taught to spell:	Year 5/6 Children should be taught to spell:
Root Words and Affixes		<ul style="list-style-type: none"><li>words with the addition of the prefix un</li></ul>	<ul style="list-style-type: none"><li>words with the suffixes -ment, -ness, -ful, -less and -ly</li><li>words ending in -tion</li></ul>	<ul style="list-style-type: none"><li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li><li>words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li><li>words using suffix-es: -ly, -ation, -ous</li><li>words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian</li><li>words ending with the schwa sound: measure, creature</li></ul>	<ul style="list-style-type: none"><li>words with the ending /shus/ spelt -cious or -tious</li><li>words with the ending /shul/ spelt -cial or -tial</li><li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li><li>words ending in -able and -ible</li><li>words ending in -ably and -ibly</li><li>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li></ul>
Word Origins			<ul style="list-style-type: none"><li>words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li><li>words with the /r/ sound spelt 'wr' at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li><li>words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li><li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li><li>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li></ul>	<ul style="list-style-type: none"><li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li></ul>
Grammar			<ul style="list-style-type: none"><li>words with contractions e.g. can't, didn't</li><li>words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li></ul>	<ul style="list-style-type: none"><li>Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li></ul>	<ul style="list-style-type: none"><li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li></ul>

## 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:			
<ul style="list-style-type: none"> <li>Show good control and co-ordination in large and small movements</li> <li>handle equipment and tools effectively, including pencils for writing</li> </ul> <p><b>Exceeding criteria</b> 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.</p>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>

# 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, Primary SENDCO and Secondary 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 Secondary SENDCO, Primary 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 Discovery of the World and other subjects.
- Link with genres
- 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.



**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...



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

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

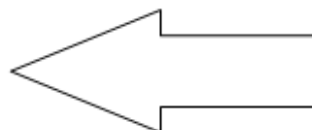


**Include guided reading/writing tasks where the teacher can support smaller groups in their learning or take children beyond the intended learning outcomes.**

- 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

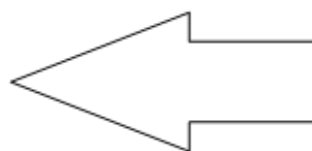
It may be helpful to:

- Make an outline plan of the academic year, finding suitable opportunities to link L1 Units of work to cross-curricular themes.
- Plan discrete units of work alongside continuous objectives eg. spelling, independent reading, presentation.
- Highlight needs of cohort eg. level of English, SEN.
- Identify main texts and resources for the unit



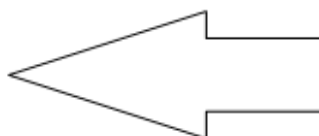
It is important to plan these with high expectations, even if some children will need support. Reference should be made to genre features and year group objectives

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



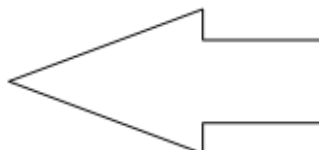
Typical Approaches include:

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



Process for guided reading/writing sessions:

- Teacher explains the purpose of the session to whole class
- Teacher shows examples e.g. text extract
- Discuss and highlight meaning/form/language features depending on purpose of session
- Children practise skills e.g. on whiteboards, in pairs
- Children work on independent tasks while teacher works with a group to support or extend their learning
- Children share work during whole class plenary.



## 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 less and <ul style="list-style-type: none"> <li>• address misconceptions</li> <li>• inform next lesson(s) and tasks</li> <li>• involve children in a variety of ways</li> </ul>	
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 practice

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 bi-annual reporting to parents and transition to next class  To inform the school report, future planning, differentiation and grouping
<p><b>Examples:</b>  <b>Focused marking, in guided groups</b></p> <p><b>Success criteria (SC) marking</b>, whereby SC are shared with pupils at outset and then used to structure feedback through marking</p> <p><b>Annotated planning by omission</b> – 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)</p> <p><b>Self-assessment and peer marking</b> – children use the SC themselves.</p> <p><b>Target setting:</b> 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</p>	<p><b>Examples</b>  <b>Assessing Pupils' Progress</b> – 2-4 pieces of pupils' unaided work in different genres (marked as per column 1 throughout the year). 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 '<b>moderate</b>' and check harmonisation of expectations.</p> <p><b>Pupil Progress Reviews</b> - 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.</p>	<p><b>Examples:</b></p> <p><b>End of Unit Assessments</b>-records of how well key learning objectives have been met  Records of parent / teacher meetings  Quest screening NFER test or PHAB (for SEN)  EYFS Baseline test  NFER Reading comprehension test  Vernon, SWST or Schonnell spelling test  National Curriculum tests (End of Key Stage tests and assessments)  Commercial tests</p> <p>NB –The guidance here is that once the formative and diagnostic approaches outlined in columns 1 and 2 are fully operational, they can <b>replace not add to</b> current systems which can take quite some time, including setting, marking and analysing test papers, levelling progress books, filling in key objectives sheets</p>
<p><b>Information from the above can be used in meetings between colleagues for</b></p> <ul style="list-style-type: none"> <li>Monitoring planning to ensure learning continuity and progression between semesters and across years</li> <li>Moderating assessments to ensure accuracy of judgements and uniformity of expectations</li> <li>Using evaluations to inform curriculum planning and target setting</li> </ul>		

### 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

Year 1 Common Exception Words

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

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	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length
	unstressed vowels		
‘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		
adverbials	address appear arrive different difficult disappear grammar occasion opposite pressure suppose	‘s’ sound spelt as ‘c’ before ‘e’ ‘i’ and ‘y’	
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
			<b>Words originating from other countries</b>
		<b>Double consonants</b>	conscience conscious desperate yacht
			<b>Cross-curricular words</b>
			forty temperature twelfth
			<b>-le words</b>
<b>unstressed consonants</b>			available vegetable vehicle muscle
government			
<b>suffixes and prefixes</b>			
according attached criticise (critic + ise) determined equip 9-ment, -ped) especially frequently immediate (-ly) (un)necessary sincere(-ly)			<b>'c' makes 's' sound before 'i', 'e' and 'y'</b>
<b>'e' before 'e' except after 'c' when the sound is 'ee'</b>		<b>Word families</b>	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	<b>-tion words</b>	familiar identity signature symbol (this is revision from year 3/ year 4)	
		<b>'y' makes the 'i' as in 'bin' sound</b>	
		physical symbol system (this is revision from year 3/ year 4)	
		<b>-ough letter strings</b>	
	competition explanation profession pronunciation	thorough	

## 6.1 Appendices Spelling

### First 100 High Frequency Words 2021

Name \_\_\_\_\_

Date

Date

Date

Date

DOB \_\_\_\_\_

Score

Score

Score

Score

the	was	that	what	not	do	look	get	put	if
and	you	with	there	then	me	don't	just	could	help
a	they	all	out	were	down	come	now	house	Mrs
to	on	we	this	go	dad	will	came	old	called
said	she	can	have	little	big	into	oh	too	here
in	is	are	went	as	when	back	about	by	off
he	for	up	be	no	it's	from	got	day	asked
I	at	had	like	mum	see	children	their	made	saw
of	his	my	some	one	looked	him	people	time	make
it	but	her	so	them	very	Mr	your	I'm	an

(Blue tick – word can be read / red tick – word can be spelt.)



## 6.1 Appendices Spelling

### Second Hundred High Frequency Words 2021

Name \_\_\_\_\_

Date

Date

Date

Date

D.O.B. \_\_\_\_\_

Score

Score

Score

Score

water	would	bear	everyone	find	fox	these	that's	live	king
away	or	can't	our	more	through	began	baby	say	town
good	took	again	two	I'll	way	boy	fish	soon	I've
want	school	cat	has	round	been	animals	gave	night	around
over	think	long	yes	tree	stop	never	mouse	narrator	every
how	home	things	play	magic	must	next	something	small	garden
did	who	new	take	shouted	red	first	bed	car	fast
man	didn't	after	thought	us	door	work	may	couldn't	only
going	ran	wanted	dog	other	right	lots	still	three	many
where	know	eat	well	food	sea	need	found	head	laughed

(Blue tick — word can be read / red tick — word can be spelt)

## 6.1 Appendices Spelling

### Third Hundred High Frequency Words 2021

Name \_\_\_\_\_

Date

Date

Date

Date

DOB \_\_\_\_\_

Score

Score

Score

Score

let's	last	fun	each	any	fell	better	eggs	lived	giant
much	jumped	place	book	under	friends	hot	once	birds	looks
suddenly	because	mother	its	hat	box	sun	please	duck	use
told	even	sat	green	snow	dark	across	thing	horse	along
another	am	boat	different	air	grandad	gone	stopped	rabbit	plants
great	before	window	let	trees	there's	hard	ever	white	dragon
why	gran	sleep	girl	bad	looking	floppy	miss	coming	pulled
cried	clothes	feet	which	tea	end	really	most	he's	we're
keep	tell	morning	inside	top	than	wind	cold	river	fly
room	key	queen	run	eyes	best	wish	park	liked	grow

(Blue tick — word can be read / red tick — word can be spelt.)

## 6.2 Speaking & Listening Appendices

Outlined in 2:1 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	<ul style="list-style-type: none"><li>- Use language during role play to imagine, compare and recreate roles and experiences</li><li>- Give simple, clear instructions, relay simple messages</li><li>- Explore simple audio recording technology</li></ul>	
	<ol style="list-style-type: none"><li>1. Enjoy listening to and using spoken and written language and readily use it in play and learning</li><li>2. Begin to speak clearly and audibly in front of others</li><li>3. Actively engage in playing with words, poems etc; for example nursery rhymes</li><li>4. Use 'talk' to organise, sequence and clarify thinking, ideas, feelings and events (especially events in the past)</li><li>5. Extend their vocabulary, exploring the meanings and sounds of new words</li></ol>	<ol style="list-style-type: none"><li>1. Tell stories and describe incidents/ imaginary events from their own experience in an audible voice to a teacher or peer</li><li>2. Retell stories, ordering events using story language and extract the central meaning</li><li>3. Use talk to organise thinking, discuss ideas and begin to ask and answer question</li><li>4. Adjust language to suit the situation/help the listener</li></ol>

## 6.2 Speaking & Listening Appendices

	Year 1      Year 2	
<b>Listening, responding, group discussion and interaction</b>	<ul style="list-style-type: none"> <li>- Listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems.</li> <li>- Listen with increasing concentration, building new stores of words in different contexts</li> <li>- Listen to others in class/ teacher, ask relevant questions and follow instructions</li> <li>- Listen and respond to audiobooks, podcasts, video clips, computer games, e.g. follow audio instructions for an interactive game</li> <li>- Listen to and respond to speakers of other languages, taking turns in conversations</li> <li>- Interact with others, negotiating plans and activities and taking turns in conversation</li> <li>- Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>- Take part in frequent group and class discussions on age appropriate topics</li> </ul>	
	Year 1	Year 2
	<ol style="list-style-type: none"> <li>1. Make up their own stories, songs, rhymes and poems reproducing sound patterns and rhymes in pitch and time</li> <li>2. Predict events in known stories and rhymes, recognizing well known tales or parts of them</li> <li>3. Ask and answer questions, offer suggestions and take turns</li> <li>4. Begin to explain their views/ behaviour to others</li> </ol>	<ol style="list-style-type: none"> <li>1. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions</li> <li>2. Anticipate problems and predict consequences.</li> <li>3. Extend their vocabulary, exploring meanings and sounds of new words</li> <li>4. Listen to other children's contributions in discussions and wait until they have finished before responding</li> <li>5. Listen to each other's views and preferences, agree next steps for a task</li> </ol>

## 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>	<b>Year 3</b>	<b>Year 4</b>
<b>Listening, responding, group discussion and interaction</b>	<p>Listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems.</p> <p>Listen with increasing concentration, building new stores of words in different contexts</p> <p>Listen to others in class/ teacher, ask relevant questions and follow instructions</p> <p>Listen and respond to audiobooks, podcasts, video clips, computer games, e.g. follow audio instructions for an interactive game</p> <p>Listen to and respond to speakers of other languages, taking turns in conversations</p> <p>Interact with others, negotiating plans and activities and taking turns in conversation</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Take part in frequent group and class discussions on age appropriate topics</p>		<p>Listen to and identify the main characteristics of TV, film, radio and Internet broadcasts</p> <p>Carry out more complex instructions and over a longer time span of operation</p> <p>Differentiate between different types of speech, language, purpose. Including other languages</p> <p>Listen actively to discussions/ debates and respond in an appropriate manner.</p> <p>Listen to a variety of tales/ poems/ drama etc. from different countries</p> <p>Listen to and appreciate age appropriate stories, poems and plays performed by peers</p> <p>Plan and manage an age appropriate group task using different levels of planning and cooperation</p> <p>Use information and communication technology to discuss, plan, present and evaluate work</p>
	<b>Year 3</b>	<b>Year 4</b>	
	<ol style="list-style-type: none"> <li>1. Comprehend main ideas in simple passages of information or explanation given orally</li> <li>2. Follow up others' points and show whether they agree or disagree in whole-class discussion</li> <li>3. Begin to explain and comment on speakers' use of language, including vocabulary/gesture</li> <li>4. Begin to question others perceptively</li> <li>5. Actively include and respond to all members of the group</li> <li>6. Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</li> <li>7. Evaluate own and others' talk</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand, recall and respond to speakers' implicit and explicit meanings</li> <li>2. Be increasingly aware of need to adapt language, register, to purpose and audience</li> <li>3. Listen for language variation in formal and informal contexts (including dialects &amp; accents)</li> <li>4. Begin to criticise constructively</li> <li>5. Prepare and conduct interviews with peers/adults, using recording devices</li> <li>6. Understand different ways to take the lead and support others in groups</li> <li>7. Evaluate and reflect on own contribution</li> </ol>	

## 6.2 Speaking & Listening Appendices

	Year 3	Year 4
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Use language and a variety of games to imagine and recreate roles and experiences</li> <li>• Explore familiar themes and characters through improvisation and role-play</li> <li>• Discuss responses to a performance</li> <li>• Have opportunities to perform for a larger audience eg. another class, year group or in school concerts</li> <li>• Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Present events and characters through dialogue and the performance of more complex scripts, poems and rhymes to engage the interest of an audience</li> <li>2. Use voice, tone, accent, speech register and gesture to enrich imaginative speech</li> <li>3. Identify and discuss qualities of others' performances, including gesture, action and costume</li> <li>4. Use video camera independently to create a dramatic piece and review and edit it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflect on how working in role helps to explore complex issues</li> <li>2. Use drama strategies such as attention to register, clarity of speech and appropriate vocabulary to explore stories or issues</li> <li>3. Use and recognise the impact of theatrical effects in drama</li> <li>4. Perform a scripted scene making use of dramatic conventions also write , perform and record a script based on improvisation</li> </ol>



## 6.2 Speaking & Listening Appendices

	Year 5	Year 6	Moving on
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Develop the ability to enquire by questioning</li> <li>- Discuss a wide variety of topics relevant to age, interest and themes taught in class</li> <li>- Explore audiovisual technology to record speaking, e.g. an interview</li> </ul>		
	<ol style="list-style-type: none"> <li>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</li> <li>2. Present a topic/argument, sequencing points logically, defending views with evidence and making use of persuasive language (using notes recommended)</li> <li>3. Use and explore different question types and different ways words are used, including formal and informal contexts.</li> <li>4. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a range of oral techniques to present persuasive arguments and engaging narratives</li> <li>2. Participate in whole-class debate using the conventions and language of debate, including standard English</li> <li>3. Use the techniques of dialogue to explore ideas, topics or issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Clarify ideas using exploratory hypothetical and speculative language</li> <li>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</li> <li>3. Justify, persuade or defend a point of view using supportive evidence, language appropriate to the task and consistently linking back to the argument</li> </ol>

## 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
<b>Drama</b>	<ul style="list-style-type: none"> <li>- Use language and a variety of games to imagine and recreate roles and experiences</li> <li>- Explore familiar themes and characters through improvisation and role-play</li> <li>- Discuss responses to a performance</li> <li>- Have opportunities to perform for a larger audience eg. another class, year group or in school concerts</li> <li>- Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres</li> </ul>		
	<ol style="list-style-type: none"> <li>1. Reflect on how working in role helps to explore complex issues</li> <li>2. Use drama strategies such as attention to register, clarity of speech and appropriate vocabulary to explore stories or issues</li> <li>3. Use and recognise the impact of theatrical effects in drama</li> <li>4. Perform a scripted scene making use of dramatic conventions also write , perform and record a script based on improvisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</li> <li>2. Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension</li> <li>3. Comment constructively on plays and performances, discussing effects and how they are achieved</li> <li>4. Devise a performance (e.g., direct and record a short film), considering how to adapt the performance for a specific audience</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to use role play in order to explore a variety of situations and perspectives using texts and other stimuli</li> <li>2. Learn to anticipate, project and problem solve using a range of dramatic devices</li> <li>3. Work together on improvisation and scripted pieces for a audience</li> <li>4. Learn to reflect and constructively criticise their own performance and the performance of others</li> </ol>

## 6.3 Appendices      Glossary of terms

### Phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

### Phonemes

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

### Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

### Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognize (‘sound out’) each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

### Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

### Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as ‘ea’ in *seat* and ‘sh’ in *ship*. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. ‘eau’ in *bureau*, and ‘igh’ in *night*). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. ‘eigh’ representing the /ai/ phoneme in *eight* and in *weight*). A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in *make* and *take*, where ‘k’ separates the digraph ‘ae’ which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: ‘a-e’, ‘e-e’, ‘i-e’, ‘o-e’, ‘u-e’, ‘y-e’, as in *make*, *scene*, *like*, *bone*, *cube*, *type*. A very few words have more than one letter in the middle of a split digraph (e.g. *ache*, *blithe*, *cologne*, *scythe*).

## 6.3 Appendices      Glossary of terms continued

### Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

### Narrative text

An account of events, experiences etc.

### Phonological awareness

A range of skills such as the ability to analyze words into their constituent speech sounds.

### Scanning

Reading quickly in order to establish the organisation and principal features of a text.

### Semantic cues

The contextual information in a text that will help to predict a word or words.

### Skimming

Reading quickly in order to find out the gist of a text

### Syntactic cues

The information contained in grammar and language use that facilitates the interpretation of text.

### Syntax

The totality of facts about the arrangement of words in a language

### Writing genres

The various forms appropriate to different types of written communication – story, essay, letter, dialogue, recipe, instructions etc.

## 6.4 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.

## 6.5 Appendices      Links and guidance

**Links to the various national curricula guidelines in United Kingdom and Ireland:**

- <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>
  - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Ireland
- <https://ncca.ie/en>

**The following websites are a useful starting places for:**

### **Phonemes / Graphemes**

<https://www.commonsense.org/education/top-picks/favorite-phonics-games-apps-and-websites>  
<https://www.phonicsplay.co.uk/>  
<https://www.focusonphonics.co.uk/acatalog/Links.html>

### **Classroom library book suggestions**

<https://schoolreadinglist.co.uk/>      <https://www.badgerlearning.co.uk/>

### **Commercial phonics programmes:**

Floppy's Phonics Sounds and Letters	<a href="https://floppysphonics.com/">https://floppysphonics.com/</a>
Jolly Phonics	<a href="https://www.jollylearning.co.uk/">https://www.jollylearning.co.uk/</a>
Phonics International	<a href="https://phonicsinternational.com/">https://phonicsinternational.com/</a>
Phonics Bug	<a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>
Read Write Inc.	<a href="https://www.ruthmiskin.com/en/programmes/phonics/">https://www.ruthmiskin.com/en/programmes/phonics/</a>
Sound Discovery	<a href="https://www.syntheticphonics.net/sound-discovery.php">https://www.syntheticphonics.net/sound-discovery.php</a>
Sounds Together	<a href="http://soundstogether.co.uk/">http://soundstogether.co.uk/</a>
Sounds-Write	<a href="https://www.sounds-write.co.uk/">https://www.sounds-write.co.uk/</a>

### **Common exception words:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

### **Essential high frequency words**

<http://www.highfrequencywords.org/>