



Department  
for Education

# English

**Programmes of study for Key Stages 1-2**

**February 2013**

# Contents

Introduction	3
Purpose of study	3
Aims	3
Spoken language	3
Reading	4
Writing	4
Spelling, grammar and glossary	5
School curriculum	5
Attainment targets	5
Key Stage 1	6
Year 1	6
Year 2	13
Lower Key Stage 2 – Years 3-4	22
Upper Key Stage 2 – Years 5-6	30

## Introduction

### Purpose of study

English has a pre-eminent place in education and in society. It is a subject in its own right and the medium for teaching; for pupils, understanding language provides access to the whole curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others; through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to read and write fluently and confidently, are, in every sense, disenfranchised.

### Aims

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

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

### Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language. Pupils should develop a capacity to explain their understanding of books and other reading, and to

prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

## Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Spelling, grammar, punctuation and glossary**

The two statutory appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

## **School curriculum**

The programmes of study for English are set out year-by-year for Key Stage 1 and two-yearly for Key Stage 2. The single year blocks at Key Stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Key Stage 1

## Year 1

During Year 1 teachers should build on work from the 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 practising their reading with books consistent with their developing phonic knowledge and skill. 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 the 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.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.

Year 1 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions, e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i>, and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 programme of study for word reading. Pupils do not need to be taught the terms 'grapheme' and 'phoneme'.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already.</p> <p>Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge supports their fluency, as well</p>

Year 1 programme of study (statutory requirements)	Notes and guidance (non-statutory)
	<p>as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>
<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, and understanding by: <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ being encouraged to link what they read or hear read to their own experiences</li> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ recognising and joining in with predictable phrases</li> <li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> <li>▪ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> </li> </ul>	<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary can be improved when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other</p>

<b>Year 1 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> <li>▪ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>▪ explain clearly their understanding of what is read to them.</li> </ul>	<p>subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>
<p><b>WRITING</b> <b>Transcription</b></p> <p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell: <ul style="list-style-type: none"> <li>▪ words containing each of the 40+ phonemes already taught</li> <li>▪ common exception words</li> <li>▪ the days of the week</li> </ul> </li> </ul>	<p><b>WRITING</b> <b>Transcription</b></p> <p><i>Spelling</i></p> <p>Spelling should be taught alongside reading, so that pupils understand that they can read back words they have spelt.</p> <p>Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this</p>

Year 1 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"> <li>▪ name the letters of the alphabet: <ul style="list-style-type: none"> <li>▪ naming the letters of the alphabet in order</li> <li>▪ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>▪ add prefixes and suffixes: <ul style="list-style-type: none"> <li>▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix <i>un–</i></li> <li>▪ using <i>–ing</i>, <i>–ed</i>, <i>–er</i> and <i>–est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</li> </ul> </li> <li>▪ apply simple spelling rules and guidelines, as listed in Appendix 1</li> <li>▪ write from memory simple sentences dictated by the teacher that include words taught so far.</li> </ul>	<p>reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>
<p><i>Handwriting</i></p> <p>Pupils should be taught to:</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> </ul>	<p><i>Handwriting</i></p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p>

<b>Year 1 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"> <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>	<p>Left-handed pupils should receive specific teaching to meet their needs.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write sentences by: <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Composition</b></p> <p>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.</p> <p>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.</p>

<b>Year 1 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p data-bbox="147 209 524 240"><i>Grammar and punctuation</i></p> <p data-bbox="147 284 524 316">Pupils should be taught to:</p> <ul style="list-style-type: none"> <li data-bbox="197 359 1099 435">▪ develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li data-bbox="300 456 786 488">▪ leaving spaces between words</li> <li data-bbox="300 509 1003 541">▪ joining words and joining sentences using <i>and</i></li> <li data-bbox="300 561 1061 676">▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li data-bbox="300 697 1099 774">▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li data-bbox="300 794 1099 826">▪ learning the grammar of word structure in Appendix 2</li> </ul> </li> <li data-bbox="197 847 1099 924">▪ use the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>	<p data-bbox="1131 209 1507 240"><i>Grammar and punctuation</i></p> <p data-bbox="1131 284 2051 399">Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in Appendix 2 when their writing is discussed.</p> <p data-bbox="1131 448 2074 525">Pupils should begin to use some of the features of Standard English in their writing. Standard English is defined in the glossary.</p>

## Year 2

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading. They should also be able to read many common words containing GPCs taught so far, such as *shout*, *hand*, *stop*, or *dream*, without needing to blend the sounds out loud first. Pupils' reading of common exception words, such as *you*, *could*, *many*, or *people*, should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

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 Appendix 1). They should also be able to make phonically-plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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

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

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.

Year 2 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same GPCs as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 programme of study for word reading.</p> <p>Pupils do not need to be taught the terms ‘grapheme’ and ‘phoneme’.</p> <p>When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their word reading level. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly.</p>

Year 2 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read and understanding by: <ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>▪ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul>	<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading ‘place’ instead of ‘palace’.</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the</p>

<b>Year 2 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>▪ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell by: <ul style="list-style-type: none"> <li>▪ segmenting words into phonemes and representing these by graphemes, spelling many correctly</li> </ul> </li> </ul>	<p><b>WRITING</b></p> <p><b>Transcription</b></p> <p><i>Spelling</i></p> <p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and</p>

Year 2 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"> <li>▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>▪ learning to spell common exception words</li> <li>▪ learning to spell more words with contracted forms</li> <li>▪ distinguishing between homophones and near-homophones</li> <li>▪ add suffixes to spell longer words, e.g. <i>–ment, –ness, –ful</i> and <i>–less</i></li> <li>▪ apply spelling rules and guidelines, as listed in Appendix 1</li> <li>▪ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<p>multi-syllabic words.</p> <p>At this stage pupils will still be spelling some words in a phonically plausible way. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing sounds.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p>
<p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <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>	<p><i>Handwriting</i></p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>

Year 2 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> </ul> </li> <li>▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>▪ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>▪ evaluating their writing with the teacher and other pupils</li> <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> </ul> </li> </ul>	<p><b>Composition</b></p> <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, 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 by 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>

<b>Year 2 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"><li data-bbox="302 212 1108 331">▪ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li><li data-bbox="197 352 963 427">▪ read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>	

Year 2 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p data-bbox="147 212 524 240"><i>Grammar and punctuation</i></p> <p data-bbox="147 284 524 312">Pupils should be taught to:</p> <ul style="list-style-type: none"> <li data-bbox="197 363 1104 1203"> <ul style="list-style-type: none"> <li data-bbox="241 363 1104 667"> <ul style="list-style-type: none"> <li data-bbox="297 459 1104 667">learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> <li data-bbox="297 691 1104 994">learning how to use:               <ul style="list-style-type: none"> <li data-bbox="353 738 1104 818">sentences with different forms: statement, question, exclamation, command</li> <li data-bbox="353 834 1104 914">expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li data-bbox="353 930 1104 994">subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> </ul> </li> <li data-bbox="297 1026 1104 1054">learning the grammar of word structure in Appendix 2</li> <li data-bbox="297 1078 1104 1107">using some features of written Standard English</li> </ul> </li> <li data-bbox="197 1129 1104 1203">use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul> </li> </ul>	<p data-bbox="1133 212 1509 240"><i>Grammar and punctuation</i></p> <p data-bbox="1133 284 2069 405">The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>

## Lower Key Stage 2 – Years 3-4

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate *interest* level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves increasing their competence as well as teaching them to enhance the effectiveness of what they write. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including exception words and other words that they have learnt (see Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

As in Key Stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Years 3-4 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>READING</b> <b>Word reading</b></p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading <i>technical</i>, the pronunciation /tɛtʃnɪkəl/ (“tetchnical”) might not sound familiar, but /tɛknɪkəl/ (“teknical”) should.</p>
<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ using dictionaries to check the meaning of words that</li> </ul> </li> </ul>	<p><b>READING</b> <b>Comprehension</b></p> <p>The focus should continue to be on pupils’ comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>

<b>Years 3-4 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p>they have read</p> <ul style="list-style-type: none"> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identifying themes and conventions in a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> <li>▪ recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> <ul style="list-style-type: none"> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> <li>▪ 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</li> <li>▪ identifying main ideas drawn from more than one</li> </ul> </li> </ul>	<p>They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p>

<b>Years 3-4 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
<p><b>WRITING</b> <b>Transcription</b></p> <p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (Appendix 1)</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>WRITING</b> <b>Transcription</b></p> <p>Spelling</p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them</p> <p>They should understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).</p> <p>As in Years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2).</p> <p>Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge of spelling to use them efficiently.</p>

<b>Years 3-4 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <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, e.g. 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><i>Handwriting</i></p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary</li> <li>▪ discussing and recording ideas</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>▪ organising paragraphs around a theme</li> </ul> </li> </ul>	<p><b>Composition</b></p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>

Years 3-4 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<ul style="list-style-type: none"> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices such as headings and sub-headings</li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	
<p><i>Grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></li> <li>▪ using the perfect form of verbs to mark relationships of time and cause</li> <li>▪ choosing nouns or pronouns appropriately for clarity and cohesion</li> </ul> </li> </ul>	<p><i>Grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.</p>

<b>Years 3-4 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"> <li>▪ choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>▪ using conjunctions, adverbs and prepositions to express time and cause</li> <li>▪ using fronted adverbials</li> <li>▪ learning the grammar of word structure in Appendix 2</li> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>▪ using commas after fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>▪ using and punctuating direct speech</li> </ul> </li> <li>▪ use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	

## Upper Key Stage 2 – Years 5-6

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

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 Year 5 and 6 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 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 the structure of sentences in their writing and understand why sentences are constructed as they are. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 5 and 6,

pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

<b>Years 5-6 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p><b>READING</b> <b>Word reading</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p><b>READING</b> <b>Word reading</b></p> <p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>
<p><b>READING</b> <b>Comprehension</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide</li> </ul> </li> </ul>	<p><b>READING</b> <b>Comprehension</b></p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend</p>

Years 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ 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</li> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> <li>▪ learning a wider range of poetry by heart</li> <li>▪ 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</li> <li>▪ understand what they read by: <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences and justifying these with evidence</li> </ul> </li> </ul>	<p>are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor</i>, <i>simile</i>, <i>analogy</i>, <i>imagery</i>, <i>style</i> and <i>effect</i>.</p> <p>In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p> <p>Pupils should have guidance about and feedback on the quality of</p>

<b>Years 5-6 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p>from the text</p> <ul style="list-style-type: none"> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ ask questions to improve their understanding of what they have read</li> <li>▪ provide reasoned justifications for their views.</li> </ul>	<p>their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>

Year 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>WRITING</b> <b>Transcription</b></p> <p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand the guidelines for adding them</li> <li>▪ spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn</i></li> <li>▪ continue to distinguish between homophones and other words which are often confused</li> <li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>▪ use dictionaries to check the spelling and meaning of words</li> <li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>▪ use a thesaurus</li> </ul>	<p><b>WRITING</b> <b>Transcription</b></p> <p><i>Spelling</i></p> <p>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>

<b>Year 5-6 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<p><i>Handwriting and presentation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write legibly, fluently, with increasing speed and personal style by: <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul> </li> </ul>	<p><i>Handwriting and presentation</i></p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and</li> </ul> </li> </ul>	<p><b>Composition</b></p> <p>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.</p>

Year 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>enhance meaning</p> <ul style="list-style-type: none"> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précising longer passages</li> <li>▪ using a wide range of devices to build cohesion within and across paragraphs</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p>▪ evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <ul style="list-style-type: none"> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	

Year 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p data-bbox="147 209 524 240"><i>Grammar and punctuation</i></p> <p data-bbox="147 284 524 316">Pupils should be taught to:</p> <ul style="list-style-type: none"> <li data-bbox="197 363 1104 1066"> <ul style="list-style-type: none"> <li data-bbox="241 363 1104 443">▪ develop their understanding of the concepts set out in Appendix 2 by:               <ul style="list-style-type: none"> <li data-bbox="297 459 1077 587">▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive</li> <li data-bbox="297 603 1077 683">▪ using the passive voice to affect the presentation of information in a sentence</li> <li data-bbox="297 699 1104 778">▪ using expanded noun phrases to convey complicated information concisely</li> <li data-bbox="297 794 1077 874">▪ using modal verbs or adverbs to indicate degrees of possibility</li> <li data-bbox="297 890 1043 1018">▪ using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</li> <li data-bbox="297 1034 1104 1066">▪ learning the grammar of word structure in Appendix 2</li> </ul> </li> </ul> </li> <li data-bbox="197 1082 1084 1369"> <ul style="list-style-type: none"> <li data-bbox="241 1082 1084 1129">▪ indicate grammatical and other features by:               <ul style="list-style-type: none"> <li data-bbox="297 1145 1084 1225">▪ using commas to clarify meaning or avoid ambiguity in writing</li> <li data-bbox="297 1241 824 1273">▪ using hyphens to avoid ambiguity</li> <li data-bbox="297 1289 999 1369">▪ using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul> </li> </ul>	<p data-bbox="1131 209 1507 240"><i>Grammar and punctuation</i></p> <p data-bbox="1131 284 2085 411">Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>

<b>Year 5-6 programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<ul style="list-style-type: none"> <li>▪ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>▪ using a colon to introduce a list</li> <li>▪ punctuating bullet points consistently</li> <li>▪ use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	



Department  
for Education

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence) or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus).

This document is also available from our website at [www.education.gov.uk/nationalcurriculum](http://www.education.gov.uk/nationalcurriculum).