******

**Heathcoat Primary School**

**English (Writing) Curriculum – Progression of Key Skills and Knowledge**

|  |  |  |
| --- | --- | --- |
| Date | Review date | Subject leaders |
| 12.07.21 | July 2022 | Scott Pitt and Michala Firth |
| It is our intention that pupils will be taught a curriculum where:   * Children have the ability to write with fluency and each has an author’s voice. * Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this. * Children develop writing from high quality text models and worked examples. * Children develop proficiency in writing in a range of genres and have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description. * Opportunities for writing purposefully are developed through other areas of the curriculum. * Children develop writing stamina. * Children are given the opportunity to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last. * Children’s writing is well-presented, punctuated and spelt correctly.   At Heathcoat Primary School, we understand that writing is a fundamental life skill.  We place writing at the heart of the curriculum and we are passionate about teaching all children to master the skill of writing.    We believe that reading and writing are inextricably linked and have designed our writing curriculum around high-quality texts of all genres that engage and inspire children as both readers and writers. In addition to enjoying the creative process of writing, we focus on the fundamental skills of writing, including spelling, punctuation and grammar to teach children to write coherently and accurately for a variety of purposes. | | |

**Curriculum Organisation**

Below is an overview of the texts that are used to teach English at Heathcoat Primary School. At Heathcoat Primary School, we use the **Babcock’s Texts That Teach** as a vehicle for teaching the knowledge and skills outlined in the English curriculum. Each year group will study a range of text types, including **fiction**, **non-fiction** and **poetry**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year / Term** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **1** | Oi Frog! | What I Like | Dear Mother Goose | Hot and Cold | Knights | It’s My Birthday | I Love Bugs | Reptiles | Train Ride | High Street | Boa’s Bad Birthday | Space |
| **2** | Augustus and His Smile | What Do You Do With a Tail Like This? | Fatou Fetch the Water | This Is How We Do It | Amelia Earhart | Ellsworth’s Extraordinary Ears | No-Bot | Slime | Slime (continued) | Wanted: The Perfect Pet | Tell Me a Dragon | The Dragon Machine |
| **3** | The Disgusting Sandwich | Outdoor Wonderland | A River | How Santa Really | Iron Man | Meerkat Mail | An Anthology of Intriguing Animals | Carry Me Away | Paddington goes to Town | Book of Bones: 10 Record Breaking Animals | The Paperbag Prince | Myth Atlas |
| **4** | Paint Me a Poem | Ask Dr K Fisher About Animals | Leon and the Place Between | Fantastically Great Women who Changed the World | RSPB Persuasive Letter | Until I met Dudley | Beyond the Stars – King of the Birds | Beachcomber | Everything you need to know about Snakes | Little Evie and the Wild Woods | Monster Slayer | A Walk in London |
| **5** | Reggae, Reggae Sauce | Ice Bear | Kensuke’s Kingdom | Bethlehem – A Christmas Poem | Survival Handbook: Jungle | The Lost Words | A Thief in the Village (The Mouth Organ Boys) | Great Adventurers | The Heathcoat Ridgeback  (Pie Corbett) | Straw into Gold | The Everyday Journey of Ordinary Things | How to Live Like a Stone Age Hunter |
| **6** | Paraphernalia | The Sea | My Secret War Diary | Tear Thief | Animalium | A Word in Your Ear (Art) | Wallace and Gromit – Cracking Contraptions | Blackberry Blue and Other Fairy Tales | The Lost Book of Adventure | A Wizard of Earthsea | Women in Science | Earth Verse: Haiku from the Ground Up |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Progression Map | | | | | |
| Spoken Language | | | | | |
| Across all year groups and across all areas of the National Curriculum, children will be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate, with a strong focus on developing a broader, deeper and richer vocabulary. At an appropriate level and through opportunities to work in pairs, small groups, large groups and whole class, children will be taught to:   * Listen and respond effectively to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Use relevant strategies to build their vocabulary. * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play, improvisation and debates. * Gain, maintain and monitor the interest of the listener(s). * Consider and evaluate different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Writing (Transcription and Composition) | | | | | |
| Transcription  Write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (GPCs) and common exception words (CEWs).  Composition  Say out loud what they are going to write about.  Compose a sentence orally before writing it.  Sequence sentences to form short narratives.  Editing  Re-read what they have written to check that it makes sense.  Discuss what they have written with their teacher or other children.  Spoken Language  Read aloud their writing clearly enough to be heard by their peers and the teacher. | Transcription  Write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (GPCs) and common exception words (CEWs) and punctuation taught so far.  Composition  Develop increasing stamina for writing.  Plan or say aloud what they are going to write about.  Write down ideas and key words, including new vocabulary.  Encapsulate what they want to write, sentence by sentence.  Editing  Make simple additions, revisions and corrections to their writing by evaluating their writing with the teacher and other children.  Make simple additions, revisions and corrections to their writing by re-reading to check their writing makes sense and that verb tenses are used correctly and consistently, including verbs in the continuous/progressive form.  Make simple additions, revisions and corrections to their writing by proofreading to check for errors in spelling, grammar and punctuation.  Spoken Language  Read aloud what they have written with appropriate intonation to make the meaning clear. | Transcription  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Composition  Plan writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.  Plan their writing by discussing and recording ideas.  Orally compose and rehearse sentences, developing a varied and rich vocabulary and an increasing range of sentence structures.  In narratives, create settings, character and plot.  In non-narratives, use simple organisational devices, such as headings and subheadings (**Year 3**).  Use paragraphs to group related material (**Year 3**).  Organise paragraphs around a theme (**Year 4**).  Editing  Assess the effectiveness of their own and other’s writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Proofread for spelling and punctuation errors.  Spoken Language  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. | | Composition  Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Plan their writing by noting and developing their initial ideas, drawing on reading and research where necessary.  Plan narratives by considering how authors have developed characters and settings.  Use appropriate grammar and vocabulary and how this enhances meaning.  In narratives, describe settings, characters and atmosphere.  In narratives, integrate dialogue to convey character and advance the action.  Précis longer passages.  Use a wide range of devices to build cohesion within paragraphs (then, after, that, this, firstly) (**Year 5**).  Build cohesion across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choice (he had seen her before) (**Year 5**).  Link ideas across paragraphs using a range of cohesive devices, such as ellipsis, repeated words/phrases or grammatical connections or adverbials, such as ‘on the other hand’, ‘in contrast’ or ‘as a consequence’ (**Year 6**).  Use organisational and presentational devices to structure text and guide the reader, such as headings, sub-headings, columns, bullet points, tables and underlining (**Year 6**).  Editing  Assess the effectiveness of their own and other’s writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Ensure the consistent and correct use of tense throughout a piece of writing.  Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.  Proofreading for spelling and punctuation errors.  Spoken Language  Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. | |
| Handwriting | | | | | |
| Sit correctly at a table, holding a pencil comfortably and correctly using a **tripod grip**.  Begin to **form lowercase letters** in the correct direction, starting and finishing in the right place.  Form **capital letters**, ensuring they are taller than lowercase letters.  Form digits 0-9.  Understand which letters belong to which handwriting families and practise these. Handwriting families are: **ladder letters**, **curly caterpillar letters**, **one-armed robot letters** and **zigzag monster letters**.  Leave **spaces** between words (**finger spaces**). | Form **lowercase letters** of the correct size relative to one another.  Start using some of the **diagonal and horizontal strokes** needed to join letters and understand which letters, when adjacent to one and other, are best left unjoined.  Write **capital letters** of the correct size, orientation and relationship to one another and to lowercase letters.  Use **spacing** between words that reflects the size of the letters. | Use the **diagonal and horizontal strokes** that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  Increase the **legibility**, **consistency** and **quality** of their **joined handwriting**.  Use unjoined handwriting for **capital letters**. | | Write **legibly**, **fluently** and with **increasing speed**, using **joined handwriting**.  Use **unjoined handwriting** for data, writing an e-mail address, algebra, capital letters and filling in a form. | |
| Vocabulary, Grammar and Punctuation | | | | | |
| Combine words to make sentences, including **statements** and **questions**.  Join words and clauses using the conjunction ‘**and**’.  Punctuate sentences using a **capital letter**.  Punctuate sentences using a **full stop**, **question mark** or **exclamation mark**.  Use a capital letter for names of people, places, days of the week and the **personal pronoun ‘I’**. | Punctuate sentences using a **capital letter**.  Punctuate sentences using **full stops**, **exclamation** **marks** and **question marks**.  Use **commas** for lists.  Use **apostrophes** for **contracted forms**.  Use **apostrophes** for the **singular possessive**.  Write **statements**, **questions**, **exclamations** and **commands**.  Use **expanded noun phrases** to describe and specify.  Use **present** and **past tenses** correctly and consistently, including the **progressive form**.  Use **subordinating conjunctions**: when, if, that, because.  Use **coordinating conjunctions**: or, and, but. | Use sentences with more than one clause by using a wider range of **conjunctions**, including: when, if, because, although.  Use the forms of ‘**a**’ and ‘**an**’ according to whether the next word begins with a **consonant** or a **vowel**.  Use the **present perfect** form of verbs in contrast to the past tense.  Use **conjunctions** to express time, place and cause (when, before, after, while, so, because).  Use **adverbs** to express time, place and cause  (then, next, soon, therefore).  Use **prepositions** to express time and cause  (before, after, during, in, because of).  Use and punctuate **direct speech** with **inverted commas**.  Use **paragraphs** to group related material.  Use **headings** and **subheadings** to aid presentation. | Use sentences with more than one clause by using a wider range of **conjunctions**, including: when, if, because, although.  Choose **nouns** and **pronouns** for clarity and cohesion and to avoid repetition.  Use **fronted adverbials**.  Use **commas** after fronted adverbials.  Use the **possessive apostrophe** with **plural nouns**.  Use and punctuate **direct speech** with **inverted commas** and a **comma** after the reporting clause.  **Expand noun phrases** by the addition of **modifying adjectives**, **modifying** **nouns** and **prepositional phrases**.  Use **paragraphs** to organise ideas around a theme. | Use **relative clauses** beginning with who, which, where, when, whose, that or with an implied (omitted) **relative pronoun**.  Use **modal verbs** or **adverbs** to indicate degrees of possibility.  Use devises to build **cohesion within a paragraph** (then, after that, this, firstly).  Link **ideas across paragraphs** using adverbials of **time** (later), **place** (nearby), **number** (secondly) or **tense** (he had seen her before).  Use **commas** to clarify meaning or avoid ambiguity in writing.  Use **brackets**, **dashes** or **commas** to indicate **parenthesis**.  Use **expanded noun phrases** to convey complicated information concisely. | Use vocabulary and structures that are appropriate for **formal speech and writing**, including **subjective forms**.  Use **passive verbs** to affect the presentation of information in a sentence.  Use **hyphens** to avoid ambiguity, including **hyphenated nouns and adjectives**.  Use **semi-colons**, **colons** or **dashes** to mark boundaries between independent clauses.  Use a **colon** to introduce a list.  Use **semi-colons** within lists.  Punctuate **bullet points** to list information.  Link ideas across paragraphs using a wider range of **cohesive devices**, such as the repetition of a word or phrase, grammatical connections/adverbials (on the other hand, as a consequence) and ellipsis.  Use **layout devices** such as headings, sub-headings, columns, bullets or tables to structure text. |
| Spelling | | | | | |
| Spell words containing each of the 40+ phonemes taught.  Spell the **common exception words for Year 1**.  Spell the **days of the week**.  Name the letters of the **alphabet** in order.  Use **letter names** to distinguish between alternative spellings of the same sound.  Use **-s** and **-es** to make plural nouns and third person singular verbs.  Use the prefix **un-**.  Use **-ing**, **-ed**, **-er** and **-est** suffixes where no change is needed in the spelling of the root word.  Spell nouns by compounding  (**compound words**). | Spell by segmenting spoken words into phonemes and representing by graphemes, spelling many correctly.  Learn 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**.  Distinguish between **homophones** and **near-homophones**.  Spell the **common exception words for Year 2**.  Spell words with contracted forms (**contractions**).  Spell nouns by compounding  (**compound words**).  Use the **possessive apostrophe** (singular).  Use the **-s/es**, **-ing**, **-ed**, **-er** and **-est** suffixes where a change is need in the spelling of the root word.  Use the **-ment**, **-ness**, **-ful**, **-less**, **-ly** suffixes. | Spell words listed on the **Statutory Word List for Years 3 and 4**.  Spell **homophones**.  Spell words that are often misspelt.  Use the first two or three letters of a word to check its spelling in a **dictionary**.  Spell words containing the **possessive apostrophe** accurately in words with **regular plurals** and **irregular plurals**.  Use **un-**, **dis-**, **mis-**, **in-**, **ir-**,**il-**, **im-**, **re-**, **sub-**, **inter-**, **super-**, **anti-**, **auto-** prefixes.  Use **-ly**, **-ation**, **-ous**, **-en** suffixes.  Spell using **word families** based on common words. | | Spell words listed on the **Statutory Word List for Years 5 and 6**.  Use prefixes and suffixes.  Spell some words with **‘silent’ letters**.  Distinguish between **homophones** and other words which are often confused.  Use knowledge of **morphology and etymology** in spelling.  Use **dictionaries** to check the spelling and meaning of words.  Use a **thesaurus**. | |
| Vocabulary | | | | | |
| For definitions and examples, refer to the glossary in the National Curriculum (2014); pages 80 - 98 | | | | | |
| Tripod grip, lowercase, uppercase/capital letter, ladder letter, curly caterpillar letter, one-armed robot letter, zigzag monster letter, ascender, descender, finger space, letter, word, sentence, statement, question, root word, compound word, singular, plural, punctuation, full stop, question mark, exclamation mark, suffix, prefix, conjunction, grapheme, phoneme, digraph, trigraph. | Proofread, edit, diagonal stroke, horizontal stroke, noun, noun phrase, statement, question, exclamation, command, compound word, contractions, adjective, verb, suffix, prefix, adverb, present tense, past tense, apostrophe, possessive apostrophe, comma, conjunction, homophone, near-homophone, root word. | Adverb, fronted adverbial, preposition, prepositional phrase, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, dialogue, consonant, vowel, inverted commas, homophones, paragraph, pronoun, determiner, modifying noun, modifying adjective, regular plural, irregular plural, plural, singular, dictionary. | | Formal, informal, register, subjunctive, modal verbs, modal adverbs, relative pronoun, relative clause, parenthesis, bracket, dash, colon, semi-colon, cohesion, ambiguity, subject, object, active voice/active verb, passive voice/passive verb, synonym, antonym, ellipsis, hyphen, bullet points, silent letter, morphology, etymology, thesaurus. | |

A more detailed outline of spelling, using the grapheme-phoneme correspondences taken from Appendix 1 of the National Curriculum (2014), can be found below.

Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ll**  bell  fill  doll  tell  yellow  pillow | **ss**  kiss  mess  boss  pass  fuss  lesson | **zz**  buzz  fuzz  fizzy  jazz  buzzard  blizzard | **ck**  kick ticket  back pocket  sock rocket  sack socket  pick locket  pack packet | **ear**  ear  dear  year  near  hear  tear |
| **ee**  see  feel  meet  feet  week  deep | **ea**  eat  meat  clean  beach  speak  dream | **y**  funny  happy  party  very  family  sorry | **e\_e**  complete  evening  these  athlete  compete  delete | **ie**  field  shield  thief  belief  chief  shriek |
| **ai**  wait  pain  rain  sail  tail  main | **ay**  away  play  holiday  spray  today  crayon | **a\_e**  ate  face  made  race  gate  same | **oi**  oil  coin  soil  boil  join  coil | **oy**  royal  toy  annoy  destroy  enjoy  oyster |
| **oa**  coat  goat  boat  road  soap  toad | **o\_e**  bone  froze  home  joke  stone  those | **ow**  grow  own  slow  snow  throw  window | **oe**  toe  goes  woe  foe  doe | **wh**  wheel  when  white  wheat  whine  whisper |
| **igh**  high  light  night  right  fight  tight | **i\_e**  bike rice  smile nice  time mice  inside slice  drive twice  shine | **ie**  die died  lie lied  tie tied  pie  cries  fries | **ow**  now  how  cow  down  town  owl | **ou**  count  house  mouth  out  flour  about |
| **or**  for  fork  born  sort  fort  torn | **aw**  draw  paw  saw  yawn  jaw  claw | **au**  haunt  launch  August  author  pause  sauce | **ore**  before  explore  more  sore  chore  score | **nk**  blink  pink  drink  bank  thank  sunk |
| **er**  never  winter  cooker  farmer  boiler  tower | **ur**  burn  curl  hurt  turn  surf  turnip | **ir**  bird  birthday  thirsty  chirp  third  skirt | **ch**  chop  chin  chip  such  much  check | **tch**  catch  scratch  butcher  hatch  stretch  switch |
| **oo**  zoo  boot  zoom  moon  roof  food | **u\_e**  flute  June  rude  rule  flume  pollute | **ue**  blue  cruel  glue  true  clue  gruel | **ew**  blew  chew  flew  grew  threw  drew | **ve**  expensive  give  have  curve  serve  solve |
| **ar**  car  arm  hard  park  jar  farm | **u\_e**  cute  huge  perfume  tune  use  cube | **ue**  argue  continue  statue  rescue  due  fuel | **ew**  dew  few  new  stew  pew  curfew | **ea**  bread  dead  head  feather  ready  spread |
| **ff**  huff  puff  puffin  cuff  off  coffee | **ph**  phone  elephant  photo  dolphin  nephew  phonics | **air**  air  airport  fair  hair  pair  lair | **are**  care  square  beware  scare  glare  dare | **ear**  bear  pear  tear  wear |
| **oo**  look  foot  cook  good  book  wood | **u**  full  pull  push  put  bully  bush |  | **un- prefix**  unclear  undo  unfair  unlock  untie  untuck | **-s / -es suffix**  cakes brushes  cows buses  trees kisses  picks boxes  boys pinches  goals buzzes |
| **-ed suffix /t/**  cooked  crashed  helped  jumped  looked  wished | **-ed suffix /id/**  added  cheated  ended  needed  invented  started | **-ed suffix /d/**  boiled  groaned  joined  rained  stayed  turned | **-ing suffix**  cheating  helping  hurting  looking  thinking  playing | **-er / -est suffix**  brighter brightest  louder loudest  quicker quickest  sharper sharpest  thicker thickest  weaker weakest |

Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **g /j/**  gentle  magic  energy  giraffe  giant  gem | **ge /j/**  age  large  change  charge  strange  bandage | **dge /j/**  badge  edge  bridge  dodge  fudge  sledge | **kn /n/**  know  knee  knock  knife  knit  knew | **gn /n/**  gnat  gnaw  gnome  gnash  gnarled  sign |
| **le /l/**  apple  bottle  middle  tickle  people  riddle | **el /l/**  camel  label  towel  model  tunnel  parcel | **al /l/**  animal  capital  hospital  metal  total  medal | **il /l/**  pencil  fossil  nostril  devil  stencil  gerbil | **wr /r/**  write  wrap  wrong  wrist  wrinkle  wriggle |
| **c before e /s/**  race  face  ice  cell  price  rice | **c before i /s/**  city  circle  pencil  cider  circus  cinema | **c before y /s/**  cycle  bicycle  cylinder  cyclone  fancy  privacy | **y /igh/**  cry  fly  dry  try  reply  sky | **ey /ee/**  key  donkey  monkey  chimney  valley  money |
| **a before l (al) /or/**  walk  talk  stalk  almost  always  chalk | **a before ll (all) /or/**  all  ball  call  tall  small  wall | **ar /or/**  war  warm  towards  ward  wardrobe  warning | **a after w and qu /o/**  wash  swan  wallet  squash  quantity  squabble | **or after w /er/**  worm  word  world  work  worth  worse |
| **o /u/**  brother  money  lion  mother  other  cover | **si /zh/**  explosion  television  confusion  division  vision  revision | **s /zh/**  pleasure  treasure  measure  enclosure  usual  unusual | **-tion /shun/**  station  fiction  motion  nation  section  equation | **bb /b/**  rabbit  bubble  rubber  scribble  ribbon  pebble |
| **dd /d/**  add  odd  ladder  cuddle  puddle  suddenly | **mm /m/**  hammer  summer  swimming  mummy  grammar  comment | **nn /n/**  dinner  winner  funny  sunny  tunnel  annoy | **pp /p/**  apple  appear  happy  puppet  puppy  slipper | **rr /r/**  arrow  arrive  carry  cherry  ferry  sorry |
| **tt /t/**  attack  bottle  butter  letter  little  gutter |  | | | |
| **-y à ies**  baby à babies  city à cities  fly à flies  cry à cries  copy à copies  carry à carries | **-y à ing**  play à playing  cry à crying  carry à carrying  say à saying  try à trying  enjoy à enjoying | **-y à ied**  bury à buried  carry à carried  reply à replied  scurry à scurried  worry à worried  hurry à hurried | **-y à ier**  happy à happier  busy à busier  dry à drier  funny à funnier  heavy à heavier  silly à sillier | **-y à iest**  happy à happiest  busy à busiest  dry à driest  funny à funniest  heavy à heaviest  silly à silliest |
| **-e à y**  shine à shiny  spike à spiky  grease à greasy  bone à bony  smoke à smoky  stone à stony | **-e à ing**  bake à baking  make à making  drive à driving  joke à joking  smile à smiling  dance à dancing | **-e à ed**  bake à baked  complete à completed  joke à joked  smile à smiled  invite à invited  dance à danced | **-e à er**  brave à braver  late à later  nice à nicer  rude à ruder  safe à safer  cute à cuter | **-e à est**  brave à bravest  late à latest  nice à nicest  rude à rudest  safe à safest  cute à cutest |
| **double consonant +**  **y**  sun à sunny  fun à funny  run à runny  mum à mummy  dad à daddy  nan à nanny | **double consonant + ing**  stop à stopping  chat à chatting  put à putting  swim à swimming  run à running  wrap à wrapping | **double consonant + ed**  stop à stopped  chat à chatted  wrap à wrapped  plan à planned  hop à hopped  admit à admitted | **double consonant + er**  big à bigger  fat à fatter  hot à hotter  red à redder  wet à wetter  sad à sadder | **double consonant + est**  big à biggest  fat à fattest  hot à hottest  red à reddest  wet à wettest  sad à saddest |
| **-ly**  soft à softly  brave à bravely  shy à shyly  slow à slowly  nice à nicely  loud à loudly  **-y à ily**  happy à happily  easy à easily  angry à Angrily  angry à noisily  merry à merrily  sleepy à sleepily | **-ment**  pay à payment  treat à treatment  excite à excitement  enjoy à enjoyment  replace à replacement  punish à punishment  **-y à iment**  merry à merriment | **-ness**  sad à sadness  bright à brightness  ripe à ripeness  shy à shyness  blind à blindness  ill à illness  **-y à iness**  happy à happiness  bossy à bossiness  crazy à craziness  lazy à laziness  silly à silliness  clumsy à clumsiness | **-ful**  stress à stressful  pain à painful  use à useful  play à playful  wonder à wonderful  harm à harmful  **-y à iful**  beauty à beautiful  plenty à plentiful | **-less**  joy à joyless  speech à speechless  home à homeless  care à careless  worth à worthless  harm à harmless  **-y à iless**  penny à penniless |
| **possessive apostrophe**  (singular nouns)  Megan’s  Megan’s pencil  Ravi’s  Ravi’s coat  The girl’s  The girl’s PE kit  The man’s  The man’s car  My mum’s  My mum’s birthday  The child’s  The child’s toys | **contractions**  (apostrophe denotes missing letters)  I am à I’m you have à you’ve  I have à I’ve you are à you’re  I will à I’ll you will à you’ll  she will à she’ll he will à he’ll  she is à she’s he is à he’s  we will à we’ll they will à they’ll  we have à we’ve they have à they’ve  we are à we’re they are à they’re  let us à let’s could not à couldn’t  it is à it’s should not à shouldn’t  cannot à can’t would not à wouldn’t  did not à didn’t  has not à hasn’t  will not à won’t | | **homophones and near homophones**  (same sound, different spelling)  to / two / too one / won  there / their / they’re sun / son  wear / where / we’re be / bee  here / hear night / knight  flower / flour witch / which  bear / bare new / knew  stair / stare wine / whine  pair / pear threw / through  hair / hare hole / whole  for / four meet / meat  see / sea tail / tale  toe / tow male / mail  due / dew / Jew week /weak  made / maid main / mane  blue / blew quiet / quite  road / rode / rowed thin / fin  than / van | |

Years 3 and 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **y /i/**  myth  gym  Egypt  pyramid  mystery  crystal  symbol | **ou /u/**  young  touch  double  trouble  country  enormous  tough | **ch /k/**  scheme  chorus  chemist  echo  character  anchor  stomach | **ch /sh/**  chef  chalet  machine  brochure  chandelier  chute  chauffer | **sc /s/**  science  scientist  scene  discipline  fascinate  crescent  scissors |
| **gue /g/**  tongue  league  intrigue  catalogue  monologue  dialogue | **que /k/**  antique  unique  plaque  technique | **ei /ai/**  veil  vein  beige  rein  reign  feign  sheik | **eigh /ai/**  eight  weigh  weight  neigh  sleigh  neighbour | **ey /ai/**  grey  they  prey  survey  convey  obey |
| **s /zh/**  pleasure  treasure  measure  leisure  enclosure  usual  unusual | **ture /chu/**  adventure  future  mixture  picture  nature  creature  furniture | **tion /shun/**  nation  injection  celebration  lotion  potion  invention  action | **sion /shun/**  explosion  television  confusion  division  vision  revision  invasion | **ssion /shun/**  permission  confession  discussion  expression  mission  impression  admission |
| **cian /shun/**  magician  musician  electrician  politician  mathematician |  | | | |
| **-ing suffix**  **unchanged root**  limit à limiting  cry à crying  garden à gardening  scurry à scurrying  happen à happening  walk à walking  sulk à sulking | **-ing suffix**  **drop the ‘e’**  joke à joking  explode à exploding  cycle à cycling  scuttle à scuttling  tape à taping  dance à dancing  smile à smiling | **-ing suffix**  **double consonant**  forget à forgetting  wrap à wrapping  tap à tapping  forget à forgetting  begin à beginning  rip à ripping  put à putting | **-er suffix**  **unchanged root**  garden à gardener  bake à baker  farm à farmer  teach à teacher  build à builder  fast à faster  bright à brighter | **-er suffix**  **double consonant**  begin à beginner  skip à skipper  swim à swimmer  slip à slipper  rob à robber  rub à rubber  wrap à wrapper |
| **-ed suffix**  **unchanged root**  delay à delayed  limit à limited  joke à joked  turn à turned  walk à walked  start à started | **-ed suffix**  **double consonant**  prefer à preferred  refer à referred  wrap à wrapped  skip à skipped  trap à trapped  admit à admitted | **-ly suffix**  **unchanged root**  sad à sadly  complete à completely  ginger à gingerly  curious à curiously  usual à usually  final à finally | **-ly suffix**  **drop ‘e’**  gentle à gently  simple à simply  humble à humbly  noble à nobly  subtle à subtly  true à truly | **-ly suffix**  **drop ‘y’ add -ily**  happy à happily  easy à easily  angry à Angrily  angry à noisily  merry à merrily  sleepy à sleepily |
| **-ly suffix**  **-ic words add -ally**  basic à basically  frantic à frantically  dramatic à dramatically  comic à comically  music à musically  logic à logically  tragic à tragically  ironic à ironically | **-ation suffix**  **unchanged root**  limit à limitation  inform à information  fix à fixation  **drop the ‘e’**  donate à donation  create à creation  converse à conversation  decorate à decoration | **-ous suffix**  **unchanged root**  joy à joyous  poison à poisonous  danger à dangerous  mountain à mountainous  outrage à outrageous  courage à courageous  enormous  jealous  serious | **-en suffix**  **unchanged root**  fright à frighten  bright à brighten  mistake à mistaken  soft à soften  wood à wooden  **double consonant**  forgot à forgotten  forbid à forbidden  hid à hidden |  |
| **un- prefix**  unhappy  unkind  unaware  unzip  untie  unlock  uncertain | **dis- prefix**  disobey  disappear  disappoint  distrust  disable  disagree  dislike | **mis- prefix**  misbehave  mislead  misspell  misplace  misjudge  misinform  miscalculate | **in- prefix**  inactive  incorrect  incapable  inaccurate  incomplete  incredible  insecure | **ir- prefix**  irregular  irrelevant  irresponsible  irrational  irretrievable |
| **il- prefix**  illegal  illegible  illegitimate  illogical  illuminate  illusion  illusive | **im- prefix**  immature  impossible  impatient  imperfect  immobile  immortal  improper | **re- prefix**  redo  refresh  refill  remove  rearrange  retry  rewrite | **sub- prefix**  subheading  submarine  subway  subconscious  submerge  subscribe  subdue | **inter- prefix**  intercity  international  interpersonal  interview  interact  interrelated |
| **super- prefix**  supermarket  superman  superpower  supernatural  superficial  superstar | **anti- prefix**  antiseptic  antisocial  antifreeze  anticlockwise | **auto- prefix**  autograph  autobiography  automatic  automatically  autopilot  autonomy |  |  |
| **possessive apostrophe**  (plural nouns)  girls’  the girls’ school  boys’  the boys’ toys  babies’  the babies’ clothes  children’s  the children’s sweets  men’s  the men’s hockey team  Cyprus’s  Cyprus’s flag | **homophones**  (same sound, different spelling)  accept / except peace / piece  affect / effect plain / plane  ball / bawl rain / rein / reign  berry / bury scene / seen  brake / break weather / whether  fair / fare whose / who’s  grate / great  groan / grown  here / hear  heel / heal / he’ll  knot / not  mail / male  main / mane  meat / meet  medal / meddle  missed / mist  **Note:** also see homophones from Year 2 | |  | |

Years 5 and 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ough /or/**  ought  bought  thought  nought  brought  fought | **ough /oa/**  though  although  dough | **ough /oo/**  through | **ough /u/**  thorough  borough | **ough /ow/**  plough  bough |
| **ough /u-ff/**  rough  tough  enough  **/o-ff/**  cough | **ei after c /ee/**  deceive  deceit  conceive  inconceivable  conceit  ceiling  perceive  receive | **-fer + suffix**  **double consonant**  referring  referred  referral  preferring  preferred  transferring  transferred  transferral | **-fer + suffix**  **no double consonant**  reference  referee  preference  transference | **hyphen**  co-own  co-ordinate  co-operate  co-exist  re-enter  re-apply  re-energise  re-imagine  re-use |
| **-cious**  precious  (un)conscious  suspicious  malicious  delicious  spacious  vicious  gracious  vivacious  precocious | **-tious**  conscientious  superstitious  pretentious  (un)ambitious  infectious  nutritious  fictitious  cautious  scrumptious  ostentatious | **-cial**  (anti)social  racial  facial  special  crucial  (un)official  financial  commercial  beneficial  artificial | **-tial**  initial  (im)partial  potential  essential  spatial  substantial  residential  influential  confidential  circumstantial | **-ant**  (in)tolerant  reluctant  important  significant  extravagant  compliant  reliant  radiant  instant  defiant |
| **-ance**  (in)tolerant – tolerance  reluctant – reluctance  important - importance  significant – significance  distant - distance  complaint – compliance  reliant – reliance  radiant – radiance  instant – instance  defiant – defiance | **-ancy**  pregnant – pregnancy  Vacant – vacancy  Deviant – deviancy  Radiant – radiancy  Infant – infancy  Truant – truancy  Buoyant – buoyancy  Tenant – tenancy  Occupant – occupancy  accountant – accountancy | **-ent**  absent  adolescent  affluent  competent  confident  (in)convenient  dependent  evident  (dis)obedient  innocent | **-ence**  absent – absence  adolescent – adolescence  affluent – affluence  competent - competence  confident - confidence  convenient - convenience  dependent - dependence  evident – evidence  obedient – obedience  innocent – innocence | **-ency**  agent – agency  absorbent – absorbency  consistent – consistency  decent – decency  fluent – fluency  frequent – frequency  lenient – leniency  proficient – proficiency  urgent – urgency  persistent – persistency |
| **-able**  available  likable  capable  desirable  knowledgeable  (un)believable  (un)manageable  (un)acceptable  inflatable  disposable | **-ably**  preferable – preferably  fashionable – fashionably  reliable – reliably  noticeable – noticeably  suitable – suitably  comfortable – comfortably  understandable – understandably  reasonable – reasonably | **-ible**  accessible  collapsible  eligible  reversible  invincible  susceptible  convertible  flexible  gullible  plausible | **-ibly**  audible – audibly  visible – visibly  responsible – responsibly  incredible – incredibly  feasible – feasibly  terrible – terribly  horrible – horribly  (im)possible – possibly  sensible – sensibly  forcible – forcibly |  |
| **Silent Letters**  thumb ghost  climb chaos  crumb ache  limb stomach  lamb choir  subtle hour  bomb mechanic  numb chemical  comb technical  biscuit Wednesday  build sandwich  guess  guide receipt  guitar  sign  design  resign  gnat  gun  foreign  gnome  reign | **Silent Letters**  knee wrap crescent  knob wreck muscle  knit wrinkle descend  knot write scene  knife sword scent  knock two scissors  know answer disciple  knuckle  knowledge  castle autumn island  rustle column  listen hymn calf  whistle half  wrestle February yolk  thistle library  fasten  soften | | **homophones and near homophones**  ant – aunt feint - faint  accept – except flu – flew - flue  addition – edition knot - not  affect – effect grate - great  axes – axis four – for - fore  bass – base gnu – knew - new  bate – bait hire - higher  bawl – ball him – hymn  been – bean hoard – horde  bell – belle allowed - aloud  berry – bury alter – altar  berth – birth cellar – seller  but – butt break – brake  by – bye – buy chilli – chilly  bite – byte – bight peak – peek  check – Czech groan - grown  chews – choose dense – dents  colonel – kernel creak - creek  council – counsel coward – cowered  dye – die fair – fare  feat – feet  practice – practise  advice – advise  licence – license | |

**Cross-curricular non-fiction writing**

In addition to writing during English lessons, teachers will create opportunities for a variety of non-fiction writing during topic lessons and other areas of the National Curriculum.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Non-Fiction Writing** | **Examples** | **Structure** | **Language Features** |
| **Non-Chronological Reports**  description of the characteristics of something | Letter  Information Leaflets  Non-Fiction Book  Catalogue  Magazine Article | Opening containing a general classification  Description of the chosen subject  Paragraphs about different aspects of the subject | Past tense  Technical vocabulary  Descriptive, factual and general language  Third person |
| **Recounts**  chronological retelling of events | Diary  Personal Story  Biography  Autobiography    Experient/Investigation  Newspaper Article | Opening setting the scene  Recount of events as they occurred  Chronological order  Closing statement summarising the main points | Past tense  First or third person  Temporal conjunctions  Focus on specific people and events |
| **Explanations**  sequential technical explanation of how or why something works | What causes the seasons?  How are mountains formed?  How do scientists classify animals?  How does the moon affect the tides? | General statement to introduce the topic  Chronological order  Organised around a series of events  Diagrams to add information | Past tense  Third person  Temporal and causal conjunctions  Formal tone |
| **Persuasion**  opinion or argument for a particular point of view | Adverts  Leaflets  Posters  Letters | Often begin with a question  Arguments  Summary of the arguments and a restatement of the opening argument | Present tense  Temporal conjunctions  Modal verbs  Exaggeration  Flattery |
| **Instructions** and **Procedures**  sequential instructions of how to do something | Recipes  Science Investigation Method  Step-by-Step Guide  How to… | Statement outlining what is to be achieved  Materials and equipment needed  Sequenced steps  Chronological order  Diagrams or illustrations | Present tense  Imperative verbs  Formal tone  Second person |
| **Discussions** or **Balanced Arguments**  arguments and information from differing viewpoints | Was the Mayan Civilization really civilized?  Should children wear a uniform?  Is fair trade really fair? | Often starts with a question  Opening statement introducing the issue  Paragraphs containing for and against arguments  Conclusion | Present tense  Conjunctions  Third person  Impersonal voice and formal tone  Technical vocabulary |