******

**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) |
| TranscriptionWrite from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (GPCs) and common exception words (CEWs).CompositionSay out loud what they are going to write about.Compose a sentence orally before writing it.Sequence sentences to form short narratives.EditingRe-read what they have written to check that it makes sense. Discuss what they have written with their teacher or other children.Spoken LanguageRead aloud their writing clearly enough to be heard by their peers and the teacher.  | TranscriptionWrite 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.CompositionDevelop 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. EditingMake 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 LanguageRead aloud what they have written with appropriate intonation to make the meaning clear.  | TranscriptionWrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. CompositionPlan 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**). EditingAssess 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 LanguageRead 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. | CompositionIdentify 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**). EditingAssess 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 LanguagePerform 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**bellfilldolltellyellowpillow | **ss**kissmessbosspassfusslesson | **zz**buzzfuzzfizzyjazzbuzzardblizzard  | **ck**kick ticketback pocketsock rocketsack socketpick locketpack packet | **ear**eardearyearnearheartear |
| **ee**seefeelmeetfeetweekdeep | **ea**eatmeatcleanbeachspeakdream | **y**funnyhappypartyveryfamilysorry | **e\_e**completeeveningtheseathletecompetedelete |  **ie**fieldshieldthiefbeliefchiefshriek |
| **ai**waitpainrainsailtailmain | **ay**awayplayholidayspraytodaycrayon | **a\_e**atefacemaderacegatesame | **oi**oilcoinsoilboiljoincoil | **oy**royaltoyannoydestroyenjoyoyster |
| **oa**coatgoatboatroadsoaptoad | **o\_e**bonefrozehomejokestonethose | **ow**growownslowsnowthrowwindow | **oe**toegoeswoefoedoe | **wh**wheelwhenwhitewheatwhinewhisper |
| **igh**highlightnightrightfighttight | **i\_e**bike ricesmile nicetime miceinside slicedrive twiceshine | **ie**die diedlie liedtie tiedpiecriesfries |  **ow**nowhowcowdowntownowl | **ou**counthousemouthoutflourabout |
| **or**forforkbornsortforttorn | **aw**drawpawsawyawnjawclaw | **au**hauntlaunchAugustauthor pausesauce | **ore**beforeexploremoresorechorescore |  **nk** blinkpinkdrinkbankthanksunk |
| **er**never wintercookerfarmerboilertower | **ur**burncurlhurtturnsurfturnip | **ir**birdbirthdaythirstychirpthirdskirt | **ch**chopchinchipsuchmuchcheck | **tch**catchscratchbutcherhatchstretchswitch |
| **oo**zoobootzoommoonrooffood | **u\_e**fluteJuneruderuleflumepollute | **ue**bluecruelgluetruecluegruel | **ew**blewchewflewgrewthrewdrew | **ve**expensivegivehavecurveservesolve |
| **ar**cararmhardparkjarfarm | **u\_e**cutehugeperfume tuneusecube | **ue**arguecontinuestatuerescueduefuel | **ew**dewfewnewstewpewcurfew | **ea**breaddeadheadfeatherreadyspread |
| **ff**huffpuffpuffincuffoffcoffee | **ph**phoneelephantphotodolphinnephewphonics | **air**airairportfairhairpairlair  | **are**caresquarebewarescareglaredare | **ear**bearpeartearwear |
| **oo**lookfootcookgoodbookwood | **u**fullpullpushputbullybush |  | **un- prefix**unclearundounfairunlockuntieuntuck | **-s / -es suffix**cakes brushescows busestrees kissespicks boxesboys pinchesgoals buzzes |
| **-ed suffix /t/**cookedcrashedhelpedjumpedlookedwished | **-ed suffix /id/**addedcheatedendedneededinventedstarted | **-ed suffix /d/**boiledgroanedjoinedrainedstayedturned | **-ing suffix**cheatinghelpinghurtinglookingthinkingplaying | **-er / -est suffix**brighter brightestlouder loudestquicker quickestsharper sharpestthicker thickestweaker weakest |

Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **g /j/**gentlemagicenergygiraffe giantgem  | **ge /j/**agelargechangechargestrangebandage | **dge /j/**badgeedgebridgedodgefudgesledge  | **kn /n/**knowkneeknockknifeknit knew | **gn /n/**gnatgnawgnomegnashgnarled sign  |
| **le /l/**applebottlemiddleticklepeopleriddle | **el /l/**camellabeltowelmodeltunnelparcel | **al /l/**animalcapitalhospitalmetaltotalmedal | **il /l/**pencilfossilnostrildevilstencilgerbil  | **wr /r/**writewrapwrongwristwrinklewriggle |
| **c before e /s/**racefaceicecellpricerice | **c before i /s/**citycirclepencilcidercircus cinema  | **c before y /s/**cyclebicyclecylindercyclone fancyprivacy  | **y /igh/**cryflydrytryreplysky | **ey /ee/**keydonkeymonkeychimneyvalleymoney |
| **a before l (al) /or/**walktalkstalk almostalwayschalk  | **a before ll (all) /or/**allballcalltallsmallwall | **ar /or/**warwarmtowards wardwardrobewarning | **a after w and qu /o/**washswanwallet squashquantity squabble | **or after w /er/**wormwordworldworkworthworse |
| **o /u/**brothermoneylionmotherothercover |  **si /zh/**explosiontelevisionconfusiondivisionvisionrevision  | **s /zh/**pleasuretreasuremeasureenclosureusualunusual |  **-tion /shun/**stationfictionmotionnationsectionequation |  **bb /b/**rabbitbubblerubberscribbleribbon pebble |
| **dd /d/**addoddladdercuddlepuddlesuddenly |  **mm /m/**hammersummerswimmingmummygrammarcomment |  **nn /n/**dinnerwinnerfunnysunnytunnel annoy |  **pp /p/**appleappearhappypuppetpuppyslipper | **rr /r/**arrowarrivecarrycherryferrysorry |
| **tt /t/**attack bottlebutterletterlittlegutter |    |
| **-y à ies**baby à babiescity à citiesfly à fliescry à criescopy à copiescarry à carries | **-y à ing**play à playingcry à cryingcarry à carryingsay à sayingtry à tryingenjoy à enjoying  | **-y à ied**bury à buriedcarry à carriedreply à repliedscurry à scurriedworry à worriedhurry à hurried  |  **-y à ier**happy à happierbusy à busierdry à drierfunny à funnierheavy à heaviersilly à sillier |  **-y à iest**happy à happiestbusy à busiestdry à driestfunny à funniestheavy à heaviestsilly à silliest |
| **-e à y**shine à shiny spike à spikygrease à greasybone à bonysmoke à smokystone à stony  | **-e à ing**bake à bakingmake à makingdrive à drivingjoke à jokingsmile à smiling dance à dancing  | **-e à ed**bake à bakedcomplete à completedjoke à jokedsmile à smiledinvite à invited dance à danced | **-e à er**brave à braverlate à laternice à nicerrude à rudersafe à safercute à cuter | **-e à est**brave à bravestlate à latestnice à nicestrude à rudestsafe à safestcute à cutest |
| **double consonant +** **y**sun à sunnyfun à funnyrun à runnymum à mummydad à daddynan à nanny | **double consonant + ing**stop à stoppingchat à chattingput à puttingswim à swimmingrun à runningwrap à wrapping | **double consonant + ed**stop à stoppedchat à chattedwrap à wrappedplan à plannedhop à hoppedadmit à admitted  | **double consonant + er**big à biggerfat à fatterhot à hotterred à redderwet à wettersad à sadder | **double consonant + est**big à biggestfat à fattesthot à hottestred à reddestwet à wettestsad à saddest |
| **-ly**soft à softlybrave à bravelyshy à shylyslow à slowlynice à nicelyloud à loudly**-y à ily**happy à happilyeasy à easilyangry à Angrilyangry à noisilymerry à merrilysleepy à sleepily | **-ment**pay à paymenttreat à treatmentexcite à excitementenjoy à enjoymentreplace à replacementpunish à punishment**-y à iment**merry à merriment | **-ness**sad à sadnessbright à brightnessripe à ripenessshy à shynessblind à blindnessill à illness**-y à iness**happy à happinessbossy à bossinesscrazy à crazinesslazy à lazinesssilly à sillinessclumsy à clumsiness  | **-ful**stress à stressfulpain à painfuluse à usefulplay à playfulwonder à wonderfulharm à harmful**-y à iful**beauty à beautifulplenty à plentiful  | **-less**joy à joylessspeech à speechlesshome à homelesscare à carelessworth à worthlessharm à harmless**-y à iless**penny à penniless |
| **possessive apostrophe** (singular nouns)Megan’sMegan’s pencilRavi’sRavi’s coatThe girl’sThe girl’s PE kitThe man’sThe man’s carMy mum’sMy mum’s birthdayThe child’sThe child’s toys | **contractions** (apostrophe denotes missing letters)I am à I’m you have à you’veI have à I’ve you are à you’reI will à I’ll you will à you’ll she will à she’ll he will à he’llshe is à she’s he is à he’swe will à we’ll they will à they’ll we have à we’ve they have à they’vewe are à we’re they are à they’relet 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’thas not à hasn’twill not à won’t  | **homophones and near homophones**(same sound, different spelling)to / two / too one / wonthere / their / they’re sun / sonwear / where / we’re be / beehere / hear night / knight flower / flour witch / whichbear / bare new / knewstair / stare wine / whinepair / pear threw / throughhair / hare hole / wholefor / four meet / meatsee / sea tail / taletoe / tow male / maildue / dew / Jew week /weakmade / maid main / maneblue / blew quiet / quite road / rode / rowed thin / fin than / van |

Years 3 and 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **y /i/**mythgymEgyptpyramidmysterycrystalsymbol  | **ou /u/**youngtouchdoubletroublecountryenormoustough | **ch /k/**schemechoruschemistechocharacteranchorstomach | **ch /sh/**chefchaletmachinebrochurechandelier chutechauffer | **sc /s/**sciencescientistscenedisciplinefascinatecrescentscissors |
| **gue /g/**tongueleagueintrigue cataloguemonologuedialogue  | **que /k/**antiqueuniqueplaquetechnique | **ei /ai/**veilveinbeigereinreign feign sheik | **eigh /ai/**eightweighweightneigh sleigh neighbour   | **ey /ai/**greytheypreysurveyconveyobey |
| **s /zh/**pleasuretreasuremeasureleisure enclosureusualunusual | **ture /chu/**adventurefuturemixturepicturenaturecreaturefurniture  | **tion /shun/**nationinjection celebrationlotionpotion inventionaction  | **sion /shun/**explosiontelevisionconfusiondivisionvisionrevision invasion  | **ssion /shun/**permissionconfessiondiscussionexpressionmissionimpression admission  |
| **cian /shun/**magicianmusicianelectricianpoliticianmathematician  |  |
| **-ing suffix****unchanged root**limit à limiting cry à cryinggarden à gardeningscurry à scurryinghappen à happeningwalk à walkingsulk à sulking | **-ing suffix****drop the ‘e’**joke à jokingexplode à exploding cycle à cyclingscuttle à scuttlingtape à taping dance à dancingsmile à smiling  | **-ing suffix****double consonant**forget à forgettingwrap à wrappingtap à tappingforget à forgettingbegin à beginningrip à rippingput à putting | **-er suffix****unchanged root**garden à gardener bake à bakerfarm à farmerteach à teacherbuild à builderfast à fasterbright à brighter  | **-er suffix****double consonant**begin à beginnerskip à skipperswim à swimmerslip à slipperrob à robberrub à rubberwrap à wrapper  |
| **-ed suffix****unchanged root**delay à delayedlimit à limitedjoke à jokedturn à turnedwalk à walkedstart à started | **-ed suffix****double consonant**prefer à preferredrefer à referredwrap à wrappedskip à skippedtrap à trappedadmit à admitted | **-ly suffix****unchanged root**sad à sadlycomplete à completelyginger à gingerlycurious à curiously usual à usuallyfinal à finally | **-ly suffix****drop ‘e’**gentle à gentlysimple à simplyhumble à humblynoble à noblysubtle à subtly true à truly  | **-ly suffix****drop ‘y’ add -ily**happy à happilyeasy à easilyangry à Angrilyangry à noisilymerry à merrilysleepy à sleepily  |
| **-ly suffix****-ic words add -ally**basic à basicallyfrantic à franticallydramatic à dramaticallycomic à comicallymusic à musicallylogic à logicallytragic à tragicallyironic à ironically | **-ation suffix****unchanged root**limit à limitation inform à informationfix à fixation **drop the ‘e’**donate à donationcreate à creationconverse à conversationdecorate à decoration | **-ous suffix****unchanged root**joy à joyous poison à poisonousdanger à dangerousmountain à mountainousoutrage à outrageous courage à courageousenormous jealousserious | **-en suffix****unchanged root**fright à frighten bright à brightenmistake à mistakensoft à soften wood à wooden**double consonant**forgot à forgottenforbid à forbiddenhid à hidden |  |
| **un- prefix**unhappyunkindunawareunzipuntieunlockuncertain  | **dis- prefix**disobeydisappeardisappointdistrustdisabledisagreedislike | **mis- prefix**misbehavemisleadmisspellmisplacemisjudgemisinformmiscalculate | **in- prefix**inactiveincorrectincapableinaccurateincompleteincredibleinsecure | **ir- prefix**irregularirrelevant irresponsibleirrationalirretrievable  |
| **il- prefix**illegalillegibleillegitimate illogicalilluminateillusionillusive | **im- prefix**immatureimpossibleimpatientimperfectimmobileimmortalimproper  | **re- prefix**redorefreshrefillremoverearrangeretryrewrite | **sub- prefix**subheadingsubmarinesubwaysubconscioussubmerge subscribesubdue | **inter- prefix**intercityinternationalinterpersonalinterviewinteractinterrelated |
| **super- prefix**supermarketsupermansuperpowersupernaturalsuperficialsuperstar  | **anti- prefix**antisepticantisocialantifreezeanticlockwise  | **auto- prefix**autographautobiographyautomaticautomaticallyautopilotautonomy |  |  |
| **possessive apostrophe** (plural nouns)girls’the girls’ schoolboys’the boys’ toysbabies’the babies’ clotheschildren’sthe children’s sweetsmen’sthe men’s hockey teamCyprus’s Cyprus’s flag | **homophones** (same sound, different spelling)accept / except peace / pieceaffect / effect plain / planeball / bawl rain / rein / reignberry / bury scene / seen brake / break weather / whetherfair / fare whose / who’sgrate / 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/**oughtboughtthoughtnoughtbroughtfought | **ough /oa/**thoughalthoughdough | **ough /oo/**through | **ough /u/**thoroughborough | **ough /ow/**ploughbough |
| **ough /u-ff/**roughtoughenough**/o-ff/**cough | **ei after c /ee/**deceivedeceitconceiveinconceivableconceitceilingperceivereceive | **-fer + suffix****double consonant**referringreferredreferralpreferringpreferredtransferringtransferredtransferral  | **-fer + suffix****no double consonant** referencerefereepreferencetransference | **hyphen**co-ownco-ordinateco-operateco-exist re-enterre-applyre-energise re-imagine re-use |
| **-cious**precious(un)conscioussuspiciousmaliciousdeliciousspaciousviciousgraciousvivaciousprecocious  | **-tious**conscientioussuperstitious pretentious(un)ambitiousinfectiousnutritiousfictitiouscautiousscrumptiousostentatious  | **-cial**(anti)socialracialfacialspecialcrucial(un)officialfinancialcommercialbeneficialartificial  | **-tial**initial(im)partial potentialessentialspatial substantialresidentialinfluentialconfidentialcircumstantial  | **-ant**(in)tolerantreluctantimportant significantextravagant compliantreliantradiantinstantdefiant |
| **-ance**(in)tolerant – tolerancereluctant – reluctance important - importancesignificant – significancedistant - distancecomplaint – compliancereliant – reliance radiant – radianceinstant – instancedefiant – defiance | **-ancy**pregnant – pregnancyVacant – vacancyDeviant – deviancyRadiant – radiancy Infant – infancyTruant – truancyBuoyant – buoyancyTenant – tenancyOccupant – occupancy accountant – accountancy  | **-ent**absent adolescentaffluentcompetentconfident(in)convenientdependentevident(dis)obedient innocent  | **-ence**absent – absenceadolescent – adolescenceaffluent – affluencecompetent - competenceconfident - confidenceconvenient - conveniencedependent - dependenceevident – evidenceobedient – obedienceinnocent – innocence  | **-ency**agent – agencyabsorbent – absorbencyconsistent – consistencydecent – decencyfluent – fluencyfrequent – frequencylenient – leniencyproficient – proficiencyurgent – urgencypersistent – persistency  |
| **-able**availablelikablecapabledesirableknowledgeable(un)believable(un)manageable(un)acceptableinflatabledisposable  | **-ably**preferable – preferablyfashionable – fashionablyreliable – reliablynoticeable – noticeably suitable – suitably comfortable – comfortablyunderstandable – understandablyreasonable – reasonably  | **-ible**accessiblecollapsibleeligiblereversibleinvinciblesusceptibleconvertibleflexiblegullibleplausible | **-ibly**audible – audibly visible – visiblyresponsible – responsibly incredible – incrediblyfeasible – feasiblyterrible – terriblyhorrible – horribly(im)possible – possibly sensible – sensiblyforcible – forcibly  |  |
| **Silent Letters**thumb ghostclimb chaoscrumb achelimb stomachlamb choirsubtle hourbomb mechanicnumb chemicalcomb technical biscuit Wednesdaybuild sandwich guessguide receipt guitarsigndesignresigngnatgunforeigngnomereign | **Silent Letters**knee wrap crescentknob wreck muscleknit wrinkle descendknot write sceneknife sword scentknock two scissorsknow answer disciple knuckleknowledgecastle autumn islandrustle column listen hymn calfwhistle halfwrestle February yolkthistle library fastensoften  | **homophones and near homophones** ant – aunt feint - faintaccept – except flu – flew - flueaddition – edition knot - notaffect – effect grate - greataxes – axis four – for - forebass – base gnu – knew - newbate – bait hire - higherbawl – ball him – hymnbeen – bean hoard – horde bell – belle allowed - aloudberry – bury alter – altar berth – birth cellar – sellerbut – butt break – brake by – bye – buy chilli – chilly bite – byte – bight peak – peek check – Czech groan - grownchews – choose dense – dents colonel – kernel creak - creekcouncil – counsel coward – cowered dye – die fair – farefeat – feet practice – practiseadvice – 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 LeafletsNon-Fiction BookCatalogueMagazine Article | Opening containing a general classificationDescription of the chosen subjectParagraphs about different aspects of the subject | Past tenseTechnical vocabulary Descriptive, factual and general languageThird person  |
| **Recounts**chronological retelling of events | DiaryPersonal StoryBiographyAutobiography Experient/InvestigationNewspaper Article  | Opening setting the sceneRecount of events as they occurredChronological order Closing statement summarising the main points | Past tenseFirst or third personTemporal 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 topicChronological orderOrganised around a series of eventsDiagrams to add information  | Past tenseThird personTemporal and causal conjunctionsFormal tone |
| **Persuasion**opinion or argument for a particular point of view | AdvertsLeafletsPostersLetters | Often begin with a questionArgumentsSummary of the arguments and a restatement of the opening argument  | Present tenseTemporal conjunctionsModal verbs ExaggerationFlattery |
| **Instructions** and **Procedures**sequential instructions of how to do something | RecipesScience Investigation MethodStep-by-Step GuideHow to… | Statement outlining what is to be achievedMaterials and equipment neededSequenced stepsChronological orderDiagrams or illustrations  | Present tenseImperative verbsFormal toneSecond 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 issueParagraphs containing for and against argumentsConclusion  | Present tenseConjunctionsThird personImpersonal voice and formal tone Technical vocabulary  |