The primary intent for our Key Stage 2 English Curriculum:

- Children to enjoy reading and writing a range of text types.
- Credible and rich texts will be the central driver to the English curriculum – promoting a love of reading, excellent models of language, cultural broadening and confidence.
- Children become fluent and age appropriate readers – so that they can access and comprehend all that Key Stage 2 has to offer, gaining a vitally growing vocabulary across the key stage.
- Children learn to spell through a rigorous phonics and spelling approach – which centres on children learning a sound or spelling pattern and applying it – not simply memorising lists of words.
- Children's writing makes sense – because they have learned the basics of simple sentence structure and punctuation well, but they also know how to check and edit their writing as part of the writing process.
- Children to develop a joined style as they exit the key stage – so that they are both proud of their writing visually, but also have the stamina to write at an increasing length.
- Letter formation is cursive and joined.
- Children reach and exceed the expected standard for their year group, wherever possible.
- Children are confident and articulate in their speaking, using a growing range of vocabulary. They are able to listen, debate and discuss, age appropriately, and are able to speak with a range of people with growing confidence.

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year Three	COMPOSITION		TRANSCRIPTION		
	V.G.P.	**Writing Process**	**Spelling**		**Handwriting**
Autumn	• Extend the range of sentences within their writing with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Use inverted commas to punctuate direct speech • Uses omissive apostrophes, commas in a list, question and exclamation marks correctly • Compose and rehearse sentences orally applying rich and varied vocabulary.	• Write in narratives, beginning to create settings, describing characters and creating plot • Evaluate the effective use of word choice, grammar and punctuation with some adult support • Makes appropriate additions, revisions and corrections with some adult support • Proofreads to check for errors in spelling, grammar and punctuation with some adult support • Re-reads writing to check for correct and consistent tense with some adult support • Evaluates writing with teachers and peers as part of the writing process	• The /I/ sound spelt y elsewhere than at the end of words • The suffix -ly starts with a consonant letter, so it is added straight on to the root word. • Exception to suffix -ly – If the root word ends -y with a consonant letter before it,the y is changed to an i,but only if the root word has more than 1 syllable. • Exception to suffix -ly – If the root word ends with -le, the -le is changed to -ly. • Exception to suffix -ly - If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. • Y3 common exception words • Homophones and near-homophones • Y3 topic words		• 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.
Spring	• Use of paragraphs as a way to group related material • Use simple organisational devices when writing non-narratives • Read aloud their own writing using intonation and controlling the tone and volume	• Write non-fiction texts, formally setting out information clearly for the reader. • Write for a range of real purposes and audiences. • Writes using the accurate verb form • Writes for different purpose, poetry	• Prefixes dis- and mis- have negative meanings. • Prefix super- means above • Y3 common exception words • Words with the /k/ sound spelt ch. • Words the /s/ sound spelt ch. • Words ending with te /g/ sound spelt -gue and the /k/ sound spelt -que. • Adding the prefix re- means 'again' or 'back' • Y3 topic words		• 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.
Summer	• Express time, place and cause using conjunctions, adverbs, or prepositions • Adds detail to writing using expanded noun phrases • Accurately uses a range of punctuation correctly • Accurate use a/an	• Purpose and audience underpin the writing and is clear. • Write for variety of purposes • Takes into account word choice, grammar and punctuation when writing for different purposes (including poetry) • From planning and drafting writing begins to flow effectively	• Y3 common exception words • Words with the endings -ture and -sure • Adding suffixes beginning with vowel letters to words of more than one syllable • Homophones and near-homophones • Y3 topic words		• 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.
Terminology pupils should know	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas				

	Year 3 Common Exception words from Y3/4 list
	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, complete, continue, describe, disappear, early, earth, eight/eighth, enough, extreme, February, forward, fruit, group, guard, guide, heard, heart, height, island, learn, library, natural, occasion(ally), often, ordinary, pressure, probably, reign, straight, strange, surprise, weight, woman/women

Year Four	**COMPOSITION**		**TRANSCRIPTION**	
	V.G.P.	**Writing Process**	**Spelling**	**Handwriting**
Autumn	• Accurate use commas after fronted adverbials • Organise paragraphs around a theme • Write with accurate subject and verb agreement for singular and plurals • Uses a range of conjunctions, including fronted adverbials • Discuss plans and monitors writing	• Collects ideas and plans a piece of writing applying rich vocabulary they have collected • From planning and drafting writing flows effectively • Ensure writing makes sense during the writing process and edits as required • Write in a narrative form with key features included	• Homophones and near-homophones • Adding the prefix in- can mean both 'not' and 'in'/'into'. • Before a root word starting with I, the prefix in- becomes il- • Before a root word starting with m or p, the prefix in- becomes im- • Before a root word starting with r, the prefix in- becomes ir- • Words ending in -sion • Y4 common exception words • Y4 topic words	• Increase the legibility, consistency and quality of their handwriting.
Spring	• Indicate possession by using the possessive apostrophe with plural nouns • Accurate use of inverted commas and other punctuation to indicate direct speech • Uses commas to separate clauses and phrases	• Writes at length with a clear purpose • Writes in narrative, creating plot, describing characters and creating settings • Paragraphs organise themes and writing flows effectively	• Possessive apostrophe with plural words • The suffix -ation • The prefix sub- • Words ending -tion, -sion, -ssion, -cian • Words with the /s/ sound spelt sc • Y4 topic words • Y4 common exception words	• Increase the legibility, consistency and quality of their handwriting.
Summer	• Accurate use of pronouns to avoid repetition • Reads writing aloud to a whole class using appropriate intonation and controlling tone and volume so that meaning is clear • Uses the present perfect form of verbs in contrast to the past tense	• Writes for a variety of different purposes (including poetry) applying appropriate grammar and punctuation • Purpose and audience for the writing is clear to the reader • In non-narrative material, using simple organisational devices (e.g. headings and sub-headings, bullet points or numbers for lists)	• The suffix -ous • Adding the prefix inter- • Adding the prefix anti- • Adding the prefix auto- • Homophones and near-homophones • Y4 common exception words • Y4 topic words	• Increase the legibility, consistency and quality of their handwriting.
Terminology pupils should know.	determiner pronoun, possessive pronoun adverbial plural and possessive possessive apostrophe fronted adverbials			

Year 4 Common Exception Words from Y3/4 list

calendar, caught, centre, century, certain, circle, consider, decide, different, difficult, exercise, experience, experiment, famous, favourite, grammar, history, imagine, increase, important, interest, knowledge, length, material, medicine, mention, unite, naughty, notice, opposite, particular, peculiar, perhaps, popular, position, possess/ion, possible, potatoes, promise, purpose, quarter, questions, recent, regular, remember, sentence, separate, special, strength, suppose, therefore, though/although, thought, through, various

Year Five	COMPOSITION		TRANSCRIPTION	
	V.G.P.	**Writing Process**	**Spelling**	**Handwriting**
Autumn	• Uses commas accurately (lists, fronted adverbial or to avoid ambiguity) • Uses relative clauses with an implied relative pronoun • Uses modal verbs and adverbs to show the level of possibility • Uses the perfect form of verbs to mark relationships of time and cause	• Write at length in narrative form using taught grammar and punctuation • Ensures correct subject and verb agreement when using singular and plural • Noting and developing initial ideas, drawings on reading and research where necessary • Ensures the consistent and correct use of tense throughout a piece of writing	• Homophones and other words which are often confused • Words with silent letters • Modal verbs • Y5 common exception words • Y5 topic words • Words ending –cious and –tious • Adverbs of possibility and frequency	• Write legibly and fluently with increasing speed. • Chooses the writing implement that is best suited to a task.
Spring	• Recognises and uses vocabulary and structures that are appropriate for formal speech and writing • Uses punctuated dialogue to convey a character and advance the action • Uses expanded noun phrases to convey complicated information concisely	• Assess the effectiveness of their own writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarity • Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • In narratives considers how authors develop characters and settings in what they have read or listened to	• Homophones and other words which are often confused • Y5 common exception words • Y5 topic words • Words ending in –ably and –ibly • Words ending in –ant, -ance/-ancy, -ent, -ence/-ency	• Write legibly and fluently with increasing speed. • Chooses the writing implement that is best suited to a task.
Summer	• Uses brackets, dashes or commas for parenthesis • Use a wide range of organisational devices to build cohesion within and across detailed paragraphs (adverbials, pronouns) • Use a wide range of clause structures sometimes varying their position within sentences	• When writing for a variety of purposes, chooses appropriate vocabulary, punctuation and grammar to enhance their piece • In narrative, write detailed paragraphs to show a shift in time, place, person or theme – elaboration of the main idea • Makes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• Homophones and other words which are often confused • Y5 common exception words • Y5 topic words • Words containing the letter string ough	• Write legibly and fluently with increasing speed. • Chooses the writing implement that is best suited to a task.
Terminology pupils should know.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			

	Year 5 Common Exception Words from Y5/6 list
	according, amateur, ancient, bargain, bruise, category, communicate, community, conscious, criticise, curiosity, definite, develop, dictionary, environment, equip (-ped,-ment), familiar, forty, frequently, government, guarantee, harass, identity, immediate(ly), interfere, leisure, muscle, neighbour, occupy, occur, opportunity, parliament, physical, prejudice, privilege, profession, queue, recognise, recommend, restaurant, rhyme, rhythm, secretary, sincere(ly), soldier, stomach, symbol, system, thorough, twelfth, vegetable, vehicle, yacht

Year Six	COMPOSITION	TRANSCRIPTION		
	V.G.P.	**Writing Process**	**Spelling**	**Handwriting**
Autumn	- Accurately uses a wide range of organisational devices to build cohesion within and across detailed paragraphs (adverbials, pronouns, backwards/forwards referencing, synonymous phrases) - Uses passive verbs to affect the presentation of information in a sentence - Accurately uses brackets, dashes or commas for parenthesis - Uses hyphens to avoid ambiguity - Uses a wide range of clause structures varying their position within sentences	- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - In narrative, write detailed paragraphs to show a shift in time, place, person or theme – elaboration of the main idea - Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear - Accurately assess the effectiveness of their own writing and others, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarity - Makes changes, correctly, to vocabulary, grammar and punctuation to enhance effects and clarify meaning	- Y6 common exception words - Y6 topic words - Use of hyphens - Words with ei after - Adding suffixes beginning with vowel letters to words ending in –fer - Homophones and other words that are often confused	- Write legibly and fluently with increasing speed. - Chooses the writing implement that is best suited to a task.
Spring	- Uses semi-colons, colons or dashes to mark boundaries between independent clauses - Uses a colon to introduce a list - Punctuates bullet points consistently - Accurately uses punctuated dialogue to convey a character and advance the action	- Writes effectively for a ranges of purposes and audiences, selecting the appropriate form and independently drawing on what they have read as models for their own writing - Uses a range of devices effectively to build cohesion with and across paragraphs - Exercise an assured conscious control over levels of formality, manipulating grammar and vocabulary to achieve this	- Y6 common exception words - Y6 topic words - Words ending in –ably - Words ending in –ibly - Homophones and other words that are often confused - Words ending with –cial - Words ending -tial	- Write legibly and fluently with increasing speed. - Chooses the writing implement that is best suited to a task.

Summer	• Accurately uses passive verbs to affect the presentation of information in a sentence • Accurately uses hyphens to avoid ambiguity • Accurately uses a wide range of clause structures varying their position within sentences • Accurately uses semi-colons, colons or dashes to mark boundaries between independent clauses • Accurately uses a colon to introduce a list • Accurately punctuates bullet points consistently	• Writes effectively for a ranges of purposes and audiences, selecting the appropriate form and independently drawing on what they have read as models for their own writing • Uses a range of devices effectively to build cohesion with and across paragraphs • Exercise an assured conscious control over levels of formality, manipulating grammar and vocabulary to achieve this • Makes changes, correctly, to vocabulary, grammar and punctuation to enhance effects and clarify meaning	• Y6 common exception words • Y6 topic words	• Write legibly and fluently with increasing speed. • Chooses the writing implement that is best suited to a task.
Terminology pupils should	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points			
	Year 6 Common Exception Words from Y5/6 list accommodate, accompany, achieve, aggressive, apparent, appreciate,, attached, available, average, awkward, cemetery, committee, competition, explanation, foreign, hindrance, individual, interrupt, language, lightning, marvellous, mischievous, necessary, nuisance, persuade, programme, pronunciation, relevant, sacrifice, shoulder, signature, sufficient, suggest, temperature, variety			