

It is essential that this is read with the coloured notes; otherwise it is almost impossible to understand.

A separate document is provided to show what the National Curriculum for English would look like without coloured notes, if the recommendations made here were to be implemented.

Review of the Draft National Curriculum for English, Key Stages 1 and 2, 2012

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Summary

The Reading Reform Foundation committee welcomes:

- the emphasis on phonics (systematic and synthetic) for word reading and spelling
- the emphasis on understanding and using spoken language effectively, listening to stories, reciting poetry, etc.
- the removal of genre writing for KS1
- the removal of level descriptors
- the rigour

We recommend that the following changes are made:

- Spoken English is given a separate section for each programme of study.
- Listening to someone reading is moved to the section on spoken English.
- Lists of words, both examples and “Word List for Years 5 and 6”, are removed.
- A requirement to ensure pupils have regular opportunities for choosing books to read, and for sustained reading, is added.
- The sub-heading, “Develop pleasure in reading and motivation” is removed.
- The word “rules”, in relation to spelling, is removed; leaving only “guidelines”.
- There is more emphasis on non-fiction and reading to learn.
- The requirements for handwriting are improved.

- An explanation of “The Simple View of Reading”, with a diagram, is added.
- An explanation of the alphabetic code, with a chart, is added.
- Further important details are altered, as described in the main body of this document.

Further Explanation

Spoken English is given a separate section for each programme of study.

- The draft curriculum makes it clear that the development of spoken English is to be a priority throughout the curriculum and that it is important in supporting the development of reading and writing. In addition, however, spoken English should have a prominent place in the English curriculum in its own right.
- Spoken language underlies nearly all communication. Although that is emphasised in the draft curriculum, it will be lost to some, because it is not in a prominent position.
- The lack of prominence of spoken language gives ammunition to people who claim falsely that those who promote synthetic phonics think that is all there is to literacy.

Listening to someone reading is moved to the section on spoken English.

- Listening to a story, a poem or non-fiction is about understanding and developing spoken language and developing pleasure in reading. Although reading comprehension depends initially on comprehension of spoken language, it should not be confused with learning to read. There is evidence to show that reading to pupils does not help them learn to read.

Lists of words, both examples and “Word List for Years 5 and 6”, are removed.

- The lists go against the government’s aim of reducing prescription and leaving more to professionals
- Lists of words for spelling will lead some teachers to teach lists exclusively – and as whole words to memorise, instead of words to encode using phonics, morphology and etymology
- Too much detail gives ammunition to people who associate prescriptive detail with synthetic phonics and use it as a reason to reject synthetic phonics.

A requirement to ensure pupils have regular opportunities for choosing books to read, and for sustained reading, is added.

- Choosing books from a book corner, box, shelf or library and being given regular opportunities to read them in a quiet atmosphere are essential
 - to foster enjoyment of reading
 - to counter the fact that some homes have few books and no culture of reading
 - to practise reading skills
 - for older pupils, to encourage sustained reading of longer books over several sessions

- Including giving pupils opportunities to choose books counters the argument that those who promote synthetic phonics are not interested in children having choice and reading for pleasure. In fact the opposite is true: synthetic phonics teaching is the key to allowing every pupil to enjoy reading.
- There should be mention of school libraries in a National Curriculum for English.

There is more emphasis on non-fiction and reading to learn.

- Reading to learn is more crucial to participating in society than reading for pleasure.
- Pleasure in reading is developed through reading non-fiction as well as fiction and poetry. Many pupils are more excited by non-fiction than they are by stories and poetry. Some good readers will always be more interested in reading for practical purposes, such as finding out how to use a computer programme by reading the instructions, than in reading fiction or poetry.

The sub-heading, “Develop pleasure in reading and motivation” is removed.

- This subheading implies that only the activities under this heading can develop pleasure in reading and motivation to read, and that this is the only reason for these activities.
- Other activities in the programme of study can “develop pleasure in reading and motivation to read”. For example, the teaching of phonics and grammar can result in more enjoyment of reading and confidence in writing.
- Even if pupils are not interested in reading for pleasure, reading good literature and having it read to them is important for exploring cultures and human emotions and learning about written composition, etc., so it is important that pupils do all the activities listed under “develop pleasure in reading and motivation to read,” whether these activities “develop pleasure in reading and motivation to read” or not.
- In this position, under “Comprehension”, “reading for pleasure” appears to have been included to appease critics of phonics and grammar who claim that phonics and grammar are not enjoyable.
- It seems odd to specify activities for motivation and pleasure. I expect it is not done in maths, science, music, art, PE, etc.

The word “rules”, in relation to spelling, is removed; leaving only “guidelines”.

- The word “rules” is redundant; the word “guidelines” is sufficient.
- Almost every rule about written English has at least one exception.

The requirements for handwriting are improved. See details.

An explanation of “The Simple View of Reading”, with a diagram, is added.

- The Simple View of reading explains the relationship between word reading and comprehension and, as a result, the structure of the English programmes of study.

An explanation of the alphabetic code, with a chart, is added

Review of the Draft National Curriculum for English, Key Stages 1 and 2, by E Nonweiler on behalf of the Reading Reform Foundation, July 2012

- Understanding the concept of an alphabetic code, and how the English alphabetic code is structured, is crucial to understanding why we teach systematic synthetic phonics.
- The alphabetic code explains how the sounds of English are represented by letters, that some sounds are represented in more than one way and that some letters and groups of letters represent more than one sound.

Further important details are altered, as described in main body of this document.

- Please note the detail in the main body of this document.

Detailed Recommendations

Black: as original, occasionally with minor changes to fit with other changes and ensure correct grammar

Blue: recommended script as added or changed

Red: explanation for changes – not meant to be used in final document

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Appendix 1: The Simple View of Reading.....

Appendix 2: The Alphabetic Code.....

Glossary.....

(Appendices are for subsidiary information. The Spelling and Grammar sections have been moved to the main body of the Programmes of Study, as they include requirements and are not subsidiary. The Simple View of Reading and The Alphabetic Code have been added as appendices.)

Purpose of Study

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

Aims *(order of bullet points changed, to show priorities, emphasise the importance of spoken language and fit with later changes)*

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the **spoken and written word**, so that they can participate fully in society, appreciate literature and enjoy reading. *“and develop a love of literature” is a cliché. While developing a love of literature is desirable, it is the school’s job to make sure pupils are given opportunities to appreciate literature. “through widespread reading for enjoyment” is not meaningful enough. We hope that all reading in school is enjoyable and that pupils enjoy the reading they choose to do outside school. It is the ability to read easily that is fundamental to enjoying reading. Enjoying reading is not only about “a love of literature”. It is about reading signs in a museum, instructions in a recipe book, playing Scrabble, looking up information on Google, etc.)*

The National Curriculum for English aims to ensure all pupils:

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

The programmes of study have been set out under three separate headings: 1) Spoken Language, 2) Reading and 3) Writing. However, there is considerable overlap between them. Understanding spoken language is essential for reading comprehension and competence in communicating with spoken language is essential for writing composition.

Spoken Language *(There should be a specific section about developing “pupils’ oral vocabulary throughout, as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.” (p. 5). The sections about reading to children should come in this section and not under ‘READING’. This ties in with the Simple View of Reading. The following is taken from other sections and put logically together under Spoken language)*

The National Curriculum for English reflects the importance of spoken language in pupils' development – linguistic, cognitive and social – across the whole curriculum [and specifically in the English programme of study](#).

Teachers should ensure the continual development of pupils' confidence and competence in spoken language. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary, grammar and understanding for reading and writing. Comprehension skills develop through pupils' experience of high-quality conversation with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

[When pupils begin to learn to read, the vocabulary in the texts they can read independently is restricted by their limited phonic knowledge. At this stage, it is essential that books are read to them, so that they can learn from them and enjoy the best of children's literature. As they begin to read accurately and fluently, this is less crucial. However, teachers should continue to read fiction, non-fiction and poetry to all pupils in primary school, to introduce them to literature they might not otherwise read, so that they can enjoy and learn from it.](#)

Pupils should develop a capacity to prepare their ideas prior to writing. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure pupils build secure foundations by using discussion.

(Phrase "to probe and remedy their misconceptions" is redundant and too negative. Phrase "explain their understanding of books and poems" is too prominent, as it is only one part of composition for writing.)

Pupils should also be taught to understand and use the conventions for discussion and debate.

Reading

The Programmes of Study for reading consist of two dimensions:

- Word reading
- [Reading comprehension](#) *(The words "Reading Comprehension" make it clear that reading comprehension is only one part of language comprehension. Reading comprehension is based on comprehension of spoken language. However, when pupils can read words confidently, fluently and accurately, they begin to increase their understanding of language through their reading, learning new vocabulary and more complex grammatical structures. This is one of the reasons we want children to learn to use phonics to read words as quickly as possible. This should be emphasised as below.)*

[Reading comprehension is the product of decoding and understanding language \(see "The Simple View of Reading", Appendix 1\). When pupils begin to learn to read, their reading comprehension depends on their comprehension of spoken language. When they can read words accurately and fluently, their language comprehension increases through their reading, because they encounter words and sentence structures they would rarely hear or use in everyday speech. It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.](#)

Learning from reading and reading for pleasure depend on skilled word reading; pupils who cannot read words easily are unlikely to enjoy reading. *(It is important to state that enjoyment depends on this, as the most common reason some pupils don't like reading is that they find it difficult, but there is a mistaken perception amongst some that learning to read words inhibits enjoyment.)* Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*"decoding" should not be here, as though it is different from recognition of familiar printed words. They are both decoding, according to some definitions. This is explained in Gough and Tunmer's article which first proposed the Simple View of Reading [reference in Appendix 1]. In the Rose Review, the word "decoding" was changed to the phrase "word recognition" (which is okay according to the definition by Gough and Tunmer). To write that one aspect of word reading is decoding, and another is not, is confusing and illogical.*) and the speedy recognition of familiar printed words. Underpinning both is the understanding that **writing is a code** where the letters on the page represent the sounds in spoken words ([see Appendix 2](#)). This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

In the programmes of study, the word, "phoneme", refers to the smallest unit of sound that distinguishes one word from another. A phoneme is shown between two lines, e.g. /sh/. The word, "grapheme", refers to the letter or group of letters representing a phoneme in a written word. A grapheme is shown in bold type, e.g. **sh**. Examples of words are shown in italic letters, e.g. *ship*. *(This paragraph is necessary to make the document easy to understand.)*

All pupils must be encouraged to read widely across both nonfiction and fiction to **participate fully in society**, to develop their knowledge of the world in which they live and of themselves and to **promote** an appreciation and love of reading. *(One of the most important reasons for learning to read is to understand signs, instructions, official documents, etc. If you can't do that you are not able to fully take part in the modern world.). (The word, "establish" has been changed to "promote". Appreciation and love of literature cannot be established. There are adults who can read easily, but never pick up a novel by choice. If teachers make sure they are capable of reading easily and have been exposed to a wide range of good literature in an enjoyable way, they have done all that can be expected.)* It is impossible to **participate fully in a modern society without the ability to read signs, notices, forms, instructions and information documents**. **Reading widely** opens up a treasure-house of wonder and joy for curious young minds.

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

Writing

The Programmes of Study for writing are constructed similarly to that for reading:

- Transcription (spelling and handwriting)
- Composition **for writing** (articulating ideas and structuring them in writing) *(writing added and speech removed, because spoken language has been given a separate section)*

It is essential that teaching develops pupils' competence in these dimensions, that is, spelling, handwriting and composition. Different kinds of teaching are needed for each of these. Effective composition for writing depends on competence in spoken language. It involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. In addition, pupils should be taught how to plan, revise and evaluate their writing – knowledge that is not required for reading. These aspects of writing have been incorporated into the Programmes of Study for composition [for writing](#).

Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Writing also depends on fluent, legible and, eventually, speedy handwriting.

(Spoken Language has been moved.)

Spelling, grammar and glossary

The [sections](#) on spelling and on grammar and punctuation give an overview of the specific features that should be included in teaching the Programmes of Study. Pupils should be taught to control their speaking and writing consciously and to use the elements of spelling, grammar, and 'language about language' as listed. This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons. A glossary is provided for teachers.

Throughout the Programmes of Study, teachers should teach pupils the vocabulary they need to discuss their spoken language, reading and writing. *(order changed)* It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum

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

Inclusion

Teachers should set high expectations for all pupils and should also be aware of the requirements of the equal opportunities legislation that covers gender, race and disability. A minority of pupils will have particular requirements that arise as a consequence of Special Educational Needs, disability or learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support this diverse group of pupils. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Attainment targets

By the end of each key stage, pupils are expected to have the knowledge, skills and understanding of the matters taught in the relevant Programme of Study.

English Programme of Study: Key Stage 1 – Year 1

(“Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills.” This has been taken out, because there is no mention of a “curriculum” in the EYFS statutory framework, so there should be no mention of a curriculum for the Early Years Foundation Stage in the National Curriculum):

Order of paragraph, sentences and words have been changed to start with what should have happened before, to emphasise the importance of spoken language and to fit with changes further on.

During Year 1 teachers should build on work from the Foundation Stage, *(as in the draft NC)* making sure that pupils continue to be given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. *(as in the EYFS framework. The following sentences then become redundant: “Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the Year 1 Programme of Study in terms of the books they listen to and discuss so that they develop their vocabulary and understanding of grammar.” It is important that teachers understand that pupils who have not yet met the early learning goals should follow the Y1 curriculum for reading and writing.)* Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. Pupils should discuss what they are learning and develop their wider skills in spoken language. *(“Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study” has been removed as it is redundant when there is a section for spoken English.)*

During Year 1 teachers should *revise and* build on *phonic* work from the Foundation Stage. *Pupils should be able to* sound and blend unfamiliar printed words accurately *(“quickly” has been left out, as all pupils are not expected to be able to decode quickly by the end of Reception, only accurately)* and *segment spoken words to identify the sounds for spelling (this spelling skill should be mentioned here)*, using *grapheme-phoneme correspondences* that they have already learnt. *(“the phonic knowledge and skills” has been changed to “grapheme-phoneme correspondences” to make the meaning more precise and clear)* *If pupils cannot do this*, they need to be taught to urgently through a rigorous and systematic phonics programme, so that they catch up rapidly. *(1) The line, “If they are still struggling to decode and spell ...” is not right, as most pupils beginning Year 1 will still struggle to decode and spell to some extent. The changes make clearer what Year 1 pupils should be able to do. 2) It is important that the word “spoken” is included, to make it clear that segmenting spoken words is needed for spelling. Some academics talk about segmenting words into graphemes for reading, before decoding and blending. Also, teachers have been seen asking pupils to segment written words after spelling and writing them, which is not what is required. The word “spoken” has been added after “segment” and “segmenting” throughout.)*

Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (*The abbreviation, “GPCs” makes the meaning unclear to those who are not familiar with it. It is confusing when the draft curriculum also uses the term “phoneme-grapheme correspondences”. So the two terms, “grapheme-phoneme correspondences” and “phoneme-grapheme correspondences” have been used instead*) and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual **grapheme-phoneme correspondences**. The term 'common exception words' is used throughout the Programmes of Study to show such words.

(The lines, “Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice,” have been removed. It is important that teachers do not put pressure on pupils too early to stop sounding and blending. Many Year 1 pupils who sound and blend words still need to do this in order to read accurately. If they are encouraged to say words quickly, they may resort to guessing from pictures and context, or – worse – teachers may think it is right to encourage guessing. Reading words “without overt sounding and blending” has been addressed in the section for Year 2.)

Pupils who are slow to learn to read using phonics should not be encouraged at any time to use different strategies for decoding words, such as guessing from the picture or context. This is because these strategies lead to inaccurate reading and fail when pupils are faced with unknown words in texts with few context clues. It is true that some pupils are able to absorb phonics by osmosis using these strategies, but pupils who find phonics difficult cannot do this and are unlikely to use phonics if other strategies are encouraged. (*Many teachers think that pupils who find phonics difficult should be encouraged to use other strategies – guess from picture, context, shape of word, what makes sense. In fact, this is disastrous for some pupils.*) On the other hand, pupils should be encouraged to use picture and context clues to understand what they have already read.

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

In Year 1, it is especially important that language skills are given a high priority. Schools should ensure that enough dedicated time is set aside for all pupils to make rapid progress in understanding and communicating with spoken language, and in reading and writing. (*In many Year 1 classes now, teachers believe they must spend considerable time teaching other topics at the expense of language skills.*)

The section for understanding and using spoken language is mostly as in the reading section, but order of paragraphs changed to fit with suggestions for Programme of Study, and some wording changed to make the altered order of paragraphs flow better.

Year 1 Programme of Study	Notes and Guidance
<p>SPOKEN LANGUAGE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively when they are spoken to • take turns speaking, listening and responding to what others say • speak clearly, sometimes in complete sentences • respond to questions with relevant answers • understand and use new vocabulary as it is introduced across the curriculum, e.g. <i>leaf, root, seed</i> • understand and follow instructions • understand a variety of grammatical structures, e.g. questions, past tense • understand simple standard English as well as their own dialect • listen to a wide range of poems, stories and non-fiction at a level beyond that which they can read independently <p><i>(Some pupils, including the youngest children, are motivated more by non-fiction than by stories, so non-fiction should be more emphasised throughout in the programme of study. For example, some five year olds become engrossed in non-fiction, e.g. books about cars or animals.)</i></p> <ul style="list-style-type: none"> • become very familiar with key stories, fairy stories and traditional tales 	<p>SPOKEN LANGUAGE</p> <p>At this stage developing understanding of spoken language and communicating through talk are even more crucial than in later years, because most pupils do not yet have the skills needed to develop understanding and communication through independent reading and writing.</p> <p>Ensure that discussion is demonstrated to pupils, that they are guided to participate in it and that they are helped to consider the opinions of others.</p> <p>Pupils should be encouraged to talk for a range of purposes, e.g. recounting their experiences, retelling stories, describing objects, giving instructions. When they talk in a way that can be understood by others, pupils practise the skills they will need later for writing composition.</p> <p>By listening frequently to stories, poems and other books, pupils are able to enjoy literature that they cannot yet read for themselves. They start to learn how written language sounds <i>(They started to learn how spoken language sounds long before.)</i> and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such vocabulary and grammar in their own writing.</p> <p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>

<ul style="list-style-type: none"> • recognise and join in with predictable phrases in stories <i>(a more logical position for this point)</i> • link what they hear read to their own experiences • learn and recite rhymes and poems by heart • take part in imaginative role play 	
<p>READING</p> <p>Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • respond automatically, <i>(not “speedily” because some children have slower responses and emphasis on speed can leave some children behind)</i> with the correct sound, to graphemes <i>(commas added for clarity, definition of “grapheme” given in introduction)</i> representing all the phonemes of English <i>(including graphemes with more than one letter, e.g. sh and oa) (to make sure teachers understand that “representing all the phonemes of English includes these)as well as common alternative graphemes, e.g. ai, ay, a- e (See Appendix 2) (for clarification)</i> • read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences that have been taught • read words with common suffixes, e.g. -ed <i>(The list given is too specific.)</i> • read simple words of more than one syllable that contain taught grapheme-phoneme correspondences 	<p>READING</p> <p>Word Reading</p> <p><i>(The order of paragraphs has been changed to fit more closely with the order in the column to the left.)</i></p> <p>Ensure that pupils revise and consolidate the grapheme-phoneme correspondences taught in Reception.</p> <p><i>(The paragraph beginning, “As soon as they can read words ...” is redundant. It’s meaning is included in the following paragraph.)</i></p> <p>Pupils who can read words <i>(“comprising the Year 1” has been removed and the following words have replaced them)</i> with grapheme-phoneme correspondences they have been taught, accurately and speedily, should be introduced to more advanced reading skills, e.g. as in the Year 2 Programme of Study for word reading. <i>(The words, “should be moved on ...” have been replaced by “should be introduced ...” The reason for this change is to avoid teachers thinking that they must group by ability and follow a separate programme for these pupils. Although some schools may choose to do that, others may choose to keep the class together for lessons, but ensure that those whose word reading skills are more advanced are taught more advanced skills as they need them for their independent reading and given more challenging tasks that involve using</i></p>

- read common exception words, e.g. *the, said, one, two*

(The line, “read words quickly and accurately when they have been frequently encountered, without overt sounding and blending,” has been removed, for the reasons explained earlier.)

- read words with contractions, e.g. *I’m, can’t* (these words are more different from each other as examples), and understand that the apostrophe in these words represents the omitted letter(s)
- recognise common alternative pronunciations for graphemes, e.g. *ea* as /ee/ or /e/ (separated and moved from first point, because it was difficult to understand in that position and because it is less important than some of the other points)
- read aloud accurately books which closely match their growing word-reading knowledge

(“re-read books to build up their fluency and confidence in word reading” has been removed because, although re-reading books is sometimes an effective strategy, it can be demotivating and other strategies can be effective for developing fluency and confidence.)

- to name the letters of the alphabet in alphabetic order, matching the names to the written letters (moved from Transcription, because this is not about writing. Amongst other things, it is preparation for dictionary work, which is missing from this draft NC.)
- to understand that capital letters have the same names and represent the same sounds as their lower case equivalents

this knowledge.)

Teach pupils to read words with prefixes and suffixes by helping them to build on the root words they can read already.

When teaching common exception words, teachers should ensure pupils are aware of which grapheme-phoneme correspondences they have been taught and which are exceptions, e.g. in *two* **t** is pronounced as taught, but **wo** for /oo/ is an exception. Ensuring that pupils are aware of the grapheme-phoneme correspondences contained in common exception words, however unusual these are, supports both reading and spelling later. By Year 1, the number, order and choice of exception words taught should not depend on the programme being used; it is important that pupils learn to read any common exception words that occur in their reading.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they will not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills but also for teachers to explain the meaning and thus develop pupils’ vocabulary.

It is essential that pupils are given opportunities to practise, consolidate and apply what they are taught during phonics lessons, both following phonics lessons and across the curriculum. (In many Year 1 classes now, pupils are taught phonics for 20 minutes, with no further time dedicated to reading and writing using the skills they have been taught in their phonics lesson.)

Pupils should not be expected to read words with grapheme-phoneme correspondences they have not yet been taught. (This needs to be emphasised more.) Ensure that they practise their reading with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

<p>Reading Comprehension <i>(in contrast to comprehension of speech)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand the books they can already read accurately and fluently by: <ol style="list-style-type: none"> a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading c. discussing events in the book d. inferring what characters might be like from what they say and do e. predicting what might happen on the basis of what has been read so far f. discussing facts from non-fiction texts <p><i>The 3 paragraphs beginning “develop pleasure in reading ...” should be taken from the section about reading and put in an additional section (as shown) about developing spoken language.</i></p> <ul style="list-style-type: none"> • choose books to read or look at 	<p>Reading Comprehension <i>(in contrast to comprehension of speech)</i></p> <p>Fluent and accurate word reading greatly assists pupils’ comprehension, especially when they need to read longer books.</p> <p><i>(The 4 paragraphs beginning “Pupils’ vocabulary can be improved ...” should be taken from the section about reading and put in the new section about developing oral language.)</i></p> <p><i>(The following paragraph has been removed: “Knowing the meaning of more words increases pupils’ chances of understanding when they read by themselves. Ensure that pupils are introduced to the meaning of some new words before they start to read a book on their own so that these unknown words do not hold up their comprehension.” It is not always necessary to ensure pupils are introduced to the meaning of new words before they start to read a book. They should be encouraged to decode words they do not know the meaning of, and then to find the meaning, either gradually through context clues, or by asking someone or by looking the word up in a dictionary. They should not expect to know the meaning of every word they read. The paragraph in the previous section on Word Reading, “Young readers encounter words ...” covers this.)</i></p> <p>Choosing a book fosters the habit of reading and a love of books. Every Key Stage 1 classroom should have a stock of attractive age-appropriate books (fiction, non-fiction, rhymes and poetry) and regular opportunities for pupils to look at them in a quiet atmosphere. As they acquire the skill to decode words, pupils progress from looking at pictures in books to reading text.</p>
<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Pupils should be taught to:</p>	<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Ensure that spelling is taught alongside reading, and that pupils check</p>

- spell
 - a. words containing each of the **phoneme-grapheme correspondences** already taught (*The phrase, “words containing each of the 40+ phonemes already taught” is confusing. After the 40 + phonemes of English have been taught, there are no more phonemes to teach, but there are more phoneme-grapheme correspondences to teach.*)
 - b. common exception words
- use letter names to distinguish between alternative spellings of the same sound, e.g. between **oi** and **oy** (*This is the spelling side to learning letter names. Learning letter names has been moved to Reading. Examples have been added to make the meaning clear.*)
- add **simple** prefixes and suffixes, where no change is needed in the spelling of root words, e.g. *untie*, *helping*, *needed*, *quickest* (*The aim of these changes is to reduce prescriptive detail, while retaining the main idea.*)
- apply simple spelling guidelines (**See the section on ‘Spelling’**) (*The word “rules” has been removed throughout because 1) it is redundant, 2) there are few rules in English, only likelihoods.*)
- write **words** and sentences dictated by the teacher that include **exception words** and words **using phoneme-grapheme correspondences** taught so far. (1) *“from memory” has been taken out. It is important that pupils learn to hold a sentence in their heads, but this is too much to ask of some pupils at this stage.* 2) *“Words taught so far” could be interpreted as meaning whole words pupils have been taught and are asked to memorise. The term “phoneme-grapheme correspondences taught so far” is better.*)

Handwriting

their spelling by sounding and blending, so that **they** understand that they can read back words they have spelt. Make sure that pupils understand and apply the concepts of word structure (see ‘Grammar’).

Make sure pupils know (*They should have been taught how to do this in Reception.*) how to segment **spoken** words into individual phonemes and then to represent the phonemes by the appropriate grapheme(s). (*The following line is not easy to understand: “It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading)”. The following change results in more text, but is necessary for clarity.*)

Spelling is more difficult than reading. For spelling, pupils need to know how phonemes are represented by graphemes. For reading, pupils need to know how graphemes represent phonemes. A phoneme may be represented by more than one grapheme (e.g. *light*, *lie*, *like*, *shy*, ...) and a grapheme may represent more than one phoneme (e.g. *now*, *low*). It is important to recognise that there are more variations in how phonemes are represented by graphemes than how graphemes represent phonemes. For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

An alphabetic code chart, either generic or related to a specific programme, helps pupils to understand how phonemes are represented by graphemes (see Appendix 2).

Pupils should practise reading and spelling groups of words with the same phoneme-grapheme correspondences (e.g. *loud*, *sound*, *couch*, *about*, where ‘ou’ represents the same phoneme in each word).

Writing simple dictated **words** and sentences gives pupils opportunities to apply and practise their spelling knowledge. (*“Words taught so far” and the changes to this are explained under the programme of study, so they are redundant here.*)

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place (<i>The word “begin” has been removed because it is redundant.</i>) • form capital letters • form digits 0–9 • understand which letters belong to which handwriting ‘families’ and to practise these. (<i>This may not be understood, so a longer explanation is added in the opposite column.</i>) 	<p>At this stage pupils may spell some words in a phonically plausible way, but choose the wrong grapheme. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing those sounds.</p> <p>Letter families are groups of letters that are formed in similar ways, e.g. c, a, d, g, q, o and s all begin in the same way.</p>
<p>Composition for Writing (<i>in contrast to composition for speaking</i>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ol style="list-style-type: none"> a. saying out loud what they are going to write about b. composing a sentence orally before writing it c. sequencing sentences to form short narratives d. re-reading what they have written to check it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p><i>Grammar and punctuation</i></p> <p>Pupils should be taught to:</p>	<p>Composition for Writing</p> <p>To write independently, pupils need to be able to</p> <ul style="list-style-type: none"> • compose sentences orally • spell at least in a phonically plausible way • form letters <p>At the beginning of Year 1, not all pupils will have the spelling and handwriting skills needed to write down everything that they can compose out loud. Pupils who cannot do this should be provided with extra teaching in these skills, before being asked to write independently. (<i>Many teachers think they must ask Y1 pupils to write independently, when the pupils do not have the skills to succeed. At the same time, many teachers do not provide enough of the extra skills teaching these pupils need to be able to write independently because, they say, they do not have the time.</i>)</p> <p>Ensure that pupils understand, through being shown these, the skills and</p>

<ul style="list-style-type: none">• understand how spoken language can be represented in writing by:<ul style="list-style-type: none">a. leaving spaces between wordsb. using simple conjunctions, e.g. <i>and, but, so</i> to join words and join sentences (<i>Y1 pupils are able to use more conjunctions than 'and'. Suggesting only 'and' is too limiting.</i>)c. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markd. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• use grammatical terminology in discussing their writing.	<p>processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p><i>Grammar and punctuation</i></p> <p>Ensure that they can recognise sentence boundaries in spoken sentences and can use the vocabulary listed in the section on Grammar when discussing their writing.</p>
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English Programme of Study: Key Stage 1 – Year 2

(The order of paragraphs has been changed to reflect the importance of spoken English and to make it all more logical.)

Teachers should continue to ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. *(from Year 1, but necessary to make it clear that this should be continued)* *("Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this Programme of Study." This sentence is redundant when there is a separate section for spoken English.)* Teachers should also make sure that pupils listen to and discuss a wide range of stories, poems and information books, including whole books. They should be able to retell some familiar stories that have been read to them and discussed with them during Year 1. *(moved from later section)*

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading. They should also be able to read many common words containing grapheme-phoneme correspondences taught so far, such as *shout, hand, stop*, or *dream*, without needing to blend the sounds out loud first of all. *Those who are slow to develop this skill should have extra practice in Year 2 (moved from Year 1). They should not be asked to read unknown words without sounding and blending, if they cannot do so without guessing. (Without this line, there is a danger that teachers will put pressure on children, who cannot remember a word or work out the pronunciation without sounding and blending out loud, to say words instantly, and their only option will be to make a quick guess.)* Pupils' reading of common exception words, such as *you, could, many*, or *people*, should be secure. Pupils increase their fluency by being able to read these words easily and automatically. *("Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them during Year 1." This line is out of place here and has been moved to an earlier paragraph.)*

During Year 2, teachers should continue to focus on establishing pupils' accurate (*"and speedy" This has been removed. Speed comes naturally with practice. Teachers should not ask children to read speedily, as this may inhibit accuracy and confidence.*) word-reading skills. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary and comprehension [through their reading](#).

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences verbally and then write them down. They should be able to spell correctly many of the words [with phoneme-grapheme correspondences taught](#) in Year 1 (*word lists have been removed*). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, and, sometimes, spelling that has become separated from the way that words are now pronounced, such as [kn in know](#), [igh in light](#) and [le in table](#). *(1) The line "use of silent letters and groups of letters in some words" has been removed because it is redundant. Silent letters have already been explained as spellings that have become separated from the way they are now pronounced and there is more explanation in the section on "Spelling". Moreover, many systematic programmes deliberately avoid the term "silent letters". 2) le in table should not be written as /le/ as this is confusing and may not be understood as the old pronunciation, but as a grapheme represented incorrectly).* Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose verbally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for Year 2, teachers should [revise](#) the Year 1 Programmes of Study for word reading and spelling. [The aim is that pupils' word-reading skills catch up with expectations for Year 2 and that they do not fall further behind.](#) *(The changes here are for two reasons. 1) In many schools now pupils, who are already behind, fall further behind as a result of grouping according to ability. This is a very serious problem and makes it impossible for these pupils to read words at the expected level, e.g. for the Y1 Check. The problem continues in Y2 and KS2, as they fall further and further behind. 2) There is disagreement between the authors of different approved [by the DfE for match-funding] phonics programmes about whether it is more effective to group pupils according to ability or more effective to use whole class teaching with extra teaching for those who are falling behind or some combination of both. For this reason, the word "use" has been changed to "revise", as this could be interpreted more easily as either for grouping or for whole class teaching plus extra.)* Teachers should [include these pupils](#) in the Year 2 Programme of Study for [spoken language](#) so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 Programme of Study	Notes and Guidance
<p>SPOKEN LANGUAGE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussion, listening to what others say, responding appropriately and asking questions sometimes respond to questions using Standard English speak in complete sentences, linking time and cause with conjunctions, and expanding phrases for description, e.g. <i>When I got to the park, I saw a <u>beautiful white</u> swan swimming in the pond.</i> understand and use new vocabulary as it is introduced listen to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that which most of them can read independently (<i>Discussing what is read to them is taken out of here, partly because it is included later, but also because it is important, to develop pleasure in reading, that pupils are read to often without necessarily discussing the text.</i>) <p><i>The line “develop pleasure in reading and motivation to read by” is misleading in this position as there are other reasons for the points that follow and other points develop motivation. A line about this – “Crucially it can be a wonderful experience ... is added to Notes.)</i></p> <ul style="list-style-type: none"> become increasingly familiar with a wider range of stories, fairy stories and traditional tales understand how non-fiction books can provide new and interesting information 	<p>SPOKEN LANGUAGE</p> <p>Pupils should be encouraged to talk for different purposes, e.g. to retell a story, describe a painting, give instructions.</p> <p>Teachers should help pupils to speak in a way that can easily be understood others. They can model this by expressing in Standard English the meaning of what pupils say clumsily or in a different dialect. When teachers do this, pupils feels listened to and they begin to learn how to express themselves more effectively.</p> <p>Whole class and group discussion paves the way for more formal debate later.</p> <p>At this stage, some pupils can read fluently enough to learn from their reading and develop a love of books through reading to themselves. They become less dependent on listening to others reading to them. However, listening to others reading remains important. It increases vocabulary and awareness of grammatical structures, which pupils can draw on in their own writing. Crucially, it can be a wonderful experience, introducing pupils to new literature and encouraging them to read more by themselves.</p> <p>Reading whole books, not simply extracts, helps pupils not only to increase their vocabulary and grammatical knowledge but also to understand how different texts, including narratives, are structured. All of this can be drawn upon for their writing.</p> <p>Drama and role-play can help pupils to identify with and explore characters and events from literature, history and across the curriculum. It can contribute to pupils’ writing by providing opportunities for pupils to play roles and improvise scenes, including those involving fictional characters. (<i>moved from Composition</i>)</p>

<ul style="list-style-type: none"> • discuss stories and poems that are read to them and those they read for themselves (<i>Participating in discussion and taking turns are included earlier; “recognising simple recurring literary language in stories and poetry” is part of discussion and it is unnecessary to mention it specifically.</i>) • discuss the meaning of facts and instructions read to them and those they read for themselves from non-fiction texts • continue to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear (<i>moved from “developing pleasure in reading”, because it is not part of that</i>) • take part in role play across the curriculum • understand and use the terms nouns, proper nouns, pronouns verbs, adjectives, adverbs, prepositions and conjunctions (<i>Learning parts of speech is an important part of grammar and can be taught initially through spoken language.</i>) 	<p>It is important that pupils understand that we read texts to find facts and information, e.g. what pandas eat, how to make a sandwich.</p> <p>At this stage, pupils should be taught the names of parts of speech through spoken language and actions. For example, they can learn about verbs and adverbs by <i>waving</i> their hands <i>sadly, happily, angrily</i>, etc. (<i>Although there is a heading for grammar under Composition for Writing, parts of speech should be taught in a child-friendly way at first, without reference to pupils’ own composition</i>)</p>
<p>READING</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far • read accurately words of two or more syllables that contain the same grapheme-phoneme correspondences as above • read words with more unusual grapheme-phoneme correspondences that were not taught in Year 1 (see Spelling) 	<p>READING</p> <p>Word reading</p> <p>Ensure that pupils revise and consolidate the grapheme-phoneme correspondences taught in Year 1, (<i>The following line doesn’t make sense: “As soon as they can read words comprising the Year 2 grapheme-phoneme correspondences accurately and speedily, move on to the Years 3 and 4 Programme of Study for word reading.” There are no details about grapheme-phoneme correspondences for Years 2 and 3, so these lines have been removed.</i>) and learn new correspondences both systematically and incidentally, when they occur in their reading.</p> <p>Pupils should be able to decode simple words confidently, whether or not</p>

<ul style="list-style-type: none"> • read words containing common suffixes, e.g. <i>adventure, invention, division</i> • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words quickly and accurately when they have been frequently encountered, without overt sounding and blending • read aloud books closely matched to their improving word-reading knowledge, sounding out unfamiliar words usually accurately, automatically and without undue hesitation <i>(It is impossible to always be accurate with unfamiliar words, because of the variations in how some graphemes are pronounced and which syllables to stress in multi-syllable words.)</i> • re-read books to build up their fluency and confidence in word reading. 	<p>they have seen or heard them before.</p> <p>Ensure that when teaching pupils to read words, they are supported to test out different pronunciations. e.g. <i>kind</i> is not a real word if it is pronounced with a ‘short’ /i/ sound, but is a real word with a ‘long’ /i-e/ sound. <i>(This appears in the Year 3 section, with longer words, but it should come earlier – and with short words too.)</i></p> <p>When teaching pupils how to read longer words, show them syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Ensure that pupils are taught how to read suffixes by helping them to build on the root words that they have already learnt. Teach the whole suffix as well as the letters that make it up.</p> <p>Ensure that pupils who are still at the early stages of learning to read have ample practice in reading books that are closely matched to their word reading level.</p> <p><i>(“Pupils who can read words quickly without sounding and blending overtly are well on the way to being able to read silently.” This has been removed as it is redundant. It adds nothing to the curriculum.)</i></p>
<p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand the books they can already read accurately and fluently by: <ol style="list-style-type: none"> a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the book makes sense to them as they read and correcting inaccurate reading and in stories by: <ol style="list-style-type: none"> c. inferring what characters might be like from what they say and do d. answering and asking questions such as: ‘who did what to whom?’, ‘when?’, ‘how?’ and ‘why?’ 	<p>Comprehension</p> <p>Insist that pupils read all the words in a sentence and that they do this accurately, so that their understanding of what they read is not hindered by missing words or imprecise decoding, e.g. reading ‘place’ instead of ‘palace’. <i>(The word “encourage” is not strong enough.)</i></p> <p>Encourage pupils to read unfamiliar words using their knowledge of phonics and morphology, before introducing them to the meaning of new words within the context of what they are reading or about to read. In this way, they become confident readers and are supported in learning new vocabulary and understanding what they are reading. <i>(Pupils should not</i></p>

<p><i>("predicting what might happen on the basis of what has been read so far" has been removed. There is no need to predict when reading.)</i></p> <p>e. discussing their favourite words and phrases</p> <ul style="list-style-type: none"> explain what they have found out from non-fiction texts <p><i>(The line "develop pleasure in reading and motivation to read by" is misleading in this position as there are other reasons for the points that follow and other points develop motivation. As this is mainly about listening to texts read to them at this stage, the points have been moved to Spoken language.)</i></p> <ul style="list-style-type: none"> use knowledge of the alphabet to look up words in a dictionary and find their meaning choose books to look at or read independently 	<p><i>be daunted by seeing unfamiliar words.)</i></p> <p>Pupils should learn how to look up words in a dictionary, initially by focusing on the first letter and then by looking at the following letters. <i>(dictionary skills are missing from KS1 and Year 3/4 of the draft NC)</i></p> <p><i>("Thinking out loud" when reading to pupils may help them to understand what skilled readers do." It isn't clear what this means so it has been removed.)</i></p> <p>Choosing a book fosters the habit of reading and a love of books. Every Key Stage 1 classroom should have a stock of books (fiction, non-fiction, rhymes and poetry) and regular opportunities for pupils to read them in a quiet atmosphere. At this stage, some pupils will choose picture books with short texts, while confident readers may choose longer texts for more sustained reading.</p>
<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell by: <ol style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling <i>("including a few common homophones (e.g. two, to, too)" removed, because homophones are repeated 3 lines later)</i> learning to spell common exception words learning to spell words with contracted forms, e.g. <i>don't, I've</i> distinguishing between homophones and near-homophones, e.g. 	<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. Ensure that the process of spelling is emphasised, that is, that it involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. <i>(Whether or not and when pupils should be taught the words "phoneme" and "grapheme" is debatable. The statement, "Pupils do not need to be taught the terms 'grapheme' and 'phoneme'," is best left out altogether.) ("Pupils should do this both for single-syllable and multi-syllabic words." removed – This sentence is redundant.)</i></p> <p>At this stage pupils may spell some words in a phonically plausible way, but still choose the wrong graphemes. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an</p>

<p><i>pear, pair</i></p> <ul style="list-style-type: none"> • add suffixes to spell longer words, e.g. <i>–ment, –ness, –ful</i> and <i>–less</i> • apply spelling guidelines (<i>“rules” removed</i>), (see Spelling) • write words and simple sentences dictated by the teacher (1) <i>“from memory” has been reworded and moved to the opposite column. It is important that pupils learn to hold a sentence in their heads, but this is too much to ask of some pupils at this stage.</i> 2) <i>“that include words and punctuation taught so far” has been moved to notes.</i> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • join letters within words, according to the school’s handwriting scheme (<i>The word “start” is redundant. The line “and understand which letters, when adjacent to one another, are best left unjoined” has been removed, because some schools use handwriting programmes that involve joining all the letters within a word</i>) • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<p>opportunity to teach pupils about alternative ways of representing sounds.</p> <p>Ensure that pupils are encouraged to apply their knowledge of suffixes from their word reading to their spelling. Also ensure that they draw from and apply their growing knowledge of word and spelling structure as well as their knowledge of the origin of words (roots).</p> <p>Words used for dictation should include only those with phoneme-grapheme correspondences, prefixes, suffixes and exception words that have been taught. (<i>It is okay – and desirable – to dictate words that have not been taught before, if pupils have been taught what they need to know to spell these words.</i>) For sentence dictation, pupils should attempt to repeat the whole sentence and hold it in their heads before writing it; some pupils will need help with this. Sentences should include only punctuation that has been taught so far.</p> <p>Handwriting</p> <p>Ensure that pupils revise and practise correct letter formation frequently. (<i>This line is redundant; “Pupils should be taught to write with a joined style as soon as they can securely form letters with the correct orientation.” The point about joining letters in the left column is enough.</i>)</p>
<p>Composition for Writing</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ol style="list-style-type: none"> a. writing narratives, about personal experiences and those of others 	<p>Composition for Writing</p> <p>Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>

<p>(real and fictional)</p> <ul style="list-style-type: none">b. writing about real events, e.g. visits, visitorsc. writing for different purposes, e.g. letters, invitations, instructions <ul style="list-style-type: none">• consider what they are going to write before beginning by:<ul style="list-style-type: none">a. planning or saying out loud what they are going to write aboutb. writing down ideas and/or key words, including new vocabulary they have learnt from their reading, other subjects across the curriculum, wider experiences and conversations about languagec. encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">a. evaluating their writing with the teacher and other pupilsb. re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous formc. proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)• read aloud what they have written with appropriate intonation to make the meaning clear.	<p><i>Grammar and punctuation</i></p> <p>Ensure that the terms for discussing language are embedded for pupils in the course of discussing their writing with them. Draw attention to the technical terms they need to learn.</p>
<p><i>Grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• understand how spoken language can be represented in writing by:<ul style="list-style-type: none">a. learning how to use both familiar and new punctuation correctly (see the section on 'Grammar'), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted formsb. learning how to use:<ul style="list-style-type: none">• sentences with different forms: statement, question,	

<ul style="list-style-type: none">exclamation, command• expanded noun phrases to describe and specify; e.g. <i>the blue butterfly</i>• subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) <p>c. using some features of written Standard English</p> <ul style="list-style-type: none">• use and understand grammatical terminology in discussing (<i>remove “about”</i>) their writing. (See the section on ‘Grammar’.)	
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English Programme of Study: Lower Key Stage 2 – Years 3–4

(changes to order of sentences and paragraphs as well as content)

In Years 3 and 4, pupils should discuss what they are learning and develop their wider skills in spoken language. They should become more familiar and confident with using language in a greater variety of situations including through formal presentations and debate. *(Moved and order changed to make more sense in this position.)*

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate *interest* level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. *At this stage their language comprehension and communication skills begin to develop through their independent reading and writing. They become less dependent on listening to others reading to them and the gap between understanding spoken language and reading comprehension decreases.*

Pupils should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent and fluent *(It is impossible to make sure pupils become “enthusiastic” readers.)* readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry and non-fiction and learning to read silently to themselves. *(Many children and adults get more pleasure from reading non-fiction than from reading fiction and poetry.)* They should also be developing their knowledge and skills in reading non-fiction books about science, history and geography.

(The following has been moved to keep reading skills together.)

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

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

At this stage, pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. As a result, the gap between what they can communicate through talk and what they can communicate through written composition decreases.

Teachers (*remove “therefore”*) should be consolidating pupils’ writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. They should ensure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar that they can draw from to express their ideas. Pupils should be beginning to understand how writing is different from speech in terms of grammar. Joined handwriting should be the norm; pupils should be able to use it sufficiently speedily for it not to slow them down.

Pupils’ spelling of common words should be correct, including exception words and other words that they have been taught. (“See Appendix 1” has been taken out because teachers should not rely on word lists.) Pupils should spell words they have not been taught as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology. They should begin to remember the spelling of words they have come across in their reading.

Year 3-4 Programme of Study	Notes and Guidance
<p>SPOKEN LANGUAGE</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen to a wide range of fiction and poetry (including whole books, contemporary and classic), and non-fiction (including books on topics of interest, reference books and textbooks) discuss what is read to them, taking turns and listening to what others say (<i>partly taken from “Comprehension”.</i>) prepare poems and play scripts to read aloud and perform from memory, using appropriate intonation and controlling tone and volume so that the meaning is clear (<i>moved from “Comprehension”.</i>) 	<p>SPOKEN LANGUAGE</p> <p>Although most pupils are able to read independently at this stage, listening to others reading remains important. It increases vocabulary and awareness of grammatical structures, which pupils can draw on in their own writing. Being read to introduces pupils to new literature and information and encourages them to read more widely by themselves. Teachers should choose books that many pupils would find difficult to read independently at this stage. Ensure that they have opportunities to listen frequently to stories, poems and other writing, including whole books and not just extracts.</p> <p><i>(beginning of sentence below moved to reading section)</i> Rehearsing poems and play scripts for presentation gives pupils opportunities to discuss language. It also provides them with the incentive to find out what</p>

<ul style="list-style-type: none"> • use drama and improvisation to explore ideas and emotions • participate in discussion and begin to understand the rules of debate 	<p>the language means and what expression is required, so feeding into understanding of spoken language and reading comprehension. <i>(moved from "Comprehension".)</i></p> <p>Drama and role-play can help pupils to identify with and explore characters and events from literature, history and across the curriculum. It can contribute to pupils' writing by providing opportunities for pupils to play roles and improvise scenes, including those involving fictional characters. <i>(as for Year 2)</i></p>
<p>READING</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read accurately new words of two or more syllables that they encounter in the books they read • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>READING</p> <p>Word reading</p> <p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>Ensure that when teaching pupils to read longer words, they are supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading <i>technical</i>, the pronunciation /tetchnical/ might not sound familiar, but /teknical/ should. <i>With homographs, e.g. bow, pupils should be taught to use context to work out pronunciation. They should always read accurately and focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they are more familiar with the first word. (This has been moved from Year 5-6, because it needs addressing at this point.)</i></p>
<p>Reading Comprehension <i>(Some of the original content has been moved to Spoken Language.)</i></p> <p>Pupils should be taught to:</p> <p><i>(The line "develop pleasure in reading and motivation to read by" is misleading in this position as there are other reasons for the points that</i></p>	<p>Reading Comprehension</p> <p>Continue to focus on pupils' comprehension as a primary element in reading. <i>(The next line has been moved to Spoken Language)</i></p> <p>Reading and re-reading poems and play scripts for presentation encourages fluency, depth of understanding and appreciation of</p>

follow and other points develop motivation. A line about motivation has been added to the Notes under Spoken Language.)

- increase their familiarity with a wide range of books, including fairy stories, myths and legends
- identify recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)
- recognise some different forms of poetry (e.g. free verse, narrative poetry)
- develop understanding of **fiction and poetry** they read by:
 - a. drawing inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their action
("predicting what might happen" has been removed. There is no need to predict when reading.)
 - b. recalling and summarising main ideas from different parts
 - c. discussing words and phrases that capture the reader's interest and imagination
- **begin to read non-fiction texts for practical purposes and follow instructions**
- retrieve and record information from non-fiction by:
 - a. being clear about the information they have been asked to locate
 - b. using titles, headings, sub-headings and indexes to locate information
 - c. discussing what they have learnt from their reading
- participate in discussion **about the books they read** *(taking turns, etc. is included in Spoken Language)*
- explain and discuss their understanding of what they read, maintaining

language. *(Some of this has been moved to Spoken Language and some has been added.)*

Encourage pupils to ask about the meanings of unfamiliar words they come across in their reading or to look them up in a dictionary.

(It is not clear what the following sentence means: "Ensure that pupils have guidance about the kinds of explanations and questions that are expected," and so it has been removed. If the meaning could be made clear, perhaps it could stay.)

Choosing a book fosters the habit of reading and a love of books. Every primary school should have a library with a stock of fiction, non-fiction and poetry books for pupils to choose from. Pupils should have regular opportunities for sustained reading in a quiet atmosphere. They should not always be asked to analyse what they read or answer questions about it, as this may detract from their enjoyment of reading.

<p>their focus on the topic</p> <ul style="list-style-type: none"> ask questions to improve their understanding of a text use a dictionary to find the meaning of words choose books to read independently 	
<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (See the section on ‘Spelling’.) spell further homophones spell words that are often misspelt (<i>lists of words have been removed</i>) write from memory simple sentences, dictated by the teacher, that include words with phoneme-grapheme correspondences, suffixes and prefixes and punctuation taught so far. <p><i>Handwriting</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters (<i>The line about leaving some strokes unjoined has been taken out, as it is specific to the writing style chosen by a school. Some writing styles involve joining all but capital letters.</i>) 	<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Ensure that pupils learn to spell – and have plenty of practice in spelling – new words correctly. As in Years 1 and 2, continue to help pupils to understand and apply the concepts of word structure (see the section on Grammar). (<i>moved</i>) They should build on the phonics taught in KS1 and continue to use knowledge of phoneme-grapheme correspondences, as well as morphology and etymology to help them to remember spellings. (<i>This should be included. At present, many KS2 teachers do not understand the alphabetic code sufficiently to teach spelling well. As a result, they do not build on the phonics taught in KS1 or include knowledge of phoneme-grapheme correspondences in their teaching of spelling.</i>)</p> <p><i>Handwriting</i></p> <p>By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Ensure that handwriting continues to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>

<ul style="list-style-type: none"> increase the legibility and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	
<p>Composition for Writing</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ol style="list-style-type: none"> discussing texts similar to the one they are planning to write, in order to understand and learn from their structure, grammar and vocabulary discussing and recording ideas draft and write by: <ol style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See the section on 'Grammar') organising paragraphs around a theme in narrative texts, creating settings, characters and plot in non-narrative texts, using simple organisational devices such as headings and sub-headings using the perfect form of verbs to mark relationships of time and cause evaluate and edit by: <ol style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Composition for Writing</p> <p>Ensure that pupils continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Ensure that pupils understand, through being shown these, the skills and processes essential to writing, that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p><i>Grammar and punctuation</i></p> <p>Ensure that grammar is taught explicitly: pupils should be taught the terminology and concepts set out in the section on Grammar, and be able to apply them correctly to real-language examples such as their own writing or books they have read.</p> <p>Ensure that they understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). (<i>moved from "spelling"</i>)</p> <p>At this stage, ensure that pupils start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.</p>

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Grammar and punctuation

- develop their understanding of how spoken language differs from and can be represented in writing by:
 - a. extending the range of sentences with more than one clause by using a wider range of connectives e.g. *when, if, because, although*
 - b. choosing nouns or pronouns appropriately for clarity and cohesion
 - c. choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
 - d. using conjunctions, adverbs and prepositions to express time and cause
 - e. using fronted adverbials
 - f. discussing dialogue in narratives or characters' language in drama
- indicate grammatical and other features by:
 - a. using commas after fronted adverbials
 - b. indicating possession by using the possessive apostrophe with singular and plural nouns
 - c. using and punctuating direct speech
- use and understand the grammatical terminology in [the section on Grammar](#) accurately and appropriately when discussing their writing and reading.

English Programme of Study: Upper Key Stage 2 – Years 5–6

In Years 5 and 6, pupils should continue to discuss what they are learning and develop their wider skills in spoken language. Their confidence, enjoyment and mastery of language should be extended through their experiences of public speaking and debate.

(Moved to continue to put spoken language first and changed to make sense in this position.)

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

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught with **reasonable** accuracy by using what they have learnt about how spelling works in English **and by drawing on their reading**. *(The word "reasonable" has been inserted because some words have unusual phoneme-grapheme correspondences that pupils cannot deduce from what they have learnt about spelling.)*

During Years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly in terms of their decoding and spelling. However, as far as possible, these pupils should follow the Year 5 and 6 Programme of Study in terms of listening to books and other writing that they have not heard before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing in selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that pupils can consciously control the structure of sentences in their writing and understand why sentences are constructed as they are. This involves consolidation, practice and discussion of language.

Year 5-6 Programme of Study	Notes and Guidance
<p>SPOKEN LANGUAGE <i>(much of this has been moved from Reading Comprehension)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • discuss a range of topics about literature and across the curriculum, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have heard and read, maintaining a focus on the topic under discussion • ask questions to improve their understanding of what they have heard and read • take part in formal presentations and debate and provide reasoned justifications for their views • distinguish between statements of fact and opinion • listen to fiction, poetry and non-fiction read to them • learn a wider range of poetry by heart and recite it, using appropriate intonation and volume so that the meaning is clear • learn lines and perform in scripted plays <p><i>(Learning poetry and performing in scripted plays are taken partly from "Composition". They should be made more prominent and it is more logical to have them in a section about spoken language.)</i></p> <ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation and volume so that meaning is clear <i>(from Composition)</i> 	<p>SPOKEN LANGUAGE</p> <p>Ensure that pupils have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Ensure that reading to pupils includes whole books, even though pupils can now read independently, so that they are introduced to books and authors that they might not select themselves.</p>

<ul style="list-style-type: none"> prepare and perform presentations based on information they have gained from non-fiction texts. 	
<p>READING</p> <p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (<i>“listed” has been removed</i>), both to read aloud and to understand the meaning of new words they meet. 	<p>READING</p> <p>Word reading</p> <p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, ensure that the reasons are investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so.</p> <p>Ensure that pupils are encouraged to work out any unfamiliar word accurately. Accuracy in reading individual words, which may be key to the meaning of a sentence or paragraph, improves comprehension. (<i>Most of this has been moved to Y3-4 as it needs addressing earlier.</i>)</p> <p><i>(The next paragraph has been moved to spoken language)</i></p>
<p>Reading Comprehension <i>(Some of the original content has been moved to Spoken Language.)</i></p> <p>Pupils should be taught to:</p> <p><i>(The line “develop pleasure in reading and motivation to read by” is misleading in this position as there are other reasons for the points that follow and other points develop motivation.)</i></p> <ul style="list-style-type: none"> read and discuss an increasingly wide range of fiction, poetry and information books increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the English 	<p>Reading Comprehension <i>(Section about reading to pupils moved to spoken language)</i></p> <p>Ensure that pupils are taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style, and effect.</i></p> <p>Ensure that the skills of information retrieval that are taught are applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit.</p> <p><i>(Section about contributions to discussions moved to spoken language)</i></p>

<p>literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> • discuss similar themes occurring across stories and express preferences • prepare poems and play scripts to be read aloud <i>(This has been left in Reading Comprehension, as it is about reading, but there is overlap with spoken language, and so some of this section has been moved.)</i> • understand what they read by: <ol style="list-style-type: none"> a. building on the skills developed in Years 3 and 4 b. discussing and summarising main ideas and identifying key supporting details they read, and considering the impact on the reader <p><i>(distinguishing between statements of fact and opinion has been moved to spoken English)</i></p> <ul style="list-style-type: none"> • use non-fiction texts for practical purposes and follow written instructions • retrieve, record and present information from non-fiction by: <ol style="list-style-type: none"> a. being clear about the information they have been asked to locate b. using contents pages and indexes to locate information c. précising longer passages d. using notes to present findings in discussion, oral presentations and different types of books or other writing <p><i>(The section which followed about participating in conversations is covered above in relation to books and otherwise in the Spoken Language section.)</i></p> <ul style="list-style-type: none"> • choose books to read independently 	<p>When pupils read books aloud or discuss books they have read, ensure that they continue to pay attention to new vocabulary – both a word’s meaning(s) and its correct pronunciation. <i>(Some of this has been moved to Spoken Language, and the additional phrase has been added to make it relevant to reading comprehension.)</i></p> <p>Ensure that pupils have regular opportunities to choose books from the school library and for sustained silent reading.</p>
<p>WRITING</p>	<p>WRITING</p>

Transcription

Spelling

- Pupils should be taught to:
 - a. use further prefixes and suffixes and understand the guidelines for adding them
 - b. continue to distinguish between homophones and other words which are often confused
 - c. use knowledge of **phonics**, morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (*“as listed in Appendix 1” has been removed because lists of words have been removed.*)
 - d. spell some words with grapheme-phoneme correspondences that may be difficult to remember (e.g. *ceiling, cough, solemn*) (*This point has been moved to make its position more logical. It reflects the changes made to the section on Spelling, “where words that may be difficult to remember” has included both “silent letters” and other words. The term, “silent letters” has not been used for reasons given in the section on Spelling.*)
 - e. use dictionaries to check spelling and meaning of words, **using** the first three or four letters of a word to look up words (*repetition removed*)
 - f. use a thesaurus.

Handwriting and presentation

- write legibly, fluently, with increasing speed (*Y6 is too young to be encouraged to choose letter shape and whether or not to join letters. It usually happens anyway, without being encouraged, but it should not form part of the National Curriculum for primary schools.)*)
- **employ** the **standard and style** that is best suited for a task (e.g. quick

Transcription

Spelling

As in earlier years, continue to help pupils to understand and apply the concepts of word structure so that they can draw on their knowledge of **phonics**, morphology and etymology to spell correctly.

Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of. Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently.

Handwriting and presentation

Ensure that pupils continue to practise handwriting (*“and are encouraged to increase the speed of it”. This is in the wrong place. Forming letters correctly should result in speed, not the other way round*), so that problems with forming letters do not **prevent them from writing fluently or** get in the way of their writing down what they want to say. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

Ensure that they are also taught to use an unjoined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form).

<p>notes, letters).</p>	
<p>Composition for Writing</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ol style="list-style-type: none"> a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing b. noting and developing initial ideas, drawing on reading and research where necessary c. in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to • draft and write by: <ol style="list-style-type: none"> a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action c. using a wide range of devices to build cohesion within and across paragraphs d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) • evaluate and edit by: <ol style="list-style-type: none"> a. assessing the effectiveness of their own and others' writing b. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning c. ensuring the consistent and correct tense throughout a piece of writing d. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Composition for Writing</p> <p>Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is collecting ideas before writing them, drafting, and re-reading to check their meaning is clear. <i>(Although collecting ideas should be modelled by teachers by “thinking aloud”, most skilled writers do not think aloud when they write. In many circumstances, e.g. in a classroom full of pupils, it would be impossible to concentrate if everyone in the room were thinking aloud.)</i></p> <p><i>Grammar and punctuation</i></p> <p>Ensure that pupils continue to add to their knowledge of linguistic terms, including those to describe grammar, in order that they can discuss their writing and reading.</p>

- proof-read for spelling and punctuation errors

Grammar and punctuation

- understand how spoken language can be represented in writing by:
 - a. recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive
 - b. using the passive voice to affect the presentation of information in a sentence
 - c. using expanded noun phrases to convey complicated information concisely (*The phrase “expanded noun phrases” needs to be explained, perhaps in the glossary.*)
 - d. using modal verbs or adverbs to indicate degrees of possibility
 - e. using relative clauses beginning with *who, which, where, why* or *whose*
- indicate grammatical and other features by:
 - a. using commas to clarify meaning or avoid ambiguity in writing
 - b. using hyphens to avoid ambiguity
 - c. using brackets, dashes or commas to indicate parenthesis
 - d. using semi-colons, colons or dashes to indicate a stronger sub division of a sentence than a comma
 - e. punctuating bullet points consistently
- use and understand the grammatical terminology in [the section on Grammar](#) accurately and appropriately in discussing their writing and reading.

Spelling

(There is too much specific detail in the section on Spelling for a statutory document. A legally enforceable National Curriculum is the wrong place for such detail. It should be up to schools to provide the detail, possibly through a commercial programme. Specifically, there should be no word lists. Some teachers will interpret long lists of words in a separate column as lists of words for pupils to memorise exclusively, often by asking pupils to memorise whole words, ignoring phonics, morphology and etymology. This has happened in some schools with the lists in Letters and Sounds. Guidelines for spelling should be given only as examples.)

Accurate spelling depends on understanding and knowledge of the alphabetic code (see Appendix 2), morphology and etymology. Most people are more accurate at reading words than they are at spelling them. For pupils, the younger they are, the truer this is.

By the end of Year 1, pupils should be able to read a large number of different words containing the grapheme-phoneme correspondences they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, making the right choice of letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words they may want to write.

When they begin to write, pupils should be taught to use their knowledge of the alphabetic code to spell. Phonic knowledge should continue to underpin spelling after Key Stage 1 but, increasingly, pupils also need to understand the role of morphology and etymology and that some words need to be learnt specifically.

This section provides an overview of the guidelines to be taught, with examples for illustration. Some pupils will learn new words and general principles effortlessly; others will learn much more slowly. Teachers should allow plenty of time for revision and repetition, particularly for pupils who find spelling difficult. Once certain patterns and guidelines have been taught, teachers should refer to them when they correct spelling mistakes and help pupils to remember them. *(This paragraph is mainly as before, but with some lines omitted or altered slightly to fit with a less prescriptive programme. The word "rules" has been taken out, because the word "guidelines" alone is both sufficient and more accurate. There are no rules in written English, only probabilities.)*

The paragraph about phonic knowledge, etc., has been moved.

Guidelines are intended to help the process of learning how to spell. Although many root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, seeing the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them.

The terminology used in the guidelines for spelling is for teachers. Different terminology may be used with pupils, providing the meaning remains the same. *(This needs to be made clear, as some teachers will think they must use all the terminology with their pupils.)*

Where examples are provided, these are for illustration only and are not exclusive. Teachers should provide banks of words, or choose a suitable commercial programme, to illustrate the spelling work for each Key Stage and for pupils to practise. *(It is crucial that teachers do not slavishly teach examples and that they develop lists of words to teach or choose a suitable commercial programme to guide them.)*

Year 1

Spelling guidelines have been removed from “Revision of Reception work”. No spelling guidelines need be taught in Reception. At this stage it is enough to identify the phonemes by segmenting the spoken word and writing a grapheme for each phoneme. Teachers can tell pupils which grapheme to use when there is an alternative that has been taught. Pupils should not be asked to spell words where there is a choice of graphemes, without being told which alternative to use. If they use them in their independent writing, they should not be expected to get them right, although the teacher may use a child’s wrong choice as an opportunity to tell the pupil the correct grapheme.

Revision of Reception work	
Consonant-vowel-consonant words , e.g. <i>run, yes, jam</i> and similar words with x and qu (which are included for the sake of covering all letters of the alphabet, although they each correspond to two phonemes), e.g. <i>fox, quiz</i>	
Words with adjacent consonant phonemes , e.g. <i>flat, sand, frost</i>	
Words with consonant digraphs, including double letters , e.g. <i>chips, song, pack, buzz</i>	
Words with vowel digraphs and trigraphs that have been taught , e.g. <i>moon, sport, light</i>	
Simple words of more than one syllable , e.g. <i>robin, laptop, jumping</i> <i>(Pupils in Reception should not be expected to know which alternative to use for spelling, so ‘pock<u>et</u>’, ‘rab<u>bit</u>’, ‘pic<u>nic</u>’, ‘thun<u>der</u>’, ‘pan<u>da</u>’ are not included as examples. Examples should include a simple compound word.)</i>	

New work for Year 1	
	Examples of spelling guidelines
Words with new grapheme-phoneme correspondences , e.g. ‘ph’ for /f/ as in <i>elephant</i>	

<p>Words with a split digraph, e.g. <i>make</i> <i>(This is an common and different kind of grapheme and worth mentioning specifically.)</i></p>	<p>If a single vowel letter is followed by a single consonant letter and then e, the vowel letter and e work together and the single vowel letter is usually pronounced with its ‘long’ sound (the letter name). <i>(The terms “vowel” and “consonant” sometimes refer to phonemes and sometimes to letters. This can be confusing and so the terms “vowel sound” and “vowel letter” have been used. The terms “vowel sound” and “vowel phoneme” mean the same in this context. Both have been used in the draft NC. Either works, but possibly there should be consistency.)</i></p>
<p>Other words where the grapheme-phoneme correspondences at the end usually follow guidelines</p>	<p>The phonemes /ee/, /o-e/ and /i-e/ at the end of short words are often spelled ‘e’, ‘o’, ‘y’, e.g., <i>he, go, my</i> <i>(This is true in so many common words, that this guideline should be included here, and the words should not be treated as exceptions.)</i></p> <p>English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e is usually added after the v, e.g. <i>give</i></p> <p>If the ending sounds like /s/ or /z/, it is usually spelt as -s, e.g. <i>cats, dogs</i></p> <p>If the ending sounds like /iz/ and forms an extra syllable or ‘beat’ in the word, it is usually spelt as -es, e.g. <i>wishes</i></p>
<p>Adding prefixes and suffixes where no change is needed to the root word, e.g. <i>unfair, quicker, stamping</i></p>	<p>The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed, e.g. <i>buzzed, jumped, landed</i></p>
<p>Digraphs and trigraphs in words pupils use often, e.g. <i>boat, made, chair, draw, when</i> <i>(Year 1 pupils should not be expected to memorise which alternative to use in words that they don’t use often.)</i></p>	<p>The digraphs ai and oi are rarely <i>(“never” is untrue, e.g. “bonsai” is in English dictionaries, and there are others)</i> used at the end of English words. ay and oy are usually used for those sounds at the end of words and at the end of syllables, e.g. <i>play, boy</i></p> <p>Both the /yoo/ and /oo/ sounds can be spelt u-e, e.g. <i>use, rule</i></p> <p>The digraph oa is rarely used at the end of an English word.</p> <p><i>(The number of rules/guidelines pupils in Y1 are asked to learn should be very small and limited to only those that are often useful as above.)</i></p>

<p><i>Simple compound words should be part of the Reception curriculum and so they have been moved from “New work for Year 1”.</i></p>	
<p>Common exception words, e.g. <i>do, I, were</i></p>	<p>To help them to remember the spelling, pupils should be taught to identify the part of the word that is the “exception”, e.g. in <i>were</i>, w is as expected, but ere for /er/ is very unusual.</p> <p>Exception words with the same unusual grapheme-phoneme correspondence can be grouped together, e.g. <i>to, do, who</i> all include o as /oo/.</p>

Year 2

<p>Revision of work from Year 1</p>	<p>As words with new grapheme-phoneme correspondences are introduced, many previously taught grapheme-phoneme correspondences can be revised at the same time as these words will usually contain them.</p>
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(There are too many complicated rules and guidelines in the draft NC to teach in Year 2. Only a few examples should be given.)

<p>New work for Year 2</p>	
	<p>Examples of spelling guidelines</p>
<p>More grapheme-phoneme correspondences, e.g. <i>wr</i> for /r/ as in <i>write</i>, <i>-dge</i> for /j/ as in <i>hedge</i></p> <p>A few simple and reliable guidelines should be taught when they help pupils choose the correct grapheme for spelling phonemes in specific words.</p>	<p>Some graphemes include letters that were pronounced hundreds of years ago, but are no longer pronounced, e.g. <i>know</i></p> <p>The unstressed vowel phoneme followed by -/l/ sound may be spelt le, el, al or il, e.g. <i>table</i></p> <p>The letter j is rarely (<i>hajj</i>) used for the /j/ sound at the end of English words, e.g. <i>badge</i></p> <p>a is the most common spelling for /o/ after /w/, e.g. <i>want, squash</i></p>
<p>Common suffixes that change the spelling of the root word.</p>	<p>Change y at the end of a root word to i, before adding a suffix (unless the suffix begins with i), e.g. <i>babjes, replied, replying</i></p> <p>Drop -e at the end of a root word before adding a suffix that begins with a vowel, e.g. <i>hiking, hiked</i>,</p>

	<p><i>hiker, shiny</i></p> <p>If a root word has a single vowel letter followed by a single consonant letter, double the last consonant letter before adding a suffix beginning with a vowel, e.g. <i>patting, tapped, fatter, runny</i> (<i>It is important to use the terms “consonant letter” and “vowel letter”, instead of only “consonant” and “vowel”. In the sentence above, t would not make sense if “vowel” and “consonant” meant “vowel sounds” and “consonant sounds”. The <u>first</u> definition of “vowel” given in one dictionary refers to “a speech sound”.</i>)</p>
More suffixes , e.g. <i>-tion</i> as in <i>station</i>	
Contractions , e.g. <i>can't</i> for <i>cannot</i>	
Homophones , e.g. <i>there/their/they're</i>	
Further common exception words , e.g. <i>buy, could</i>	To help them to remember the spelling, pupils should be taught to identify the part of the word that is the “exception”, e.g. oul in <i>could</i> (<i>should not be dependent on programme after Reception</i>)

Years 3 and 4

Revision of work from Year 2, particularly guidelines for adding suffixes	
New work for Years 3 and 4	
	Examples of spelling guidelines
More prefixes , e.g. <i>disappoint, misbehave, incorrect, return</i>	The meaning of prefixes sometimes helps with the spelling and usually helps with the meaning, e.g. <i>auto-</i> means ‘self’
More suffixes , e.g. <i>informat<u>ion</u>, happily, simply, decis<u>ion</u>, measur<u>e</u>, furnitur<u>e</u>, televis<u>ion</u>, danger<u>ous</u>, magic<u>ian</u></i>	<p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed, e.g. <i>forgotten, gardener</i></p> <p>If the root word ends in le, le is usually changed to ly, e.g. <i>simply</i></p>

	<p>If the ending sounds like /zhun/ it is spelt as -sion, e.g. <i>television</i></p>
<p>Useful words with less common grapheme-phoneme correspondences that may be difficult to remember, e.g. <i>my<u>th</u>, cou<u>n</u>try, ve<u>i</u>n, hosp<u>i</u>tal</i></p>	<p>These words can be learnt individually and as needed or as they appear in a school's spelling programme.</p> <p>Sometimes knowing the origin of a word helps with the spelling. For example, words where /k/ is spelt with ch are usually of Greek origin, e.g. <i>school</i>.</p> <p>Mentally pronouncing words as they appear according to the most common pronunciation of their spelling may help pupils to remember more unusual spellings or how to spell unstressed vowel sounds, e.g. the pronunciation /skene/ can be used when learning to spell <i>scene</i>; the unstressed vowel sound spelt with i in <i>multiply</i> can be pronounced with a stressed /i/ sound as <i>mult... /i/...ply</i>. (<i>Spelling the unstressed vowel sound is difficult and this guideline can be very helpful.</i>)</p>
<p>Homophones or near-homophones, e.g. <i>plain/plane, accept/except</i></p>	<p>With homophones, spelling depends on meaning.</p>
<p>Words which are often misspelt, e.g. <i>accident, February, dictionary, quarrel</i></p>	<p>Understanding relationships between words can help with spelling. A few examples: <i>conscience</i> is related to <i>science</i> – both come from the Latin word meaning 'to know'. <i>medicine</i> is related to <i>medical</i></p> <p><i>regular</i> sounds as if it might end in the letters -er, but the clear /a/ in the related word <i>regularity</i> shows that <i>regular</i> must end with the letters ar.</p> <p>Many root words need to be learnt, but once they are learnt, and the guidelines (<i>"rules" has been removed</i>) for adding prefixes and suffixes are known, many long words can be spelt correctly, e.g. <i>disappear</i> (dis+appear), <i>business</i> (busy+ness)</p> <p><i>(The section which followed in the draft document about prefixes and suffixes is redundant.)</i></p>

Years 5 and 6

Revise work done in previous years	
New work for Years 5 and 6	
	Examples of spelling guidelines
More suffixes , e.g. <i>gracious, official, observant, innocent, applicable</i>	<p>If the root word ends in -ce, the /sh/ sound is usually spelt as c, e.g. <i>vice, vicious</i>. Otherwise, it is usually spelt as t, e.g. <i>cautious</i>.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending (e.g. <i>changeable</i>)</p>
Use of the hyphen to link words	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel sound and the root word also begins with one. e.g. <i>co-ordinate</i>
Words with grapheme-phoneme correspondences that may be difficult to remember , e.g. <i>deceive, borough, doubt</i>	<p>The 'i before e except after c' rule usually (<i>agencies</i>) applies to words where the sound spelt by ei is a clear /ee/, e.g. <i>ceiling</i></p> <p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. ("<i>in knight, the k was sounded as /k/ and</i>" has been removed because has already been mentioned in Y2) the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>
Homophones and other words that are often confused , e.g. <i>aloud/allowed, who's whose, desert/dessert</i>	<p>The spelling of homophones depends on their meaning.</p> <p>In some pairs of words, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>

Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly, through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of speaking, reading and writing (*order of words changed*). Some more complex grammar rules need to be taught explicitly. In particular, young children use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the Programme of Study. It is very important that the content in earlier years be revisited in subsequent years to consolidate knowledge and promote deeper understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. *The terminology used in the other columns is for teachers and may be adapted for teaching pupils, providing the meaning remains the same.*

In Key Stage 1, grammar can be taught through spoken language and actions. For example, pupils can learn about adjectives by describing objects orally, e.g. a shiny new red car, or about verbs and adverbs by miming actions in certain ways, e.g. walk slowly. At this stage, pupils are not expected to read or write the grammatical terms they are expected to understand and use in spoken language. (Without this explanation, grammar appears to be theoretical and unsuitable for young children. In fact it can be taught in a very “child-friendly” way.)

All terms in **bold** should be understood with the meanings set out in the glossary.

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
1	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or</i>	How words can combine to make sentences How <i>and</i> can join words and sentences , and other conjunctions can join sentences , e.g. <i>but, so, if</i> How sentences consist of parts of speech , e.g. <i>nouns, verbs, adjectives</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, vowel sound, consonant sound, vowel letter, consonant letter (<i>It is useful to understand what a vowel sound is in Year 1, because learning about “long” and “short” vowel</i>

	undoing, e.g. <i>untie the boat</i>)				<i>sounds helps pupils to read words such as “kind” and words with split digraphs such as “time”, where the letter “e” indicates that the previous vowel letter has the “long” vowel sound.)</i>
2	<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>ful, -less</i></p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>How verbs are altered to indicate tense, e.g. by adding <i>-ed</i></p>	<p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>The possessive apostrophe, e.g. <i>Sam’s ball</i> <i>(This was in the spelling section, but it is more about grammar)</i></p>	<p>noun, proper noun, pronoun, verb, adjective, adverb, conjunction, preposition, present, past, future (<i>These can easily be taught through enjoyable child-friendly activities in Y1 or Y2, e.g. pronouns by pointing to oneself for “I”, someone else for “you”, a boy for “he”, etc.</i>) tense, suffix, apostrophe, comma</p>
3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub headings to aid presentation</p>	<p>Introduction to speech marks to punctuate direct speech</p> <p>Possessive apostrophe with plural words, e.g. <i>the pirates’ ship</i> <i>(This was in the spelling</i></p>	<p>word family, (<i>“conjunction, adverb, preposition” all moved to Y2</i>) direct speech, inverted commas (or ‘speech marks’), prefix, (<i>“consonant” and “vowel” moved to Y1</i>), clause, subordinate clause</p>

	<p>sound or a vowel sound (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words (e.g. <i>magic, magician</i>) (<i>an example is needed</i>)</p>		<p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)</p>	<p><i>section, but it is more about grammar.)</i></p>	
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Use of speech marks to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><i>(pronoun moved to Year 1)</i> possessive pronoun, adverbial</p>
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ise, finalise; -ify, glorify</i>) (<i>"-ate" removed, because there are very few nouns or adjectives where this applies; examples of words needed</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, why, or whose</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of</p>	<p>Use of the passive voice to affect the presentation</p>	<p>Linking ideas across paragraphs using a wider</p>	<p>Use of the semi-colon, colon and dash to indicate</p>	<p>active and passive voice, subject and object,</p>

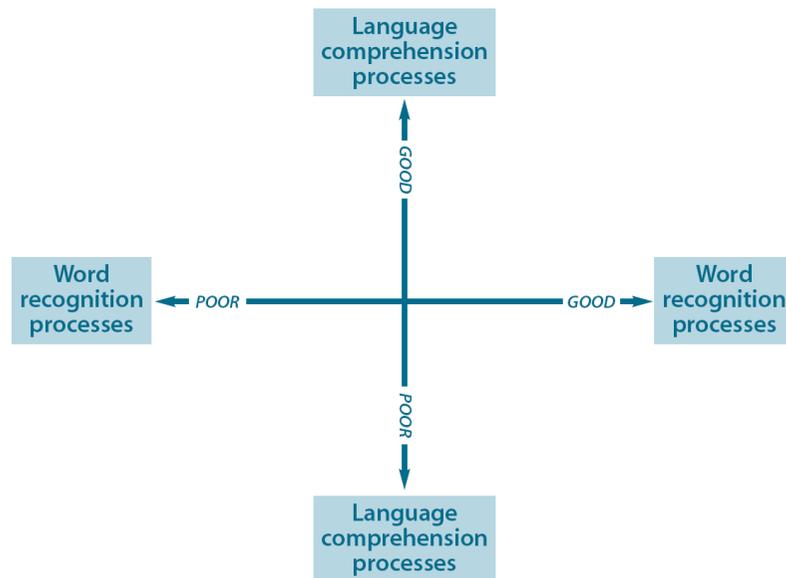
	<p>informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p>	<p>of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>	<p>range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>a stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>hyphen, synonym, colon, semi-colon, bullet points</p>
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Appendix 1

The Simple View of Reading

The Simple View of Reading was first proposed by Gough and Tunmer (1986). Reading is described as the product of decoding (context-free word recognition) and comprehension (of language, whether spoken or written). Decoding and comprehension make separate contributions to reading.

In the Independent Review of the Teaching of Early Reading by Jim Rose (2006), the Simple View is presented as a diagram, as shown below, to emphasise that both word recognition and language comprehension are essential to reading. It highlights the need to assess pupil's ability in the two aspects of reading separately and not to expect equal performance in each.



References:

Gough P.B. and Tunmer W.E. (1986) *Decoding, Reading, and Reading Disability*, Remedial and Special Education, Hammill Institute on Disabilities and Sage, <http://rse.sagepub.com/cgi/content/abstract/7/1/6> (accessed 22 July 2012)

Rose J. (2006) *Independent review of the teaching of early reading, Final Report*, DFES Publications

Appendix 2

The Alphabetic Code

Underlying written English is an alphabetic code, where letters are code for sounds. This is true for nearly all words, including words containing unusual correspondences, referred to as ‘exception words’ throughout the Programmes of Study, e.g. *your*, where **our** represents /or/. The only words where letters are not code for sounds are abbreviations, e.g. *Mr*

The English alphabetic code is complex, because

- sounds may be represented by one or more letters, e.g. **b** *big*, **sh** *fish*, **air** *chair*, **ough** *through*
- some sounds are represented in more than one way, e.g. /o-e/ *boat*, *slow*, *hope*, *no*, *toe*, *although* ...
- some letters or groups of letters represent more than one sound, e.g. **ch** *chip*, *school*, *machine*

A ‘phoneme’ is the smallest unit of sound that distinguishes one word from another. A phoneme is shown between two lines, e.g. /sh/. A ‘grapheme’ is the letter or group of letters representing a phoneme in a written word. A grapheme is described using letter names. The unstressed vowel phoneme at the end of ‘extra’ is called ‘schwa’.

There are about 44 phonemes in the English language. Because of regional variations in pronunciation and different analyses of phonemes by linguists, there is no one definitive English alphabetic code. The following chart shows one analysis of the phonemes of English and examples of words with different graphemes used to represent the phonemes. Most unique and some very unusual phoneme-grapheme correspondences are not included. The purpose of this chart is to inform teachers and not to teach pupils. However, a similar chart can be used to illustrate the alphabetic code for pupils.

Phonemes	Graphemes
/p/	p (<u>p</u> an), pp (happ <u>y</u>)
/t/	t (<u>t</u> ap), tt (lett <u>e</u> r), -ed (jump <u>e</u> d), bt (doub <u>t</u>)
/k/	c (<u>c</u> at), k (<u>k</u> ey), ck (duck <u>ck</u>), ch (sch <u>oo</u> l), qu (<u>q</u> uay), que (antiqu <u>e</u>)
/ch/	ch (ch <u>i</u> p), tch (wat <u>ch</u>)

/f/	f (<u>f</u> ish), ff (<u>coff</u> ee), ph (<u>ph</u> oto), gh (<u>roug</u> h)
/th/	th (<u>th</u> in)
/s/	s (<u>s</u> un), ss (<u>dress</u>), se (<u>house</u>), ce (<u>prince</u>), c (<u>ci</u> ty), st (<u>list</u> en), sc (<u>sci</u> ence), ps (<u>ps</u> ychology)
/sh/	sh (<u>sh</u> ip), ch (<u>ch</u> ef), ti (<u>stati</u> on), ci (<u>magici</u> an), ssi (<u>missi</u> on)
/w/	w (<u>w</u> et), wh (<u>w</u> heel), u (<u>pengu</u> in)
/l/	l (<u>l</u> ip), ll (<u>bell</u>)
/r/	r (<u>r</u> un), rr (<u>cherry</u>), wr (<u>w</u> rite), rh (<u>rh</u> ino)
/h/	h (<u>h</u> at), wh (<u>w</u> ho)
/b/	b (<u>b</u> oy), bb (<u>rabb</u> it)
/d/	d (<u>d</u> og), dd (<u>ladder</u>), ed (<u>open</u> ed)
/g/	g (<u>g</u> o), gg (<u>bigger</u>), gu (<u>g</u> uide), g (<u>gh</u> ost), gue (<u>dialogue</u>)
/j/	j (<u>j</u> et), ge (<u>large</u>), dge (<u>bridge</u>), g (<u>g</u> iant)
/v/	v (<u>v</u> et), ve (<u>have</u>)
unvoiced /th/	th (<u>th</u> in)
voiced /th/	th (<u>th</u> at)
/z/	z (<u>z</u> ip), zz (<u>fizz</u>), s (<u>is</u>), se (<u>cheese</u>), ze (<u>sneeze</u>)
/zh/	si (<u>Asi</u> a), s (<u>treas</u> ure), z (<u>seiz</u> ure), ge (<u>camouflage</u>)

/m/	m (<u>m</u> an), mm (<u>h</u> ammer), mb (<u>c</u> omb), mn (<u>a</u> utum <u>n</u>)
/n/	n (<u>n</u> ut), nn (<u>d</u> inner), ne (<u>g</u> one), kn (<u>k</u> nee), gn (<u>g</u> naw)
/y/	y (<u>y</u> es)
/ng/	ng (<u>r</u> ing), n (<u>s</u> ink)
/ee/	ee (<u>f</u> ee <u>t</u>), ea (<u>b</u> ea <u>ch</u>), e (<u>m</u> e), y (<u>p</u> ony), e-e (<u>e</u> ve <u>n</u> ing), ey (<u>k</u> ey), ie (<u>ch</u> ief), i-e (<u>m</u> ach <u>i</u> ne)
/i/	i (<u>b</u> ig), y (<u>g</u> ym)
/e/	e (<u>e</u> gg), ea (<u>h</u> ea <u>d</u>), ai (<u>s</u> ai <u>d</u>)
/a/	a (<u>m</u> at)
/u/	u (<u>u</u> p), o (<u>c</u> ome), ou (<u>y</u> oung)
/o/	o (<u>o</u> n), a (<u>w</u> ant)
short /oo/	oo (<u>b</u> oo <u>k</u>), oul (<u>w</u> ou <u>l</u> d), u (<u>p</u> ut)
long /oo/	oo (<u>m</u> oo <u>n</u>), ue (<u>cl</u> ue), u-e (<u>fl</u> u <u>e</u>), ew (<u>f</u> le <u>w</u>), ui (<u>fr</u> ui <u>t</u>), ou (<u>s</u> ou <u>p</u>), o (<u>do</u>), ough (<u>th</u> rou <u>gh</u>)
/a-e/	ai (<u>r</u> ai <u>n</u>), ay (<u>pl</u> ay), a (<u>b</u> ab <u>y</u>), a-e (<u>a</u> pe), ey (<u>th</u> ey), eigh (<u>e</u> igh <u>t</u>), ea (<u>st</u> ea <u>k</u>)
/i-e/	igh (<u>l</u> igh <u>t</u>), i (<u>m</u> i <u>n</u> d), y (<u>f</u> ly), ie (<u>pie</u>), i-e (<u>k</u> ite), ei (<u>e</u> id <u>e</u> rdown)
/oi/	oi (<u>co</u> in), oy (<u>bo</u> y)
/o-e/	oa (<u>bo</u> at), ow (<u>s</u> no <u>w</u>), o (<u>go</u>), oe (<u>to</u> e), o-e (<u>bo</u> ne), ough (<u>th</u> ou <u>gh</u>), eau (<u>pl</u> ea <u>u</u>)
/ou/	ou (<u>ou</u> t), ow (<u>do</u> wn), ough (<u>bo</u> u <u>gh</u>)

/aw/	aw (<u>law</u>), au (<u>sauce</u>), al (<u>ball</u>), augh (<u>caught</u>), ough (<u>thought</u>)
/or/	or (<u>fork</u>), oar (<u>board</u>), oor (<u>door</u>), ore (<u>store</u>), our (<u>four</u>), ar (<u>warm</u>) <i>In many regions /aw/ and /or/ are pronounced identically.</i>
/air/	air (<u>hair</u>), are (<u>square</u>), ear (<u>bear</u>), ere (<u>there</u>)
/ur/	ur (<u>burn</u>), er (<u>person</u>), ir (<u>bird</u>), or (<u>work</u>), ear (<u>earth</u>)
/ar/	ar (<u>far</u>) <i>regional: a (<u>fast</u>), al (<u>palm</u>)</i>
/eer/	eer (<u>cheer</u>), ear (<u>near</u>), ere (<u>here</u>), ier (<u>pier</u>)
schwa	a (<u>yoga</u>), e (<u>the</u>), i (<u>animal</u>), o (<u>lemon</u>), u (<u>suspend</u>), ough (<u>borough</u>) <i>regional: er (<u>bigger</u>), or (<u>doctor</u>), ar (<u>polar</u>), + more</i>

In the following examples, two phonemes may be represented by one letter or taught as a unit.

/k/ /s/	x (<u>box</u>), ks (<u>cooks</u>), cks (<u>ducks</u>)
/y/ /oo/	u (<u>uniform</u>), ue (<u>due</u>), u-e (<u>tune</u>), ew (<u>few</u>), ue (<u>neutral</u>), eau (<u>beauty</u>)
/k/ /w/	qu (<u>queen</u>), kw (<u>awkward</u>)
schwa .. /l/	-le (<u>little</u>), -il (<u>pencil</u>), -al (<u>animal</u>), -el (<u>tunnel</u>)

Glossary *(There are no changes suggested for the glossary, so it has not been copied.)*

The Reading Reform Foundation

The Reading Reform Foundation is a non-profit making organisation. It was founded by educators and researchers who are concerned about the high functional illiteracy rates among children and adults in the United Kingdom and in the English-speaking world.

Based on a wealth of scientific evidence, members of the Reading Reform Foundation are convinced that reading failure is caused by faulty instructional methods. A particular fault of these methods is that they under-emphasise the need for children to be taught the alphabetic code: the way in which individual speech-sounds (phonemes) are represented by letters and combinations of letters.

The United Kingdom chapter of the Reading Reform Foundation was set up in 1989 to promote the teaching of the alphabetic code in a research-based way, and this remains its main aim.

RRF Committee Members

Sue Lloyd Co-author of Jolly Phonics, widely used in the UK and around the world, trainer, retired Infant teacher

Susan Godsland Independent, remedial reading tutor, runs www.dyslexics.org.uk, a comprehensive guide to 'dyslexia'

Elizabeth Nonweiler Classroom teacher for 30 years, trains teachers and gives advice about the teaching of reading in the UK and abroad

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