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

The text below shows how the National Curriculum for English would look if the recommendations made by the RRF were accepted.

Contents

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
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.

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
- 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
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.

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

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. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words 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.*

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. 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)

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.

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. 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
During Year 1 teachers should build on work from the Foundation Stage, 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. 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.

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 and segment spoken words to identify the sounds for spelling, using grapheme-phoneme correspondences that they have already learnt. 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.

Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences 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.

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. 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.

Year 1 Programme of Study	Notes and Guidance
SPOKEN LANGUAGE Pupils should be taught to: • 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. *leaf, root, seed* • 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 • become very familiar with key stories, fairy stories and traditional tales • recognise and join in with predictable phrases in stories • link what they hear read to their own experiences • learn and recite rhymes and poems by heart • take part in imaginative role play	**SPOKEN LANGUAGE** 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. 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. 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. 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 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. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Year 1 Programme of Study	Notes and Guidance
READING **Word Reading** Pupils should be taught to: • respond automatically with the correct sound to graphemes representing all the phonemes of English (including graphemes with more than one letter, e.g. **sh** and **oa**), as well as common alternative graphemes, e.g. **ai**, **ay**, **a-e** (See Appendix 2) • read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences that have been taught • read words with common suffixes, e.g. *-ed* • read simple words of more than one syllable that contain taught grapheme-phoneme correspondences • read common exception words, e.g. *the, said, one, two* • read words with contractions, e.g. *I'm, can't*, 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/ • read aloud accurately books which closely match their growing word-reading knowledge • to name the letters of the alphabet in alphabetic order, matching the names to the written letters • to understand that capital letters have the same names and	**READING** **Word Reading** Ensure that pupils revise and consolidate the grapheme-phoneme correspondences taught in Reception. Pupils who can read words 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. 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

represent the same sounds as their lower case equivalents	lessons and across the curriculum. Pupils should not be expected to read words with grapheme-phoneme correspondences they have not yet been taught. 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.

Reading Comprehension
 	
Pupils should be taught to:
 	
• understand the books they can already read accurately and fluently by:
  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
 	
• choose books to read or look at
	Reading Comprehension
	
	Fluent and accurate word reading greatly assists pupils' comprehension, especially when they need to read longer books.
	
	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.

Year 1 Programme of Study	Notes and Guidance

WRITING
 	
Transcription
 	
Spelling
 	
Pupils should be taught to:
 	
• spell
  a. words containing each of the phoneme-grapheme correspondences already taught
  b. common exception words
 	
• use letter names to distinguish between alternative spellings of the same sound , e.g. between **oi** and **oy**
 	
• add simple prefixes and suffixes, where no change is needed in the spelling of root words, e.g. *untie, helping, needed, quickest*
 	
• apply simple spelling guidelines (See the section on 'Spelling')
 	
• write words and sentences dictated by the teacher that include exception words and words using phoneme-grapheme correspondences taught so far.
 	
Handwriting
 	
Pupils should be taught to:
 	
• 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
	WRITING
	
	Transcription
	
	Spelling
	
	Ensure that spelling is taught alongside reading, and that pupils check 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 how to segment spoken words into individual phonemes and then to represent the phonemes by the appropriate grapheme(s).
	
	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.
	
	At this stage pupils may spell some words in a phonically plausible way,

• form capital letters • form digits 0–9 • understand which letters belong to which handwriting 'families' and to practise these.	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. 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.

Composition for Writing
 	
Pupils should be taught to:
 	
• write sentences by:
  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.
 	
Grammar and punctuation
 	
Pupils should be taught to:
 	
• understand how spoken language can be represented in writing by:
  a. leaving spaces between words
  b. using simple conjunctions, e.g. *and, but, so* to join words and join sentences
  c. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  d. 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.
	Composition for Writing
	
	To write independently, pupils need to be able to
	• compose sentences orally
	• spell at least in a phonically plausible way
	• form letters
	
	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.
	
	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.
	
	Grammar and punctuation
	
	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.

English Programme of Study: Key Stage 1 – Year 2

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. 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.

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. They should not be asked to read unknown words without sounding and blending, if they cannot do so without guessing. 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.

During Year 2, teachers should continue to focus on establishing pupils' accurate 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 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. 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*. 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. 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
SPOKEN LANGUAGE Pupils should be taught to: • 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. _When_ I got to the park, I saw a _beautiful_ _white_ swan swimming in the pond. • 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 • 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 • discuss stories and poems that are read to them and those they read for themselves • 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	**SPOKEN LANGUAGE** Pupils should be encouraged to talk for different purposes, e.g. to retell a story, describe a painting, give instructions. 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. Whole class and group discussion paves the way for more formal debate later. 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. 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. 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. It is important that pupils understand that we read texts to find facts and

• take part in role play across the curriculum • understand and use the terms nouns, proper nouns, pronouns verbs, adjectives, adverbs, prepositions and conjunctions	information, e.g. what pandas eat, how to make a sandwich. 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 *waving* their hands *sadly*, *happily*, *angrily*, etc.
READING **Word reading** Pupils should be taught to: • 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) • read words containing common suffixes, e.g. *adventure, invention, division* • 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 • re-read books to build up their fluency and confidence in word reading.	**READING** **Word reading** Ensure that pupils revise and consolidate the grapheme-phoneme correspondences taught in Year 1, and learn new correspondences both systematically and incidentally, when they occur in their reading. Pupils should be able to decode simple words confidently, whether or not they have seen or heard them before. Ensure that when teaching pupils to read words, they are supported to test out different pronunciations. e.g. *kind* 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. 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. 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. 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.

Year 2 Programme of Study	Notes and Guidance

Comprehension
Pupils should be taught to:
 	
• understand the books they can already read accurately and fluently by:
  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:
  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?'
  e. discussing their favourite words and phrases
 	
• explain what they have found out from non-fiction texts
 	
• use knowledge of the alphabet to look up words in a dictionary and find their meaning
 	
• choose books to look at or read independently
	Comprehension
	
	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'.
	
	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.
	
	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.
	
	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.

WRITING

Transcription

Spelling

Pupils should be taught to:

- spell by:
  a. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  b. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
  c. learning to spell common exception words
  d. learning to spell words with contracted forms, e.g. *don't, I've*
  e. distinguishing between homophones and near-homophones, e.g. *pear, pair*

- add suffixes to spell longer words, e.g. *–ment, –ness, –ful* and *–less*

- apply spelling guidelines (see section on spelling)

- write words and simple sentences dictated by the teacher

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another

- join letters within words, according to the school's handwriting scheme

- 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.

WRITING

Transcription

Spelling

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.

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 opportunity to teach pupils about alternative ways of representing sounds.

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).

Words used for dictation should include only those with phoneme-grapheme correspondences, prefixes, suffixes and exception words that have been taught. 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.

Handwriting

Ensure that pupils revise and practise correct letter formation frequently.

Year 2 Programme of Study	Notes and Guidance

Composition for Writing
 	
Pupils should be taught to:
 	
• develop positive attitudes towards and stamina for writing by:
  a. writing narratives, about personal experiences and those of others (real and fictional)
  b. writing about real events, e.g. visits, visitors
  c. writing for different purposes, e.g. letters, invitations, instructions
 	
• consider what they are going to write before beginning by:
  a. planning or saying out loud what they are going to write about
  b. 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 language
  c. encapsulating what they want to say, sentence by sentence
 	
• make simple additions, revisions and corrections to their own writing by:
  a. evaluating their writing with the teacher and other pupils
  b. 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 form
  c. 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.
 	
Grammar and punctuation
 	
Pupils should be taught to:
 	
• understand how spoken language can be represented in writing by:
	Composition for Writing
	
	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.
	
	Grammar and punctuation
	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.

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 forms
b. learning how to use:
   - sentences with different forms: statement, question, exclamation, command
   - expanded noun phrases to describe and specify; e.g. *the blue butterfly*
   - subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*)
c. using some features of written Standard English

- use and understand grammatical terminology in discussing their writing. (See the section on 'Grammar'.)

English Programme of Study: Lower Key Stage 2 – Years 3–4

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.

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 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. They should also be developing their knowledge and skills in reading non-fiction books about science, history and geography.

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

As in Key Stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they 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 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 . 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
SPOKEN LANGUAGE Pupils should be taught to: • 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 • 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 • use drama and improvisation to explore ideas and emotions • participate in discussion and begin to understand the rules of debate	**SPOKEN LANGUAGE** 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. Rehearsing poems and play scripts for presentation gives pupils opportunities to discuss language. It also provides them with the incentive to find out what the language means and what expression is required, so feeding into understanding of spoken language and reading comprehension. 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.

Year 3-4 Programme of Study	Notes and Guidance
READING **Word reading** Pupils should be taught to: • 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.	**READING** **Word reading** 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. 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 *technical*, the pronunciation /tetchnical/ might not sound familiar, but /teknical/ should. 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.
Reading Comprehension Pupils should be taught to: • 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	**Reading Comprehension** Continue to focus on pupils' comprehension as a primary element in reading. Reading and re-reading poems and play scripts for presentation encourages fluency, depth of understanding and appreciation of language. Encourage pupils to ask about the meanings of unfamiliar words they come across in their reading or to look them up in a dictionary. 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

and motives from their action 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 • explain and discuss their understanding of what they read, maintaining their focus on the topic • ask questions to improve their understanding of a text • use a dictionary to find the meaning of words • choose books to read independently	not always be asked to analyse what they read or answer questions about it, as this may detract from their enjoyment of reading.

Year 3-4 Programme of Study	Notes and Guidance
WRITING **Transcription** *Spelling* Pupils should be taught to: • 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 • write from memory simple sentences, dictated by the teacher, that include words with phoneme-grapheme correspondences, suffixes and prefixes and punctuation taught so far. *Handwriting* Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters • 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.	**WRITING** **Transcription** *Spelling* 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'). 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. *Handwriting* 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.
Composition for Writing Pupils should be taught to:	**Composition for Writing** 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.

- plan their writing by:
  a. discussing texts similar to the one they are planning to write, in order to understand and learn from their structure, grammar and vocabulary
  b. discussing and recording ideas

- draft and write by:
  a. 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')
  b. organising paragraphs around a theme
  c. in narrative texts, creating settings, characters and plot
  d. in non-narrative texts, using simple organisational devices such as headings and sub-headings
  e. using the perfect form of verbs to mark relationships of time and cause

- evaluate and edit by:
  a. assessing the effectiveness of their own and others' writing and suggesting improvements
  b. 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

- 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*

These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

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.

Grammar and punctuation

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.

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).

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.

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.

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 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 .

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
SPOKEN LANGUAGE Pupils should be taught to: • 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	**SPOKEN LANGUAGE** Ensure that pupils have guidance about and feedback on the quality of their explanations and contributions to discussions. 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.

- 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 - perform their own compositions, using appropriate intonation and volume so that meaning is clear - prepare and perform presentations based on information they have gained from non-fiction texts.	

Year 5-6 Programme of Study	Notes and Guidance
READING **Word reading** Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	**READING** **Word reading** 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. 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.

Reading Comprehension
 	
Pupils should be taught to:
 	
• 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 literary heritage, and books from other cultures and traditions
 	
• discuss similar themes occurring across stories and express preferences
 	
• prepare poems and play scripts to be read aloud
 	
• understand what they read by:
  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
	Reading Comprehension
	
	Ensure that pupils are taught the technical and other terms needed for discussing what they hear and read, such as *metaphor, simile, analogy, imagery, style,* and *effect.*
	
	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.
	
	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.
	
	Ensure that pupils have regular opportunities to choose books from the school library and for sustained silent reading.

reader
 	
• use non-fiction texts for practical purposes and follow written instructions
 	
• retrieve, record and present information from non-fiction by:
  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
 	
• choose books to read independently	

Year 5-6 Programme of Study	Notes and Guidance

WRITING
 	
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
  d. spell some words with grapheme-phoneme correspondences that may be difficult to remember (e.g. *ceiling, cough, solemn*)
  e. use dictionaries to check spelling and meaning of words, using the first three or four letters of a word to look up words
  f. use a thesaurus.
 	
Handwriting and presentation
 	
• write legibly, fluently, with increasing speed
 	
• employ the standard and style that is best suited for a task (e.g. quick notes, letters).
	WRITING
	
	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, 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).

Composition for Writing Pupils should be taught to: • plan their writing by:	**Composition for Writing** 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-

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:
  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:
  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

- 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
  d. using modal verbs or adverbs to indicate degrees of possibility
  e. using relative clauses beginning with *who, which, where, why* or *whose*

reading to check their meaning is clear.

Grammar and punctuation

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.

• 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

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.

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.

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.

Year 1

Revision of Reception work
Consonant-vowel-consonant words, e.g. *run, yes, jam* 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. *fox, quiz*
Words with adjacent consonant phonemes, e.g. *flat, sand, frost*
Words with consonant digraphs, including double letters, e.g. *chips, song, pack, buzz*
Words with vowel digraphs and trigraphs that have been taught, e.g. *moon, sport, light*
Simple words of more than one syllable, e.g. *robin, laptop, jumping*

New work for Year 1	
	Examples of spelling guidelines
Words with new grapheme-phoneme correspondences, e.g. 'ph' for /f/ as in *elephant*	
Words with a split digraph, e.g. *make*	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).
Other words where the grapheme-phoneme correspondences at the end usually follow guidelines	The phonemes /ee/, /o-e/ and /i-e/ at the end of short words are often spelled 'e', 'o', 'y', e.g., *he, go, my* 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. *give*
	If the ending sounds like /s/ or /z/, it is usually spelt as –**s**, e.g. cats, dogs
	If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is usually spelt as –**es**, e.g. wishes
Adding prefixes and suffixes where no change is needed to the root word, e.g. *unfair, quicker, stamping*	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. *buzzed, jumped, landed*
Digraphs and trigraphs in words pupils use often, e.g. *boat, made, chair, draw, when*	The digraphs **ai** and **oi** are rarely 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. *play, boy*
	Both the /yoo/ and /oo/ sounds can be spelt **u–e**, e.g. *use, rule*
	The digraph **oa** is rarely used at the end of an English word.
Common exception words, e.g. *do, I, were*	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 *were*, **w** is as expected, but **ere** for /er/ is very unusual.
	Exception words with the same unusual grapheme-phoneme correspondence can be grouped together, e.g. *to, do, who* all include **o** as /oo/.

Year 2

Revision of work from Year 1	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.

New work for Year 2	
	Examples of spelling guidelines

More grapheme-phoneme correspondences, e.g. *wr for /r/ as in write, -dge for /j/ as in hedge* A few simple and reliable guidelines should be taught when they help pupils choose the correct grapheme for spelling phonemes in specific words.	Some graphemes include letters that were pronounced hundreds of years ago, but are no longer pronounced, e.g. *know* The unstressed vowel phoneme followed by -/l/ sound may be spelt **le**, **el**, **al or il**, e.g. *table* The letter **j** is rarely used for the /j/ sound at the end of English words, e.g. *badge* **a** is the most common spelling for /o/ after /w/, e.g. *want, squash*
Common suffixes that change the spelling of the root word.	Change **y** at the end of a root word to **i**, before adding a suffix (unless the suffix begins with **i**), e.g. *babies, replied, replying* Drop **–e** at the end of a root word before adding a suffix that begins with a vowel, e.g. *hiking, hiked, hiker, shiny* 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. *patting, tapped, fatter, runny*
More suffixes, e.g. *–tion* as in *station*	
Contractions, e.g. *can't* for *cannot*	
Homophones, e.g. *there/their/they're*	
Further common exception words, e.g. *buy, could*	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 c<u>oul</u>d

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. <u>dis</u>appoint, <u>mis</u>behave, <u>in</u>correct, <u>re</u>turn	The meaning of prefixes sometimes helps with the spelling and usually helps with the meaning, e.g. *auto- means 'self'*
More suffixes, e.g. *informa<u>tion</u>, happi<u>ly</u>, simp<u>ly</u>, deci<u>sion</u>, mea<u>sure</u>, furni<u>ture</u>, televi<u>sion</u>, danger<u>ous</u>, magi<u>cian</u>*	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. *forgotten, gardener* If the root word ends in **le**, **le** is usually changed to **ly**, e.g. *simply* If the ending sounds like /zhun/ it is spelt as **–sion**, e.g. *television*
Useful words with less common grapheme-phoneme correspondences that may be difficult to remember, e.g. *m<u>y</u>th, c<u>ou</u>ntry, v<u>ei</u>n, hospit<u>a</u>l*	These words can be learnt individually and as needed or as they appear in a school's spelling programme. 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. *school.* 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 *scene*; the unstressed vowel sound spelt with **i** in *multiply* can be pronounced with a stressed /i/ sound as *mult... <u>/i/</u>...ply.*
Homophones or near-homophones, e.g. *plain/plane, accept/except*	With homophones, spelling depends on meaning.
Words which are often misspelt, e.g. *accident, February, dictionary, quarrel*	Understanding relationships between words can help with spelling. A few examples: *conscience* is related to *science* – both come from the Latin word meaning 'to know'. *medicine* is related to *medical* *regular* sounds as if it might end in the letters –**er**, but the clear /a/ in the related word *regularity* shows that *regular* must end with the letters **ar.** Many root words need to be learnt, but once they are learnt, and the guidelines for adding prefixes and suffixes are known, many long words can be spelt correctly, e.g. *disappear* (dis+appear)*, business* (busy+ness)

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. *gracious, official, observant, innocent, applicable*	If the root word ends in **–ce**, the /sh/ sound is usually spelt as **c**, e.g. *vice, vicious.* Otherwise, it is usually spelt as **t**, e.g. *cautious.* 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 *cap* and *gap*) before the a of the **–able** ending (e.g. changeable)
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. *co-ordinate*
Words with grapheme-phoneme correspondences that may be difficult to remember, e.g. deceive, borough, doubt	The '**i** before **e** except after **c**' rule usually applies to words where the sound spelt by **ei** is a clear /ee/, e.g. *ceiling* **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch.*
Homophones and other words that are often confused, e.g. *aloud/allowed, who's whose, desert/dessert*	The spelling of homophones depends on their meaning. In some pairs of words, nouns end –**ce** and verbs end –**se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c.**

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. 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.

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. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** How *and* can join **words** and **sentences**, and other conjunctions can join **sentences**, e.g. *but, so, if* How sentences consist of parts of speech, e.g. *nouns, verbs, adjectives*	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

2	Formation of **nouns** using **suffixes** such as *–ness, –er* Formation of **adjectives** using **suffixes** such as *ful, –less* Use of the **suffixes** *–er* and *–est* to form comparisons of **adjectives** and **adverbs** How verbs are altered to indicate tense, e.g. by adding -ed	**Subordination** (using *when, if, that,* or *because)* and **coordination** (using *or, and,* or *but*) Expanded noun phrases for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*) **Sentences** with different forms: statement, question, exclamation, command	The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences** **Commas** to separate items in a list **Apostrophes** to mark contracted forms in spelling **The possessive apostrophe**, e.g. *Sam's ball*	noun, proper noun, pronoun, verb, adjective, adverb, conjunction, preposition, present, past, future tense, suffix, apostrophe, comma
3	Formation of **nouns** using a range of **prefixes**, such as *super–, anti–, auto–* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a consonant sound or a vowel sound (e.g. *a rock, an open box*) **Word families** based on common **words** (e.g. *magic, magician*)	Expressing time and cause using **conjunctions** (e.g. *when, before, after, while, because*), **adverbs** (e.g. *then, next, soon, so*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to paragraphs as a way to group related material Headings and sub headings to aid presentation Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	Introduction to speech marks to **punctuate** direct speech **Possessive apostrophe with plural words**, e.g. *the pirates' ship*	word family, direct speech, inverted commas (or 'speech marks'), prefix, clause, subordinate clause
4	The grammatical difference between **plural** and **possessive** *-s*	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of speech marks to **punctuate** direct speech Apostrophes to mark	possessive pronoun, adverbial

	Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was,* or *I did* instead of *I done*)	Fronted **adverbials**	Appropriate choice of **pronoun** or **noun** across **sentences**	singular and **plural** possession (e.g. *the girl's name, the boys' boots*) Use of commas after fronted **adverbials** (e.g. *Later that day, I heard the bad news.*)	
5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *-ise, finalise; –ify, glorify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Relative clauses** beginning with *who, which, where, why, or whose* Indicating degrees of possibility using modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported, alleged,* or *claimed* in formal speech or writing)	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*) Expanded **noun** phrases to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there,* or *the fact that it was raining meant the end of sports day*)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast,* or *as a consequence*), and **elision**. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark,* or *recover* versus *re-cover*)	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

|					
		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. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)			

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.
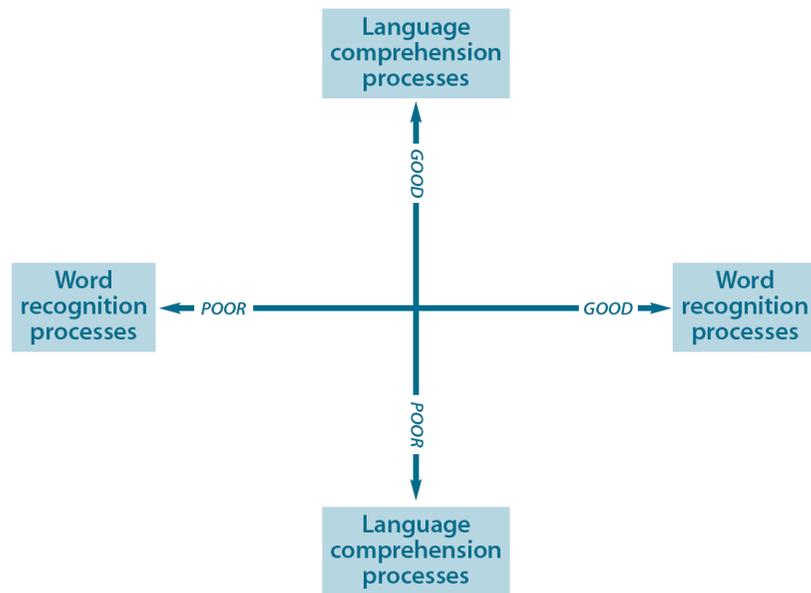
References:

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/ *b**oa**t, sl**ow**, h**o**pe, n**o**, t**oe**, alth**ough*** ...
- some letters or groups of letters represent more than one sound, e.g. **ch** <u>ch</u>ip, s<u>ch</u>ool, ma<u>ch</u>ine

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 'extr<u>a</u>' 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 (ha<u>pp</u>y)
/t/	t (<u>t</u>ap), tt (le<u>tt</u>er), -ed (jump<u>ed)</u>, bt (dou<u>bt)</u>
/k/	c (<u>c</u>at), k (<u>k</u>ey), ck (du<u>ck</u>), ch (s<u>ch</u>ool), qu (<u>qu</u>ay), que (anti<u>que</u>)
/ch/	ch (chip), tch (watch)
/f/	f (<u>f</u>ish), ff (co<u>ff</u>ee), ph (<u>ph</u>oto), gh (rou<u>gh</u>)

/th/	th (thin)
/s/	s (sun), ss (dress), se (house), ce (prince), c (city), st (listen), sc (science), ps (psychology)
/sh/	sh (ship), ch (chef), ti (station), ci (magician), ssi (mission)
/w/	w (wet), wh (wheel), u (penguin)
/l/	l (lip), ll (bell)
/r/	r (run), rr (cherry), wr (write), rh (rhino)
/h/	h (hat), wh (who)
/b/	b (boy), bb (rabbit)
/d/	d (dog), dd (ladder), ed (opened)
/g/	g (go), gg (bigger), gu (guide), g (ghost), gue (dialogue)
/j/	j (jet), ge (large), dge (bridge), g (giant)
/v/	v (vet), ve (have)
unvoiced /th/	th (thin)
voiced /th/	th (that)
/z/	z (zip), zz (fizz), s (is), se (cheese), ze (sneeze)
/zh/	si (Asia), s (treasure), z (seizure), ge (camouflage)
/m/	m (man), mm (hammer), mb (comb), mn (autumn)
/n/	n (nut), nn (dinner), ne (gone), kn (knee), gn (gnaw)

/y/	y (yes)
/ng/	ng (ring), n (sink)
/ee/	ee (feet), ea (beach), e (me), y (pony), e-e (evening), ey (key), ie (chief), i-e (machine)
/i/	i (big), y (gym)
/e/	e (egg), ea (head), ai (said)
/a/	a (mat)
/u/	u (up), o (come), ou (young)
/o/	o (on), a (want)
short /oo/	oo (book), oul (would), u (put)
long /oo/	oo (moon), ue (clue), u-e (flute), ew (flew), ui fruit), ou (soup), o (do), ough (through)
/a-e/	ai (rain), ay (play), a (baby), a-e (ape), ey (they), eigh (eight), ea (steak)
/i-e/	igh (light), i (mind), y (fly), ie (pie), i-e (kite), ei (eiderdown)
/oi/	oi (coin), oy (boy)
/o-e/	oa (boat), ow (snow), o (go), oe (toe), o-e (bone), ough (though), eau (plateau)
/ou/	ou (out), ow (down), ough (bough)
/aw/	aw (law), au (sauce), al (ball), augh (caught), ough (thought)
/or/	or (fork), oar (board), oor (door), ore (store), our (four), ar (warm) *In many regions /aw/ and /or/ are pronounced identically.*
/air/	air (hair), are (square), ear (bear), ere (there)

/ur/	ur (b<u>ur</u>n), er (p<u>er</u>son), ir (b<u>ir</u>d), or (w<u>or</u>k), ear (<u>ear</u>th)
/ar/	ar (f<u>ar</u>) *regional:* a (f<u>a</u>st), al (p<u>a</u>lm)
/eer/	eer (ch<u>eer</u>), ear (n<u>ear</u>), ere (h<u>ere</u>), ier (p<u>ier</u>)
schwa	a (yog<u>a</u>), e (th<u>e</u>), i (an<u>i</u>mal), o (lem<u>o</u>n), u (s<u>u</u>spend), ough (bor<u>ough</u>) *regional:* er (bigg<u>er</u>), or (doct<u>or</u>), ar (pol<u>ar</u>), + *more*

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

/k/ /s/	x (bo<u>x</u>), ks (coo<u>ks</u>), cks (du<u>cks</u>)
/y/ /oo/	u (<u>u</u>niform), ue (d<u>ue</u>), u-e (t<u>une</u>), ew (f<u>ew</u>), ue (n<u>eu</u>tral), eau (b<u>eau</u>ty)
/k/ /w/	qu (<u>qu</u>een), kw (aw<u>kw</u>ard)
schwa .. /l/	-le (litt<u>le</u>), -il (penc<u>il</u>), -al (anim<u>al</u>), -el (tunn<u>el</u>)

Glossary