



Whole School Overview

English

Reception

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • 	<p>Speaking</p> <ul style="list-style-type: none"> • Enjoy listening to and using spoken and written language and readily turn to it in play and learning • Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you' • Extend their vocabulary, exploring the meanings and sounds of new words <p>Listening and Responding</p> <ul style="list-style-type: none"> • Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems • Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Interact with others, negotiating plans and activities and taking turns in conversation • Use talk to organise, sequence and clarify thinking, ideas, feelings and events <p>Drama</p> <ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences. 	
Reading – Word Reading		
<ul style="list-style-type: none"> • To use phonic knowledge to decode regular wrds and read them aloud accurately. • To read some common irregular words. 	<ul style="list-style-type: none"> • Link sounds to letters, naming and sounding the letters of the alphabet. 	

	<ul style="list-style-type: none"> • Explore and experiment with sounds, words and texts hear and say sounds in words in the order in which they occur • Blend letters to read CVC words and recognise common digraphs • Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words • Read a range of familiar and common words and simple sentences independently 	
Reading - Comprehension		
<ul style="list-style-type: none"> • To read and understand simple sentences. To demonstrate an understanding when talking to others about what they have read. 	<ul style="list-style-type: none"> • Know that print carries meaning and, in English, is read from left to right and top to bottom • Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how • Retell narratives in the correct sequence, drawing on the language patterns of stories • Return to favourite books, songs, rhymes to be reread and enjoyed • Listen with enjoyment to stories, songs, rhymes and poems and sustains attentive listening • Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how • Use language and play to imagine and recreate roles and stories • Respond to stories, songs, rhymes and poems with relevant comments, questions or actions 	
Writing - Transcription		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed 	
Writing – Punctuation and Grammar		

<ul style="list-style-type: none"> To write in simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation 	
<p>Writing – Composition</p>		
<ul style="list-style-type: none"> To write in simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Attempt writing for various purposes, using features of different forms such as lists, stories and instructions Attempt writing for various purposes, using features of different forms such as lists, stories and instructions 	
<p>Writing: Spelling</p>		
<ul style="list-style-type: none"> To use phonic knowledge to write words in ways which match spoken sounds. To spell some words correctly and others phonetically plausible. To write some common irregular words. 	<ul style="list-style-type: none"> Link sounds to letters naming and sounding the letters of the alphabet Hear and say sounds in words in the order in which they occur Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words 	

Year 1

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Tell stories and describe incidents from their own experience in an audible voice. • Retell stories, ordering events using story language interpret a text by reading aloud with some variety in pace and emphasis <p>Listening and Responding</p> <ul style="list-style-type: none"> • listen with sustained concentration • listen to and follow instructions accurately, asking for help and clarification if necessary • listen to tapes or video and express views about how a story or information has been presented <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • take turns to speak, listen to others' suggestions and talk about what they are going to do • ask and answer questions, make relevant contributions, offer suggestions and take turns • explain their views to others in small group, decide how to report the group's views to the class <p>Drama</p> <ul style="list-style-type: none"> • explore familiar themes and characters through improvisation and role play • act out own and well-known stories, using voices for characters • discuss why they like a performance 	
Reading – Word Reading		

<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and – s, -es, -ing, -ed, -er and –est endings including words of more than one syllable. • To read common exception words, noting unusual correspondences between spelling and sound and when these occur in the word. • To read words with contractions [e.g. I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter. • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> • Read words by blending adjacent consonants, including simple two-syllable words • Use phonics to read unknown or difficult words • Recognise all common digraphs and trigraphs • Read automatically high frequency words. • Use syntax and context to self-correct when reading for accuracy and meaning. 	
Reading - Comprehension		
<ul style="list-style-type: none"> • To reread texts to build up fluency and confidence in word reading. • To check that a text makes sense to them as they read and to self- correct. • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Become very familiar with stories set in familiar places, retelling them and considering their particular characteristics • To recognise and join in with predictable phrases and recite by heart. • To check that the text makes sense to them as they read and correcting inaccurate reading. • To explain their understanding of what is being read to them. • Identify the main events and characters in stories, and find specific information in simple texts 	

<ul style="list-style-type: none"> • To discuss the significance of titles and events. • To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> • Make predictions showing an understanding of ideas, events and characters • Recognise the main elements that shape different texts • Explain the effect of patterns of language and repeated words and phrases • Select books for personal reading and give reasons for choices • Visualise and comment on events, characters and ideas, making imaginative links to own experiences • Distinguish story and information books and the different purposes for reading them. 	
Writing - Transcription		
<ul style="list-style-type: none"> • To sit correctly at a table holding a pencil comfortably and correctly. • To begin to form lower-case letters in the correct direction, starting and finishing in the right place. •• To form capital letters • To form digits 0-9 • To understand which letters belong to which handwriting 'families' and practise these. 	<ul style="list-style-type: none"> • Write most letters and numbers, correctly formed and orientated • Write with spaces between words accurately • Use the space bar and keyboard to type name and simple text. 	
Writing – Punctuation and Grammar		
<ul style="list-style-type: none"> • To understand how words can combine and make • sentences. communicate meaning •••• To join words and joining sentences, using and. • sequence sentences to form short narratives. • To leave spaces between words To begin to punctuate sentences using a capital To use a capital letter for names of people, places, 	<p>Compose and write simple sentences independently to</p> <p>Use capital letters and full stops when punctuating simple To sentences</p> <p>letter and a full stop, question mark or exclamation mark the days of the week, and the personal pronoun 'I'</p>	
Writing – Composition		

<ul style="list-style-type: none"> • Plan writing- say out loud what they are going to write about. • Drafting and writing – compose a sentence orally before writing. • Sequence sentences to form short narratives. • Re-read what they have written to check that 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. 	<ul style="list-style-type: none"> • Independently choose what to write about, plan and follow it through • Use key features of narrative in their own writing • Convey information and ideas in simple non-narrative forms • Find and use new and interesting words and phrases, including ‘story language’ • Create short simple texts on paper and on screen which combine words with images (and sounds) • Write chronological and non-chronological texts using simple structures • Group written sentences together in chunks of meaning or subject 	
<p>Writing: Spelling</p>		
<ul style="list-style-type: none"> • To name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound • To add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Segment sounds in order to spell longer words including words with common digraphs and adjacent consonants • Write correct spelling for common vowel phonemes • Use knowledge of related words and familiar suffixes in spelling new words 	

Year 2

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Speak with clarity and use intonation when reading and reciting texts. • Tell real and imagined stories using the conventions of familiar story language. • Explain ideas and processes using language and gesture appropriately. • <p>Listening and Responding</p> <ul style="list-style-type: none"> • Listen to others in class, ask relevant questions and follow instructions • Listen to talk by an adult, remember some specific points and identify what they have learned • Respond to presentations by describing characters, repeating some highlight and commenting constructively <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement • Work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on • Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member <p>Drama</p> <ul style="list-style-type: none"> • Adopt appropriate roles in small or large groups and consider alternative courses of action 	

	<ul style="list-style-type: none"> • Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class • Consider how mood and atmosphere are created in live or recorded performance 	
Reading – Word Reading		
<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills exploring word as the route to decode words decoding has become embedded and reading is fluent difficult words • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes polysyllabic words • To read accurately words of two or more syllables • To read words containing common suffixes • To correspondences between spelling and sound and accurately, without overt sounding and read aloud books closely matched to their accurately, automatically and without undue • To re-read these books to build up their fluency • • • 	<ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs, until automatic families • Routinely apply phonic knowledge for reading unknown or <ul style="list-style-type: none"> Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including that contain the same graphemes as above <p>read further common exception words, noting unusual and where these occur in the word To read most words quickly blending, when they have been frequently encountered To improving phonic knowledge, sounding out unfamiliar words and confidence in word reading.</p>	
Reading - Comprehension		
<ul style="list-style-type: none"> • To develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and 	<ul style="list-style-type: none"> • Draw together ideas and information from across a whole text, using simple signposts in the text • Give some reasons for why things happen or characters change 	

<p>classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>To discuss the sequence of events in books and how items of information are related To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> • To be introduced to non-fiction books that are structured in different ways <p>To recognise simple recurring literary language in stories and poetry</p> <ul style="list-style-type: none"> • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss their favourite words and phrases <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • To draw on what they already know or on background information and vocabulary provided by the teacher • To check that the text makes sense to them as they read and correcting inaccurate reading • To make inferences on the basis of what is being said and done • To answer and ask questions <p>To predict what might happen on the basis of</p> <ul style="list-style-type: none"> • what has been read so far <p>To participate in discussion about books, poems and other works that are read to them</p>	<ul style="list-style-type: none"> • Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points • Explore how particular words are used, including words and expressions with similar meanings • Read whole books on their own, choosing and justifying selections • Engage with books through exploring and enacting interpretations • Explain their reactions to texts, commenting on important aspects 	
<p>and those that they can read for themselves, taking turns and listening to what others say</p>		

<ul style="list-style-type: none"> To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 		
Writing - Transcription		
<ul style="list-style-type: none"> To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Write legibly, with ascenders and descenders distinguished Use upper and lower case letters appropriately within words Word process short narrative and non-narrative texts 	
Writing – Punctuation and Grammar		
<ul style="list-style-type: none"> To learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) To learn how to use sentences with different forms: statement, question, exclamation, command To use expanded noun phrases to describe and specify. To use the present and past tenses correctly and consistently including the progressive form To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> Write simple and compound sentences and begin to use subordination in relation to time and reason Use tense consistently (present, past and imperative) Use question marks and use commas to separate items in a list 	
Writing - Composition		

<p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>To consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • To read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • Sustain form in narrative, including use of person and time maintain consistency in non-narrative, including purpose and tense • Make adventurous word and language choices appropriate to style and purpose of text • Select from different presentational features to suit particular writing purposes on paper and on screen • Use planning to establish clear sections for writing • Use appropriate language to make sections cohesive. 	
Writing - Spelling		
<p>To spell by:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	<ul style="list-style-type: none"> • Spell new words using phonics and a range of self-checking strategies • Spell correctly common inflections, including plurals, tenses (<i>ing</i>, <i>-ed</i>), words with double letters and common prefixes 	
<ul style="list-style-type: none"> • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 		

- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Year 3

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds • Explain process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively • Sustain conversation, explain or giving reasons for their views or choices <p>Listening and Responding</p> <ul style="list-style-type: none"> • Follow up others' points and show whether they agree or disagree in whole class-discussion • Identify the presentational features used to communicate the main points in a broadcast • Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Use talk to organise roles and action • Actively include and respond to all members of the group • Use the language of possibility to investigate and reflect on feelings, behaviour or relationships <p>Drama</p> <ul style="list-style-type: none"> • Present events and characters through dialogue to engage the interest of an audience • Use some drama strategies to explore stories or issues identify and discuss qualities of others' performances, including gesture, action, costume. 	
Reading – Word Reading		

<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. • To read aloud and to understand the meaning of new words they meet • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning • Recognise a range of prefixes and suffixes and how they modify meaning. 	
Reading - Comprehension		
<p>To develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books. <ul style="list-style-type: none"> • To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • To discuss words and phrases that capture the reader's interest and imagination • To recognise some different forms of poetry [for example, free verse, narrative poetry] <p>To understand what they read, in books they can read independently, by:</p>	<ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text • Infer characters' feelings in fiction and consequences in logical explanations • Identify how different texts are organised, including reference texts, magazines, leaflets, on paper and on screen • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Share and compare reasons for reading preferences, extending range of books read. • Empathise with characters and debate moral dilemmas portrayed in texts • Identify features that writers use to provoke readers' reactions • 	

<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • To retrieve and record information from non-fiction • To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
Writing - Transcription		
<ul style="list-style-type: none"> • To use the diagonal and horizontal strokes that • needed to join letters and understand which letters, when adjacent to one another, are best left • To increase the legibility, consistency and quality downstrokes of letters are parallel and equidistant; and descenders of letters do not touch]. 	<p>Write neatly and legibly with handwriting generally joined, are consistent in size and spacing</p> <ul style="list-style-type: none"> • Use keyboard skills to type, edit and redraft unjoined of their handwriting [for example, by ensuring that the that lines of writing are spaced sufficiently so that the ascenders 	
Writing – Punctuation and Grammar		
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of 	<ul style="list-style-type: none"> • Show relationships of time, reason and cause, through subordination and connectives • Compose sentences using adjectives, verbs and nouns for precision, clarity and impact. 	

<ul style="list-style-type: none"> • conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> • Clarify meaning through the use of exclamation marks and speech marks. 	
Writing - Composition		
<p>To plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>To draft and write by:</p> <ul 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved • Write non-narrative texts using structures of different text types • Select and use a range of technical and descriptive vocabulary • Use layout, format, graphics, illustrations for different purposes • Signal sequence, place and time to give coherence • Group related material into paragraphs 	

<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul 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, including 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 the tone and volume so that the meaning is clear 		
<p>Writing – Spelling</p>		
<ul style="list-style-type: none"> To use further prefixes and suffixes and understand how to add them (English Appendix 1) To spell further homophones To spell words that are often misspelt (English Appendix 1) To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] To use the first two or three letters of a word to check its spelling in a dictionary To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological Spell words containing short vowels, prefixes and suffixes and inflections, doubling the final consonant where necessary 	

Year 4

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Respond appropriately on the contributions of others in light of alternative viewpoints • Tell stories effectively and convey detailed information coherently for listeners • Use and reflect on some ground rules for dialogue <p>Listening and Responding</p> <ul style="list-style-type: none"> • Listen to a speaker, make notes on the talk and use notes to develop a role play • Compare the different contributions of music, words and images in short extracts from TV programmes • Investigate how talk varies with age, familiarity, gender and purpose <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor • Use time, resources and group members efficiently by distributing tasks, checking progress, making back-up plans • Identify the main points of each speaker, compare their arguments and how they are presented <p>Drama</p> <ul style="list-style-type: none"> • Create roles showing how behaviour can be interpreted from different viewpoints • Develop scripts based on improvisation • Comment constructively on plays and performances, discussing effects and how they are achieved 	
Reading – Word Reading		

<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. • To read aloud and to understand the meaning of new words they meet • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • Use knowledge of word structure and a more extensive range of prefixes and suffixes to construct the meaning of words in context 	
Reading - Comprehension		
<p>To develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books. <ul style="list-style-type: none"> • To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • To discuss words and phrases that capture the reader's interest and imagination • To recognise some different forms of poetry [for example, free verse, narrative poetry] <p>To understand what they read, in books they can read independently, by:</p>	<ul style="list-style-type: none"> • Identify and summarise evidence from a text to support a hypotheses • Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non fiction texts • Use knowledge of different organisational features of texts to find information effectively • Explain how writers use figurative and expressive language to create images and atmosphere • Read extensively favourite authors/genres and experiment with other types of text • Interrogate texts to deepen and clarify understanding and response • Explore why and how writers write, including through face-toface and online contact with authors 	

<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • To retrieve and record information from non-fiction • To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
Writing - Transcription		
<ul style="list-style-type: none"> •To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined •To increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<ul style="list-style-type: none"> • Write consistently with neat, legible and joined handwriting • Use word processing packages to present written work 	
Writing – Punctuation and Grammar		
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of 	<ul style="list-style-type: none"> • Clarify meaning and point of view by using phrases, clauses and adverbials • Use commas to mark clauses and the apostrophe for possession 	

<ul style="list-style-type: none"> • conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 		
Writing - Composition		
<p>To plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>To draft and write by:</p> <ul 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> • Develop and refine ideas in writing using planning and problem-solving strategies • Use settings and characterisation to engage readers' interest • Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts • Show imagination through language used to create emphasis, humour, atmosphere or suspense • Choose and combine words, images and other features for particular effects • Organise texts into paragraphs to distinguish between different information, events or processes • Use adverbs and conjunctions to establish cohesion within paragraphs 	

<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul 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, including 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 the tone and volume so that the meaning is clear 		
<p>Writing – Spelling</p>		
<ul style="list-style-type: none"> • To use further prefixes and suffixes and understand how to add them (English Appendix 1) • To spell further homophones • To spell words that are often misspelt (English Appendix 1) • To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • To use the first two or three letters of a word to check its spelling in a dictionary • To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Spell unfamiliar words using phonemic, morphemic and etymological strategies. • Distinguish the spelling and meaning of common homophones 	

Year 5

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Tell a story using notes designed to cue techniques, such as repetition, recap and humour. • Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language • Use and explore different question types <p>Listening and Responding</p> <ul style="list-style-type: none"> • Identify different question types and evaluate impact on audience • Identify some aspects of talk which vary between formal and informal occasions • Analyse the use of persuasive language <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Plan and manage a group task over time using different levels of planning • Understand different ways to take the lead and support others in groups • Understand the process of decision making <p>Drama</p> <ul style="list-style-type: none"> • Reflect on how working in role helps to explore complex issues • Perform a scripted scene making use of dramatic conventions • Use and recognise the impact of theatrical effects in drama 	
Reading – Word Reading		

<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> Use knowledge of words, roots, derivations and spelling patterns to read unknown words 	
Reading - Comprehension		
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding 	<ul style="list-style-type: none"> Make notes on and use evidence from across a text to explain events or ideas Infer writers' perspectives from what is written and from what is implied Compare different types of narrative and information texts and identify how they are structured Explore how writers use language for comic and dramatic effects Reflect on reading habits and preferences and plan personal reading goals Compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts compare how a common theme is presented in poetry, prose and other media 	

<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views. 		
Writing - Transcription		
<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Write consistently with neat, legible and joined handwriting • Use word processing packages to present written work • Adapt handwriting to specific purposes, e.g. printing, use of italics • Use a range of ICT programmes to present texts 	

Writing – Punctuation and Grammar		
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent 	<ul style="list-style-type: none"> • Adapt sentence construction to different text types, purposes and readers • Punctuate sentences accurately, including use of speech marks and apostrophes 	

<ul style="list-style-type: none"> • clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately • and appropriately in discussing their writing and reading. 		
<p>Writing - Composition</p>		
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • Reflect independently and critically on own writing and edit and improve it • Experiment with different narrative forms and styles to write their own stories • Adapt non-narrative forms and styles to write fiction or factual texts, including poems • Vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail Create multi-layered texts, including use of hyperlinks, linked web pages • Experiment with the order of sections and paragraphs to achieve different effects • Change the order of material within a paragraph, moving the topic sentence 	

<ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing 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. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
<p>Writing – Spelling</p>		
<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus. 	<ul style="list-style-type: none"> Spell words containing unstressed vowels and more complex prefixes and suffixes, e.g. im-, ir-, -tion, -cian. Group and classify words with regular spelling patterns and their meanings 	

Year 6

Learning Objectives	Key Skills	Notes
Spoken Language		
<ul style="list-style-type: none"> • To listen and respond appropriately to adults and their peers • To ask relevant questions to extend their understanding and knowledge • To use relevant strategies to build their vocabulary • To articulate and justify answers, arguments and opinions • To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • To speak audibly and fluently with an increasing command of Standard English • To participate in discussions, presentations, performances, role play/improvisations and debates • To gain, maintain and monitor the interest of the listener(s) • To consider and evaluate different viewpoints, attending to and building on the contributions of others • To select and use appropriate registers for effective communication 	<p>Speaking</p> <ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including Standard English • Use the techniques of dialogic talk to explore ideas, topics or issues <p>Listening and Responding</p> <ul style="list-style-type: none"> • Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose • Analyse and evaluate how speakers present points effectively through use of language and gesture • Listen for language variation in formal and informal contexts • Identify the ways spoken language varies according to differences in context and purpose of use <p>Group discussion and interaction</p> <ul style="list-style-type: none"> • Consider examples of conflict and resolution, exploring language used • Understand and use a variety of ways to criticise constructively and respond to criticism <p>Drama</p>	

	<ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension [creative entitlement devise a performance considering how to adapt the performance for a specific audience 	
Reading – Word Reading		
<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • Use knowledge of word derivations and word structure, eg affixes, acronyms and letter omission, to construct the meaning of words in context 	
Reading - Comprehension		
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing 	<ul style="list-style-type: none"> • Appraise a text quickly, deciding on its value/quality/usefulness • Understand underlying themes, causes and points of view • Understand how writers use different structures to create coherence and impact • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader • Read extensively and discuss personal reading with others, including in reading groups • Sustain engagement with longer texts, using different techniques to make the text come alive • Compare how writers from different times and places present experiences and use language 	

- understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style • Select from a variety of ICT programmes to present text effectively and communicate information and idea 	
<p>Writing – Punctuation and Grammar</p>		
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 	<ul style="list-style-type: none"> • Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways • Use punctuation to clarify meaning in complex sentences 	

<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately • and appropriately in discussing their writing and reading. 		
<p>Writing - Composition</p>		
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • Set own challenges to extend achievement and experience in writing • Use different narrative techniques to engage and entertain the reader • In non-narrative, establish, balance and maintain viewpoints • select words and language drawing on their knowledge of literary features and formal and informal writing • Integrate words, images and sounds imaginatively for different purposes • Use varied structures to shape and organise texts coherently • Use paragraphs to achieve pace and emphasis 	

<ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing 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. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
<p>Writing – Spelling</p>		
<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen 	
<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus. 		