



English Coverage

	Year 1	Year 2	Year 3 and Year 4
Spoken Language Objective	Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers	Listen and respond appropriately to adults and their peers
	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge
	Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary
	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions	Articulate and justify answers, arguments and opinions
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English	Speak audibly and fluently with an increasing command of Standard English
	Participate in discussions, presentations, performances and debates	Participate in discussions, presentations, performances and debates	Participate in discussions, presentations, performances and debates
	Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)	Gain, maintain and monitor the interest of the listener(s)
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Consider and evaluate different viewpoints, attending to and building on the contributions of others
	Select and use appropriate registers for effective communication.	Select and use appropriate registers for effective communication.	Select and use appropriate registers for effective communication.
Word Reading Objective	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above	
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing common suffixes	
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
	Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	



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	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Re-read these books to build up their fluency and confidence in word reading	
	Re-read these books to build up their fluency and confidence in word reading		
Reading: Comprehension Objective	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop positive attitudes to reading and understanding of what they read by:
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related	Reading books that are structured in different ways and reading for a range of purposes
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Using dictionaries to check the meaning of words that they have read
	Recognising and joining in with predictable phrases	Being introduced to non-fiction books that are structured in different ways	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	Learning to appreciate rhymes and poems, and to recite some by heart	Recognising simple recurring literary language in stories and poetry	Identifying and discussing themes and conventions in a wide range of books
	Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
		Discussing their favourite words and phrases	Discussing words and phrases that capture the reader's interest and imagination
		Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recognising some different forms of poetry [for example, free verse, narrative poetry]
	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand what they read, in books they can read independently by:
	Drawing on what they already know or on background information and vocabulary provided by the teacher	Drawing on what they already know or on background information and vocabulary provided by the teacher	Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context
	Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them as they read and correcting inaccurate reading	Asking questions to improve their understanding of a text
	Discussing the significance of the title and events	Making inferences on the basis of what is being said and done	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Making inferences on the basis of what is being said and done	Answering and asking questions	Predicting what might happen from details stated and implied
	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Identifying main ideas drawn from more than one paragraph and summarising these
Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Identifying how language, structure and presentation contribute to meaning	



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	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Retrieve and record information from non-fiction
		Drawing on what they already know or on background information and vocabulary provided by the teacher	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 Objective	Pupils should be taught to spell:	Pupils should be taught to spell by:	Spelling, Pupils should be taught to:
	Words containing each of the 40+ phonemes already taught	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them
	Common exception words	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	Spell further homophones
	Days of the week	Learning to spell common exception words	Spell words that are often misspelt
		Learning to spell more words with contracted forms	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
		Learning the possessive apostrophe (singular) [e.g. the girl's book]	Use the first two or three letters of a word to check its spelling in a dictionary
		Distinguishing between homophones and near-homophones	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Pupils should be taught 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		
	Pupils should be taught to add prefixes and suffixes:	Pupils should be taught to add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly	
	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Apply spelling rules and guidance, as listed in English Appendix 1	
	Using the prefix 'un-'	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (
	Apply simple spelling rules and guidelines, as listed in Appendix 1		
Write from memory simple sentences dictated by the teacher that include words taught so far.			
Pupils should be taught handwriting:	Pupils should be taught handwriting:	Handwriting, pupils should write legibly, fluently with increasing speed by:	
Sit correctly at a table holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another	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	



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	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	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	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
	Form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
	Form digits 0 – 9	Use spacing between words that reflects the size of the letters	
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		
Writing: Composition Objective	Pupils should be taught to write sentences by:	Pupils should be taught to develop positive attitudes towards and stamina for writing by:	Pupils should be taught to: Plan their writing by:
	Saying out loud what they are going to write about	Writing narratives about personal experiences and those of others (real and fictional)	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Composing a sentence orally before writing it	Writing about real events	Discussing and recording ideas
	Sequencing sentences to form short narratives	Writing poetry	Draft and write by:
	Re-reading what they have written to check that it makes sense	Writing for different purposes	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Discuss what they have written with a teacher and other pupils	Pupils should be taught to consider what they are going to write before beginning by:	Organising paragraphs around a theme
	Read aloud their writing clearly enough to be heard by their peers and the teacher	Planning or saying out loud what they are going to write about	In narratives, creating settings, characters and plot
		Writing down ideas and/or key words, including new vocabulary	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
		Encapsulating what they want to say, sentence by sentence	Evaluate and edit by:
		Pupils should be taught to make simple additions, revisions and corrections to their own writing by:	Assessing the effectiveness of their own and others' writing and suggesting improvements
		Evaluating their writing with the teacher and other pupils	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
		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-read for spelling and punctuation errors
	Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	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	
	Read aloud what they have written with appropriate intonation to make the meaning clear		



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and Punctuation Objective	Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Develop their understanding of the concepts set out in Appendix 2 by:
	Leaving spaces between words	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
	Joining words and joining sentences using 'and'	Pupils should be taught to learn how to use:	Using the present perfect form of verbs in contrast to the past tense
	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Sentences with different forms: statement, question, exclamation, command	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Expanded noun phrases to describe and specify [e.g. the blue butterfly]	Using conjunctions, adverbs and prepositions to express time and cause
	Learning the grammar in column 1 in year 1 in Appendix 2	The present and past tenses correctly and consistently including the progressive form	Using fronted adverbials
	Use the grammatical terminology in Appendix 2 in discussing their writing.	Subordination (using when, if, that or because) and co-ordination (using or, and, or but)	Learning the grammar for years 3 and 4 in English Appendix 2
	Leaving spaces between words	The grammar for year 2 in English Appendix 2	Indicate grammatical and other features by:
	Joining words and joining sentences using 'and'	Some features of written Standard English	Using commas after fronted adverbials
	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Indicating possession by using the possessive apostrophe with plural nouns
	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		Using and punctuating direct speech
			Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading