

## Key Content for English

Early Years Foundational Knowledge of English						
<b>EYFS:</b> <ul style="list-style-type: none"> <li>enjoy sharing books with an adult</li> <li>understand five key concepts about print</li> <li>To know print has meaning</li> <li>To know we read english texts from left to right and top to bottom</li> <li>To repeat words and phrases from familiar stories</li> <li>Ask questions about the book. Make comments and share own ideas</li> <li>engage in extended conversations about stories, learning new vocabulary</li> <li>Add marks to their pictures which they give meaning to</li> <li>Write some or all of their name</li> <li>Use some of their print and letter knowledge in early writing</li> <li>understand single words in context</li> <li>Make themselves understood</li> <li>use sentences of four to six words</li> </ul>			<b>Reception:</b> <ul style="list-style-type: none"> <li>Say a sound for each letter of the alphabet and at least 10 digraphs. (<a href="#">What to teach when grid</a>- Green by end of reception)</li> <li>read words consistent with their phonic knowledge by sound-blending</li> <li>read aloud simple sentences and books that are consistent with phonic knowledge including some common exception words</li> <li>demonstrate understanding of what has been read to them by retelling using their own words</li> <li>anticipate (where appropriate) key events in stories</li> <li>Spell words by identifying the sounds and then writing the sounds with letter(s)</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Develop social phrases.</li> <li>Use and understand recently introduced vocabulary during discussions about storie, non-fiction, rhymes and poems and during role play</li> <li>Write short sentences with words with known-letter sound correspondences using a capital letter and full stop</li> <li>Re-read what they have written to check that it makes sense</li> <li>Form lower-case and capital letters correctly</li> </ul>			
Strand of English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading - Word reading</b>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words (<a href="#">What to teach when grid</a>- blue group by end of year 1)</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>blend and read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read the age related words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (<a href="#">List here</a>)</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (dis, re, in, mis, sub, able, action, ible) both to read aloud and to understand the meaning of new words they meet</li> <li>read 40-50% of the common exception words (<a href="#">list here</a>)</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (il, auto, super, inter, anti, cial, tial, cious, tious) both to read aloud and to understand the meaning of new words they meet</li> <li>-read 90-100% of the common exception words, (<a href="#">List here</a>)</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud (-ant, -ance/-ancy, -ent, -ence/-ency)</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet (-able and -ible -ably and -ibly)</li> </ul>

	<ul style="list-style-type: none"> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>					
<b>Reading - Comprehension</b>	<ul style="list-style-type: none"> <li>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>to recite some poems and rhymes by heart</li> <li>check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>make inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>listen to, discuss and express 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</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>make inferences on the basis of what is being said and done</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>check that the text makes sense to them, and discuss their understanding</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>predict what might happen from details stated and implied</li> <li>identify how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>read books that are structured in different ways and read for a range of purposes</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>identify themes and conventions in a wide range of books</li> <li>recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>ask questions to improve their understanding of a text</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>identify main ideas drawn from more than 1 paragraph and summarising these</li> <li>explain how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>recommend books that they have read to their peers, giving reasons for their choices</li> <li>make comparisons within and across books</li> <li>prepare 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</li> <li>check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predict what might happen from details stated and implied</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>identify and discuss themes and conventions in and across a wide range of writing</li> <li>learn a wider range of poetry by heart</li> <li>increase 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</li> <li>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</li> <li>provide reasoned justifications for their views</li> <li>summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.</li> <li>To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).</li> <li>To use -s and -es to form regular plurals correctly. To use the prefix 'un'.</li> <li>To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spelling many KS1 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To begin to spell homophones correctly, e.g. which and witch.</li> </ul>	<ul style="list-style-type: none"> <li>To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>To spell homophones correctly, e.g. which and witch.</li> </ul>	<ul style="list-style-type: none"> <li>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</li> <li>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>To spell many words correctly from the Y5/6 statutory spelling list.</li> </ul>	<ul style="list-style-type: none"> <li>spell correctly most words from the year 5 year 6 spelling list</li> <li>use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> </ul>

<b>Vocabulary/ Grammar / Punctuation</b>	<ul style="list-style-type: none"> <li>To use adjectives to describe.</li> <li>To use simple sentence structures.</li> <li>To use the joining word (conjunction) 'and' to link ideas and sentences</li> <li>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>To use finger spaces.</li> <li>To use full stops to end sentences.</li> <li>To know about question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and full stops and with some use of question marks</li> <li>use past and present tense correctly and consistently</li> <li>Use coordination (or/ and/ but)</li> <li>Use some subordination (when/ if/ that/ because)</li> </ul>	<ul style="list-style-type: none"> <li>To spell some of the Year 3 and 4 statutory spelling words correctly.</li> <li>To make deliberate ambitious word choices to add detail.</li> <li>To maintain the correct tense (including present perfect tense) throughout a piece of writing.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use inverted commas in direct speech.</li> <li>To use subordinate clauses.</li> <li>To begin to use conjunctions, adverbs and prepositions to show time, place and cause.</li> <li>To use 'a' or 'an' correctly most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>To maintain an accurate tense throughout a piece of writing.</li> <li>To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> <li>To use the full range of punctuation from previous year groups.</li> <li>To use all the necessary punctuation in direct speech mostly accurately.</li> <li>To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> </ul>	<ul style="list-style-type: none"> <li>To use the full range of punctuation from previous year groups.</li> <li>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</li> <li>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</li> <li>To use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc</li> </ul>	<ul style="list-style-type: none"> <li>to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>To use a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>To use verb tenses consistently and correctly throughout their writing</li> <li>To use the range of punctuation taught at Key Stage 2 mostly correctly</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>To write sentences in order to create short narratives and non-fiction texts.</li> <li>To use some features of different text types.</li> <li>To reread their writing to check that it makes sense and make suggested changes.</li> </ul>	<ul style="list-style-type: none"> <li>write a simple coherent narrative about their own or others' experiences</li> <li>write about real events recording these simply and clearly</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use ideas from own reading and modelled examples to plan their writing.</li> <li>To demonstrate an increasing understanding of purpose and audience.</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</li> </ul>	<ul style="list-style-type: none"> <li>To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</li> <li>To describe settings, characters and atmosphere to consciously engage the reader.</li> <li>To use dialogue to convey a character and advance the action with increasing confidence.</li> <li>To select and use organisational and presentational devices that are relevant to the</li> </ul>	<ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, select language that shows good awareness of the reader (eg the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>To describe settings, characters and atmosphere in narrative writing</li> <li>To integrate dialogue in narratives to convey character and advance the action</li> </ul>

			<ul style="list-style-type: none"> <li>To begin to create settings, characters and plot in narratives. To begin to organise their writing into paragraphs around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>To consistently organise their writing into paragraphs around a theme.</li> </ul>	<p>text type, e.g. headings, bullet points, underlining, etc.</p> <ul style="list-style-type: none"> <li>To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To create paragraphs that are usually suitably linked.</li> <li>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> </ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Write capital letters and digits the correct size and orientation in relation to lowercase letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>To consistently use a neat, joined handwriting style.</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain legibility in joined handwriting when writing at speed</li> </ul>