

Curriculum overview for Year 1 - 6

English



Spoken Language

Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions

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

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication.

Spelling guidance

Year 1

See National Curriculum pgs 50-54

Year 2

See National Curriculum pgs 55-58

Year 3 (see NC pgs 59-65 for extra guidance)

The /i/ sound spelt y elsewhere than at the end of words

The /ʌ/ sound spelt ou

Words with endings sounding like /zə/ or /tʃə/

Endings which sound like /zən/

Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

Words with the /k/ sound spelt ch (Greek in origin)

Words with the /j/ sound spelt ch (mostly French in origin)

Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)

Words with the /s/ sound spelt sc (Latin in origin)

Words with the /ei/ sound spelt ei, eigh, or ey

Year 4 (see NC pgs 59-65 for extra guidance)

Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes

The suffix –ation

The suffix –ly

The suffix –ous

Possessive apostrophe with plural words

Homophones and near-homophones

Year 5 (see NC pgs 66-72 for extra guidance)

Endings which sound like /ʃəs/ spelt –cious or –tious

Endings which sound like /ʃəl/

Adding suffixes beginning with vowel letters to words ending in –fer

Words with the /i:/ sound spelt ei after c

Words containing the letter-string ough

Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Year 6 (see NC pgs 66-72 for extra guidance)

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Words ending in –able and –ible

Words ending in –ably and –ibly

Use of hyphen

Homophones and other words that are often confused

Vocabulary, grammar and punctuation guidance



Year 1

See National Curriculum pg 75

Year 2

See National Curriculum pgs 75-76

Year 3

See National Curriculum pgs 76-77

Year 4

See National Curriculum pg 77

Year 5

See National Curriculum pg 78

Year 6

See National Curriculum pgs 78-79