

COIT PRIMARY SCHOOL

WRITING POLICY



Approved by: K Corke

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Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Executive headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SE

Intent

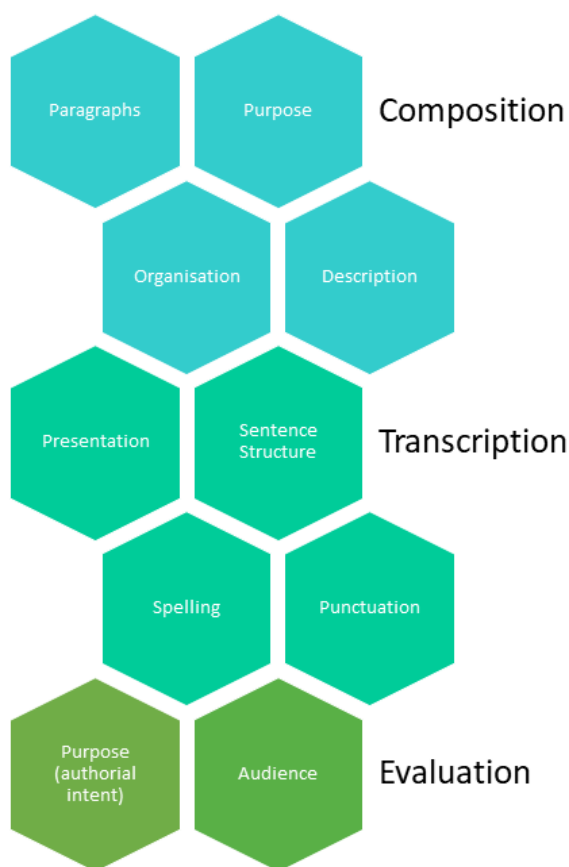
Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium

for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

(National Curriculum for England Framework Document p.11 2013)

At Coit, our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave Coit Primary School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

The teaching of writing will develop understanding and skills in composition, transcription and evaluation (see diagram). Distinct skills needed for writing (spelling, grammar, punctuation and handwriting) are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus for writing.



Rationale 2022 (February onwards) -

In the last two years, a large proportion of children at Coit have not had consistent access to high quality texts, quality book talk and exciting writing opportunities. Therefore, it is our intent that we open children's eyes to the world through literature. Children will be encouraged to interact with this wider world, developing empathy for others and having purposeful opportunities to communicate

with others through writing. We will encourage children to read their work for enjoyment, to read it aloud to others and provide audiences for writing. By the end of KS2, children will have explored a range of stimulating high quality texts through their writing learning journey to understand the real purpose and that word choice and style can influence the reader.

Again, due to remote learning and isolations, children at Coit have missed opportunities to experience and practise writing as they would usually - to build stamina and fluency. Because of this, it has been identified that writing needs to be a priority for children of all ages within school. As well as providing greater opportunities for writing across the curriculum, there will also be a strong focus on oracy and language structures.

1. Aims

The study of English develops the children's ability to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables them to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works, by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations. We strive to ensure that our pupils leave the Coit Primary School having acquired the following skills:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas in written form

Strategy for Implementation

2. Organisation of Writing

At CoitPrimary, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

Wherever possible, writing is linked to the termly class topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets.

Coverage across school:

Year Group	Writing coverage
EYFS	<ul style="list-style-type: none"> ● Daily opportunities for every child to practice/apply their writing skills within phonics sessions and/or literacy inputs. ● Daily modelling of writing including handwriting by the teacher. ● X2 20-30 minutes personalised teaching and support from class teacher within a small guided group activity. ● Access to writing materials and activities daily within all areas of provision. ● Writing across the curriculum. ● Interventions planned based on need.
Year 1	<ul style="list-style-type: none"> ● Daily opportunities for every child to practice/apply their writing skills within phonics sessions and/or literacy inputs. ● Daily modelling of handwriting by the class teacher. ● Autumn term - X2 20-30 minutes personalised teaching and support from class teacher within a small guided group activity. ● Spring/Summer term - Daily literacy lessons including guided writing and modelling. ● Interventions planned based on need. ● Writing across all areas of the curriculum.
Year 2	<ul style="list-style-type: none"> ● Daily opportunities for every child to practice/apply their writing skills within phonics sessions and/or literacy inputs. ● Daily modelling of handwriting by the class teacher. ● Daily literacy lessons including guided writing and modelling. ● Differentiated scaffolds to support all children. ● Phonics and specific group writing interventions x3 per week. ● Daily catch up writing interventions ● Writing across all areas of the curriculum.
KS2	<ul style="list-style-type: none"> ● Daily opportunities for every child to practice/apply their writing skills within literacy lessons, including guided writing and modelling.. ● Daily opportunities for every child to practice/apply their literacy skills within foundation subject lessons. ● Daily modelling of handwriting by the class teacher, which is then practised by every child. ● Differentiated scaffolds to support all children. ● Phonics and specific group writing interventions x3 per week. ● Daily catch up writing interventions.

What does writing look like at Coit?

Across the school:
A purpose and audience for each piece of writing is decided from the outset. Writing is displayed and celebrated all over the school. We provide stimulating first hand experiences, e.g. trips, storytellers and drama. Writing is taught as a carefully sequenced activity. Teachers provide regular helpful feedback through appropriate marking. Time is planned into lessons for children to respond to literacy marking and feedback. Writing is, in the main, linked to class topics to promote engagement. We ensure progression in complexity of tasks and expectations year on year. We build stamina for writing by providing opportunities to write independently and for extended periods. Editing and reviewing opportunities are provided regularly. Peer marking is encouraged as an additional way for children to respond to writing.

The programmes of study for writing at EYFS, key stage 1 and Key Stage 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

3. Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach. Planning is based on:

- EYFS Framework
- National Curriculum

Wherever possible, writing is linked to the termly class text/topic and, therefore, the wider curriculum. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts and worksheets. All aspects of English are an integral part of the curriculum, skills taught and

acquired are transferable to other subject areas. Teachers strive to take advantage of cross curricular links giving children the opportunity to further practise and apply their skills, showing a deeper level of understanding.

Long term plans are completed at the start of the academic year and reviewed frequently. Medium term plans are completed at the start of each half term and short term planning is done weekly. Short term plans identify specific learning objectives, the adult and children's roles, plus the activities, groupings and differentiation of texts. Subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

The National Curriculum for England sets out clear statutory requirements with regards to the attainment for different pupils at year 1, year 2, lower key stage 2 and upper key stage 2. There are clear guidelines for expectations in these age groups for transcription, composition, spelling, grammar and punctuation. The same rigorous expectations and requirements are set out in the EYFS Profile for our Foundation stage pupils. By ensuring that the statutory content is taught, Coit Primary School can guarantee continuity and progression.

Planning Expectations

Long Term The National Curriculum Framework document gives a detailed overview of what to teach in the long term for Key Stages One and Two. Each Year Group team produces a "Yearly Overview" which will identify the key genres in literacy that will be taught during the year. Purposeful cross-curricular links with other subjects are identified where appropriate. Long Term Plans are stored electronically at the start of each academic year, displayed in our school entrance and available on our school website.
Medium term Medium term/'week by week' plans outline the learning journey which will take place in a year group over a half term. They include genres and learning objectives which will be covered.
Short Term The class teachers' weekly short-term plans list the specific learning objectives and outcomes for each lesson, in addition to the detail of how the lessons are to be taught.

4. Teaching and Learning

To teach pupils about transcription and composition, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect which will in turn enable them to develop more control and choice in their use of language as writers.

Oracy – learning to talk and learning through talk:

At Coit, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems. If a child struggles

to communicate orally, this could create a barrier when it comes to expressing thoughts and ideas in written form.

What does oracy look like at Coit Primary?

Across the school:
<ul style="list-style-type: none">• Listening to and participating in stories, poems, rhymes and songs.• Use of sentence-stems to scaffold oral responses in class.• Questioning across the curriculum.• Reciting and reading aloud.• Drama activities to enliven and enrich children's learning.• Re-telling and role-play.• Opportunities for children to talk about and discuss their reading and writing.• Debating.• Collaborative work and reporting back following group work.• Presenting in front of an audience.

Vocabulary

At Coit Primary, we know that one tool that can “power up” your writing is a strong vocabulary. Direct teaching of vocabulary should respond to the needs of the pupils and should actively engage them in the process.

Across the school:
<ul style="list-style-type: none">• We make conversation a priority (positive interactions)• We value that the key to a wide vocabulary is a love of reading (reading aloud)• We use new words in spoken or written sentences to help children understand its meaning and context• Subject specific vocabulary is specifically taught• Children are exposed to a language rich environment where vocabulary is displayed, praised and celebrated• Revisit and reuse new vocabulary in a range of contexts• Pre-teach sessions• Words of the week on working walls• Word banks• Tier vocabulary triangles• Thesaurus work - increases vocabulary and improves the quality of written work.

Composition

At Coit, we use a variety of teaching strategies in order to appeal to the varied learning styles of children in English lessons, as recommended by the English National Curriculum Framework document. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children experience a whole class shared reading or writing activity, a whole class focused word or sentence activity, a guided group or independent activity and a whole class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources to

support their work. We also ensure that children are given the opportunity to use the skills and knowledge developed in extended writing sessions. Children use ICT in English lessons where it enhances learning, as in drafting their work and using multimedia to study how words are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning to other areas of the curriculum.

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

What does spelling look like at Coit Primary School:

<p>The teaching of spelling in EYFS:</p> <ul style="list-style-type: none"> ● The spelling of harder to read and spell words is taught explicitly to support spelling and is taught before any other spelling patterns ● Children in EYFS access daily systematic synthetic phonics following our whole school approach (Essential Letters and Sounds.) This knowledge is applied in children’s writing. ● Children learn letters and sounds through structured games and activities that support sounding out, segmenting and blending. ● Adapted learning visuals are available on tables showing images to remind children of trickier digraphs they want to write. ● Effective teacher modelling is consistently used.
<p>The teaching of spelling in KS1:</p> <ul style="list-style-type: none"> ● The spelling of harder to read and spell words is taught explicitly to support spelling and is taught before any other spelling patterns. ● Children in KS1 access daily systematic synthetic phonics following our whole school approach (Essential Letters and Sounds.) This knowledge is applied in children’s writing. ● Weekly spelling rules being taught to be outlined on week by week plans. ● Structured, weekly spelling activities are given to children with clear expectations on what to do. ● Each week, children will have a set number of spellings to practise ● Children’s spellings are marked and opportunity given to address any errors. ● Teachers will address children’s spellings within written work across the curriculum including harder to read and spell words ● Adapted learning approaches are undertaken for some groups of children. ● Effective teacher modelling is consistently used
<p>The teaching of spelling in KS2:</p> <ul style="list-style-type: none"> ● For children who are still accessing phonics, the spelling of harder to read and spell words is taught explicitly to support spelling and is taught before any other spelling patterns. ● Teachers complete week to week plans which show spelling patterns taught over time. This outlines the spelling rules being taught.

- At the start of each half term a spelling booklet to be sent home for parents that outlines each week's spelling rule and the set of spellings to practise.
- Structured weekly spelling activities are given to children with clear expectations on what to do.
- Each week children will have a set number of spellings to practise
- Children's spellings are marked and opportunity given to address errors.
- Spelling errors will be addressed in children's work and children may be asked to spell out the corrected word three times if it is a key item of vocabulary.
- More independent spellers may be encouraged to look up the correct spellings of words
- Children are encouraged to adopt increasingly independent strategies for spelling unfamiliar words. They are given access to age appropriate dictionaries
- Spellings across the curriculum (key vocabulary) is important. Strategies are employed to help children develop vocabulary acquisition and spelling e.g. pre-taught word lists

A list of harder to read and spell words introduced through phonics is included in the appendix

Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters. At Coit, we aim to teach children to write in a way that is legible, fluent and fast. We recognise that children, who find the physical act of scribing taxing, will be unlikely to develop into confident, effective writers.

What does handwriting look like at Coit Primary School?

Across the school:

- Staff provide activities which encourage children to develop controlled movements – both in terms of fine and gross motor control – through all kinds of play and cross-curricular opportunities.
- Correct letter formation and handwriting is consistently modelled and corrected by all members of staff in school.
- In EYFS, children access weekly 'Squiggle while you wiggle' sessions linked directly to gross and fine motor movements needed for writing.
- In KS1 handwriting is taught at least 3 / 4 times per week for 15 minutes. Handwriting is taught in sequence following letter families. Rhymes and songs are used to help children remember letter formation shapes.

- The teaching of cursive script begins in Year 2 where children are encouraged to join their writing as soon as they are forming their letters correctly.
- Our “preferred style” of letter is based on the Sheffield Handwriting Scheme.
- The school will follow statutory guidance for transcription as set out in the English curriculum document (see appendix 1)

5. The Role of the Teacher

- Provide direct teaching and accurate modelling.
- Provide resources and an environment which promotes engagement and stimulation and a developing understanding of transcription and composition.
- Observe pupils, monitor progress and determine targets for development.
- Challenge and scaffold ALL pupils learning according to their needs and abilities.

6. The learning environment

At Coit, we strive to create a language-rich environment for our pupils. Classrooms use a range of stimuli including working/learning-walls, interactive whiteboards, grammatical word banks and examples of pupils’ work and discussion to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses.

7. Example Resources Used Across School

- Headstart grammar booklets
- Finger spaces
- Talk tins
- Actions for words/word types/punctuation
- Rainbow writing
- Grammar for Writing materials
- www.spag.com
- Different writing paper (different colours, sizes, shapes, lined etc.)
- A variety of writing frames (lists, invitations, letters, cards etc.)
- Stimuli e.g. photographs, characters, settings, objects
- Success criteria for different genres of writing
- www.spagwiz.co.uk

8. The Role of Parents and Carers

Whilst teachers recognise that the correct use of grammar and punctuation within transcription and composition is of great importance in order to communicate meaning clearly, it is important that parents do not become over-concerned about inaccurate usage in their child’s writing. The school’s approach to the identification of incorrect usage and remedial procedures is outlined in the marking policy.

We encourage parents to support their child’s learning in writing at home and to apply their knowledge across different subject areas. Where appropriate, parent workshops can be run to support learning of transcription and composition.

9. Remote Learning

The covid-19 pandemic has impacted teaching and learning in this subject. Teaching strategies, resources and learning have all had to be adapted to comply with health and safety measures and the changing dynamics of home/class-based learning.

Teaching staff must make decisions about how to share resources with children especially if a significant number of those pupils are not in school. Remote learning will feature discrete GPVS sessions, shared writing opportunities and may draw upon a variety of online resources for pupils to access and use. There will be opportunities for children to develop their writing skills across the curriculum.

Although children are still encouraged to interact socially and develop their oracy, reading and writing skills through online and class based teaching, children must do so differently. The opportunities to build consensus and share ideas about a character, motive or text extract are still possible but are more limited in their scope however we will still use high-quality texts to provide meaningful and purposeful writing opportunities across the curriculum. Teaching staff must think carefully about how to engage children in discussion, particularly discussion about text which relies so much on the sharing of ideas, predictions, questions and thoughts.

When setting remote learning for writing, teaching staff must think about how to balance word, sentence and text level work and think creatively about how, when and where feedback is given if a child is not physically in the room with them.

For more vulnerable children, this may include extra support in small group zoom sessions, one-to-one support via zoom or telephone or modified resources.(such as FFT, SALT, small group learning). We will also support parents by providing modelled writing strategies, resources and scaffolds.

We do adapt to meet the needs of individuals so provide physical learning resources alongside online learning resources when needed.

Impact

Children will know more, remember more and understand more about skills involved with writing. The large majority of children will achieve age related expectations in Writing. As writers, children will develop skills and attributes they can use beyond school and into adulthood.

10. Assessment

Learning to write is a process. We can help our children develop their skills at writing by understanding where they are in their development and encouraging them. Teachers will use assessment to monitor pupil's understanding and readiness to move the learning on. Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Writing Assessment	
Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • First and foremost, pen-in-hand immediate marking takes place throughout lessons to move children's learning on. • Children also decide or are given differentiated 'Steps to Success' that they can use to help them reflect on the structure and language features of their own writing. 	<ul style="list-style-type: none"> • Teachers compile examples of independent writing at regular intervals across the school year. • Assessment of these writing samples may be used to provide overarching targets for each child. • Writing at the end of EYFS is assessed against the Writing ELG and judged emerging, expected or exceeding by the teacher. Teacher's judgements are

<ul style="list-style-type: none"> • At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective. • Children are given structured time to respond to their feedback and reflect on their learning. 	<p>supported through rigorous moderation across the federation, locality and during EYFS LA moderation.</p> <ul style="list-style-type: none"> • Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our levels. • As we do termly assessments, these, along with the children's literacy books, help to form a profile for final teacher assessments at the end of Year 2 and 6.
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Children with significant difficulties with transcription and composition will have more personalised targets broken down to enable small step progress. Interventions will also run to meet specific learning needs for individuals and small groups.

See Assessment Policy for more information on whole school monitoring and evaluation, tracking and work sampling.

11. Entitlement and Curriculum Provision including SEND

The National Curriculum for England gives a clear developmental programme for the introduction and acquisition of knowledge about transcription and composition. The format of English sessions is well suited to the practical development of this knowledge through word, sentence and text level. Knowledge and understanding of writing is embedded across all subjects.

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated to provide appropriate challenge for all groups and individuals.

We teach English to all children, whatever their ability or needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all children to make progress. This is achieved by setting suitable learning targets and challenges based on the needs of the individual. Assessment against the national curriculum allows us to consider each child's attainment and achievement against nationally expected levels.

When progress falls significantly outside the expected range, a child may have special educational needs or be identified as being able, gifted or talented, our lessons will be adapted to ensure they make maximum progress. Our assessment processes look at a range of factors- classroom organisation, teaching resources, strategies, differentiation – so that we can take additional or different action in order for that child to learn more effectively. This ensures that our teaching is matched to the child's needs. Additional support and interventions are identified.

12. Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through governor meetings, school visits, meetings with the school council.

Deep dive methodology, planning scrutinise, learning walks, book scrutinise, use of a monitoring template

Monitoring by Subject Leads alongside Teachers

This will be measured by looking at the following across school:

- What are the strengths /weaknesses of the subject?
- Is the teaching of the subject consistent across school, following the policy?
- Standards attainment on entry compared to attainment on exit
- Quality of teaching and quality of learning –lesson observations and work book scrutinies
- Is there cognitive challenge?
- Does learning build on prior knowledge/understanding?
- Does learning support all pupils?
- Speaking to pupils about the subject.
- LTP intentions match what is seen in books and lessons
- Appropriate sequencing?
- What does monitoring say about how well pupils are achieving and are there any underachieving groups: Focus on SEND disadvantaged, MEG AGT pupils
- What CPD/resources are needed for staff?

13. CPD

- Subject Leader networks are provided termly and hosted by secondary colleagues in subject specific meetings. In Locality A, there is a programme of activity for 2019-2020 to help develop subject expertise amongst Loc A subject leaders.
- Working in subject teams across the federation also supports subject leads in sharing ideas and workload.

14. Links to Other Policies

- Statutory requirements for Transcription, Composition, Spelling, Grammar and Punctuation
- National Curriculum
- EYFS Framework
- Assessment Policy
- Phonics Policy
- Reading Policy
- SEN policy and information report
- Equality information and objectives

Harder to read and spell words

introduced through Essential Letters and Sounds

Year group	Phonics Phase	Harder to read and Spell words
EYFS	Phase 2 (AUT1)	I the

		no put of is to go into pull as his
	Phase 3 (AUT2)	he she buses we me be push was her my you
	Phase 3-4 (SPR1)	they all are ball tall when what
	Phase 3-4 (SPR2)	said so have were out like some come there little one do children love
	Phase 5 (SUM2)	oh their people Mr Mrs your ask should would could asked house mouse water want very

Year 1	Phase 5(AUT2)	please once any many again who whole where two
	Phase 5 (SPR1)	here sugar because

Year 1 English Overview			
Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order <p>using letter names to distinguish between alternative spellings of the same sound</p> <ul style="list-style-type: none"> ▪ add prefixes and suffixes: <ul style="list-style-type: none"> 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] ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place <ul style="list-style-type: none"> ▪ form capital letters <ul style="list-style-type: none"> ▪ form digits 0-9 ▪ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading 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.

Spelling – work for year 1 (Revision of reception work)

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Rules and guidance (nonstatutory)

The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions:** if, pal, us, bus, yes.

Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.

Example words (nonstatutory)

off, well, miss, buzz, back

bank, think, honk, sunk

pocket, rabbit, carrot, thunder, sunset

Statutory requirements

-tch

Rules and guidance (nonstatutory)

The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.

Example words (nonstatutory)

catch, fetch, kitchen, notch, hutch

The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing , -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (nonstatutory)	Example words (nonstatutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid, oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay, boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (nonstatutory)	Example words (nonstatutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon

oo (/u:/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Words ending -y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ 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 ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ 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) ▪ learn how to use: <ul style="list-style-type: none"> ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English Appendix 2 ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes ▪ consider what they are going to write before beginning by: <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 ▪ make simple additions, revisions and corrections to their own writing by: ▪ 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] ▪ read aloud what they have written with appropriate intonation to make the meaning clear.

<p>example, the girl's book]</p> <ul style="list-style-type: none"> ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ apply spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 			
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▪ **Spelling – work for year 2**

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril

The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before – es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before – ed , – er and – est are added, but not before – ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The – e at the end of the root word is dropped before – ing , – ed , – er , – est , – y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of – s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth

The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ:/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 3 and 4 English Overview			
Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition

<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ extending the range of sentences with more than one clause by using a wider range of 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ 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 ▪ draft and write by: ▪ 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 ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: ▪ 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.
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include words and punctuation taught so far.			
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Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3/4 and 4

<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un- , the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect

<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3/4) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

<i>Statutory requirements</i>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
Words with the /k/ sound spelt ch (Greek in origin)
Words with the /ʃ/ 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 /eɪ/ sound spelt ei, eigh, or ey

<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
	scheme, chorus, chemist, echo, character
	chef, chalet, machine, brochure
	league, tongue, antique, unique
In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
	vein, weigh, eight, neighbour, they, obey

<i>Statutory requirements</i>
Possessive apostrophe with plural words

<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	<p>girls’, boys’, babies’, children’s, men’s, mice’s</p> <p>(Note: singular proper nouns ending in an <i>s</i> use the <i>’s</i> suffix e.g. Cyprus’s population)</p>

Homophones and near-homophones

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Examples:

business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Word list - years 3 and 4

accident (ally)	disappear	island	promise
actual(ly)	early	knowledge	purpose
address	earth	learn	quarter
answer	eight (h)/eighth	length	question
appear	enough	library	recent
arrive	exercise	material	regular
believe	experience	medicine	<u>reign (h)</u>
bicycle	experiment	ment ion	remember
breath	extreme	minute	sentence
breathe	famous	natural	separate
build	favourite	naughty	special
busy/business	February	notice	straight
calendar	forward(s)	occasion(ally)	strange
caught	fruit	often	strength
centre	grammar	opposite	suppose
century	group	ordinary	surprise
certain	guard	particular	therefore
circle	guide	peculiar	though/although
complete	heard(h)	perhaps	thought (phase 5)
consider	heart	popular	through (phase 5)
continue	height	position	(h)
decide	history	possess(ion)	various
describe	imagine	possible	weight (h)
different (phase 5)	increase	potatoes	woman/women
	important	pressure	

Words in bold do not appear in the cross-curricular word list.

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

Year 3 and 4 word list groups

	Science	Maths	Language of learning	Geography	Literacy language	History
	material	circle	complete	island	library	history
	natural	centre	consider	earth	sentence	reign
	experiment	eight/h	continue		question	famous
	pressure	quarter	decide		grammar	century
	separate	weight	answer		describe	recent
	medicine	height	describe		answer	woman/women
	breath/e	group	guide		address	
	heart	length	imagine		possession	

		minute increase opposite century	interest knowledge learn purpose remember thought difficult			
	Time words	Unstressed vowels	Music	Connecting adverbials	Hypothetical language	Rare GPCs
	regular occasionally often early minute recent calendar	February business interest ordinary separate	rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide

Year 5 and 6 English Overview					
Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition		

<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific little <ul style="list-style-type: none"> ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <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"> ▪ indicate grammatical and other features by: ▪ using commas to clarify meaning or avoid ambiguity in writing <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <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 <ul style="list-style-type: none"> ▪ draft and write by: ▪ 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 <ul style="list-style-type: none"> ▪ 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] <ul style="list-style-type: none"> ▪ evaluate and edit by: <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 <ul style="list-style-type: none"> ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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<p>spelling and meaning of words</p> <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.			
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Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
Endings which sound like /ʃəs/ spelt -cious or -tious	<p>Not many common words end like this.</p> <p>If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue.</p> <p>Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
<p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p>	<p>The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>

	The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).	
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

<i>Statutory requirements</i>	<i>Rules and guidance (nonstatutory)</i>	<i>Example words (nonstatutory)</i>
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (nonstatutory)	Example words (nonstatutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired</p>

		<p>who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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Notes and guidance (non-statutory)

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	restaurant
accompany	curiosity	interfere	rhyme
according	definite	interrupt	rhythm
achieve	desperate	language	sacrifice
aggressive	determined	leisure	secretary
amateur	develop	lightning (h)	shoulder
ancient	dictionary	marvellous	signature
apparent	disastrous	mischievous	sincere(ly)
appreciate	embarrass	muscle (h)	soldier
attached	environment	necessary	stomach
available	equip (-ped, -ment)	neighbour	sufficient
average	especially	nuisance	suggest
awkward	exaggerate	occupy	symbol (h)
bargain	excellent	occur	system
bruise	existence	opportunity	temperature
category	explanation	parliament	thorough
cemetery	familiar	persuade	twelfth
committee	foreign	physical	variety
communicate	forty	prejudice	vegetable
community	frequently	privilege	vehicle
competition	government	profession	yacht
conscience*	guarantee	programme	
conscious*	harass	pronunciation	
controversy	hindrance	queue	h= homophone
convenience	identity	recognise	
correspond	immediate(ly)	recommend	
		relevant	

Words in bold do not appear in the cross-curricular word list.

	Science	Maths	Writing	Geography	Spoken language	History
	conscious	twelfth	correspond	environment	communicate	ancient

	environment equipment physical stomach temperature system shoulder muscle	forty average	sincerely signature dictionary attached language communicate persuade	existence foreign lightning	relevant interrupt language explanation suggest pronunciation exaggerate criticise persuade	foreign government parliament soldier system sacrifice privilege
	Occupations	Unstressed vowels	Music	Language of learning	Rare GPCs	
	profession secretary soldier committee amateur neighbour	restaurant temperature vegetable individual cemetery desperate definite	rhyme rhythm	achieve excellent thorough individual	bruise guarantee immediately queue vehicle yacht	