

# Learn-AT English Curriculum Framework

This document outlines the content of the English curriculum that we teach in our schools. Schools use the progression grids to ensure skills for each year group are taught. With the exception of the spelling scheme of work, we only state the whole year's content, rather than the progression throughout the year. This is because we want skills to be taught and retaught in an iterative process during the year and because embedding skills in context and with purpose is the best way for children to learn.



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# Learn-AT English - Writing Progression

Taken from Pie Corbett's Writing Progression, Michael Tidd's Key Objectives and the DfE Teacher Assessment Frameworks 2018/19.

Spelling objectives are not included here. Information about spelling is outlined in a separate document, see below.

Handwriting objectives from the National Curriculum are included but for how handwriting is taught, see Learn-AT Handwriting Policy, separate document.

The right hand column, in purple, contains the skills that children must demonstrate in order to be working at the expected level for their year. In years two and six, this right hand column contains the national Teacher Assessment Framework criteria.

## Reception

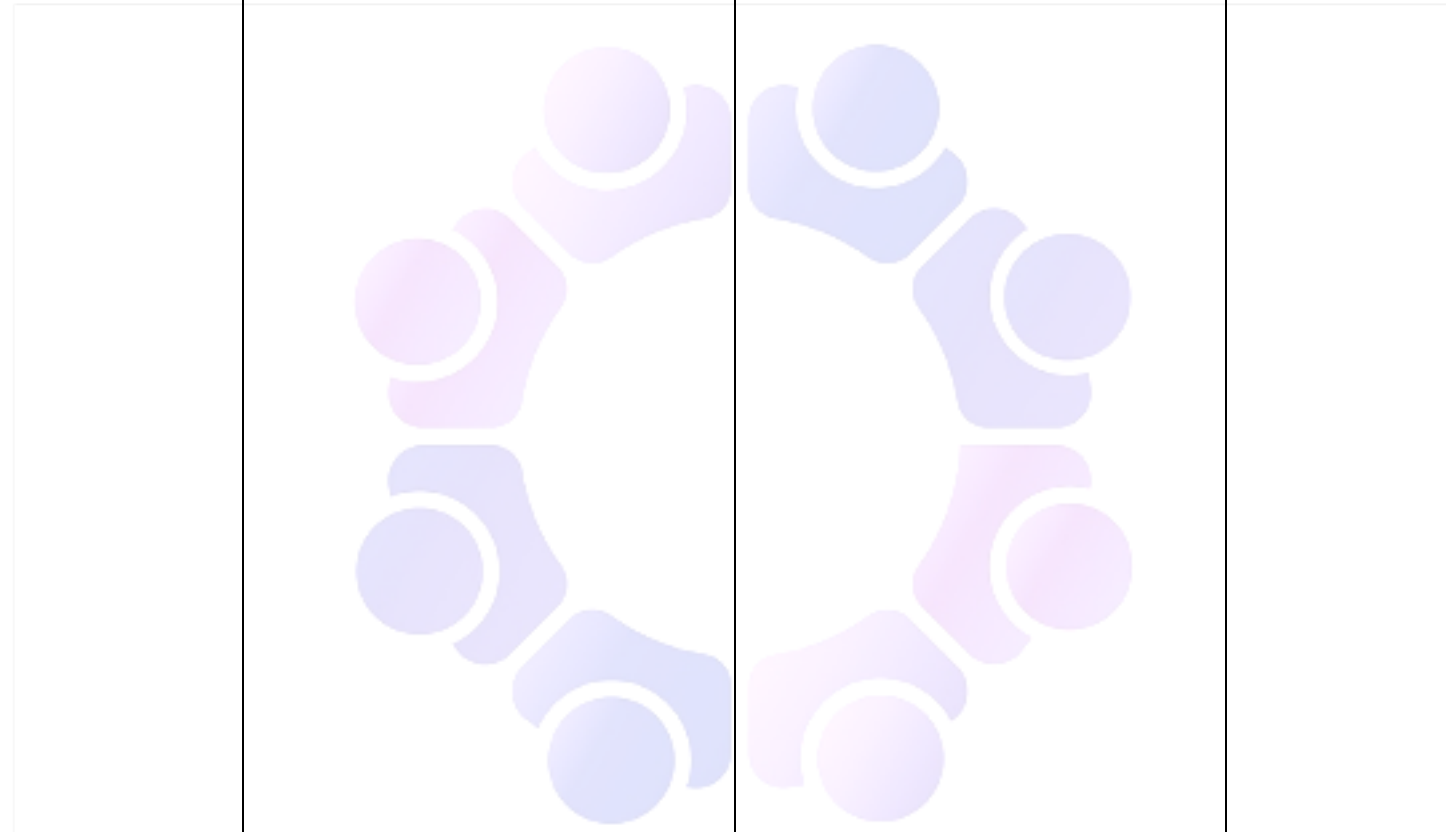
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
Oral/verbal modelling and targeted teacher talk which will feed into future writing skills.					<b>Key Objectives</b>
<b>INTRODUCE</b> <b>Planning Tool</b> - Story map /story mountain  <b>Whole class retelling of story</b> - Understanding of beginning/ middle / end  <b>Retell simple 5-part story</b> - Once upon a time - First / Then / Next - But - So - Finally, happily ever after  <b>Non-fiction</b> - Factual writing closely linked to a story - Simple factual sentences based around a theme. - Names - Labels - Captions - Lists - Diagrams - Message	<b>INTRODUCE</b> <b>Simple sentences</b> - Say a sentence, write and read it back to check it makes sense.  <b>Simple Connectives</b> - and who until but  <b>Compound sentences</b> - using connectives (coordinating conjunctions) - and / but - using 'ly' openers e.g. luckily /unfortunately,  <b>'Run'</b> - Repetition for rhythm, e.g. He walked and he walked - Repetition in description e.g. a lean cat, a mean cat; a green dragon, a fiery dragon	<b>INTRODUCE</b> <b>Determiners</b> - the/ a / an - my / your - this / that - his / her - their - some /all  <b>Prepositions</b> - up /down - in/ into - out - to - onto  <b>Adjectives</b> - e.g. old, little, big, small, quiet  <b>Adverbs</b> - e.g. luckily, unfortunately, fortunately  <b>Similes</b> - using 'like' e.g. hot like a fire	<b>INTRODUCE</b> <b>Finger spaces to separate words</b>  <b>Full stops</b>  <b>Capital letters for own name and beginning of a simple sentence</b>	<b>INTRODUCE</b> <b>Finger spaces</b>  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Full stop</b>  <b>Capital letter</b>  <b>Simile – 'like'</b>  <b>5 rules of a sentence</b> - capital letter - listen for every sound in a word - finger spaces - full stop - makes sense	<b>ENSURE</b>  <ul style="list-style-type: none"> <li>• <b>EYFS Pilot Framework 2018</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write own name and other things such as labels and captions</li> <li>• Use a capital letter for own name</li> <li>• <b>Handwriting</b> Give meaning to marks they make as they draw, write and paint. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> <i>Reception list</i></p> <p><b>INTRODUCE</b> <b>FICTION</b> <i>Plan opening around character(s), setting, time of day and type of weather</i></p> <p><b>Opening</b> - Once upon a time...</p> <p><b>Build-up</b> - One day...</p> <p><b>Problem / Dilemma</b> - Suddenly/ Unfortunately,</p> <p><b>Resolution</b> - Fortunately</p> <p><b>Ending</b> - Finally,</p> <p><b>NON-FICTION</b> <b>Planning tools</b> - text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> - Opening factual statement</p> <p><b>Middle section(s)</b> - Simple factual sentences around a theme</p> <p><b>Bullet points for instructions</b></p> <p><b>Labelled diagrams</b></p> <p><b>Ending</b> - Concluding sentence</p>	<p><b>CONSOLIDATE</b> <i>Reception list</i></p> <p><b>INTRODUCE</b> <b>Types of sentences</b> - Statements - Questions - Exclamations</p> <p><b>More simple connectives</b> - or, so because, so that then, that, while, when where</p> <p><b>Also as openers</b> - While... - When... - Where...</p> <p><b>Writing embellished simple sentences using adjectives e.g.</b> - The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Writing compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.</b> - The children played on the swings and slid down the slide. - Spiders can be small or they can be large. - Charlie hid but Sally found him. - It was raining so they put on their coats.</p> <p>• <b>Writing complex sentences Use of 'who' (relative clause) e.g.</b> - Once upon a time there was a little old woman who lived in a forest. - There are many children who like to eat ice cream.</p>	<p><b>CONSOLIDATE</b> <i>Reception list</i></p> <p><b>INTRODUCE</b> <b>More prepositions e.g.</b> - inside - outside - towards - across - under</p> <p><b>More determiners e.g.</b> - lots of - many - more - those - these</p> <p><b>Alliteration</b> - e.g. dangerous dragon, slimy snake</p> <p><b>Similes using as....</b> - e.g. as tall as a house, as red as a radish</p> <p><b>Precise, clear language to give information e.g.</b> - First, switch on the red button. - Next, wait for the green light to flash...</p> <p><b>Regular plural noun suffixes -s or -es</b> - e.g. dog, dogs; wish, wishes</p> <p><b>Suffixes that can be added to verbs</b> - e.g. helping, helped, helper</p> <p><b>How the prefix un- changes the meaning of verbs and adjectives</b> - e.g. unkind, or undoing, untie the boat</p>	<p><b>CONSOLIDATE</b> <i>Reception list</i></p> <p><b>INTRODUCE</b> <b>Capital Letters</b> - to start a sentence - for the personal pronoun I</p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation marks</b></p> <p><b>Speech bubble</b></p> <p><b>Bullet points</b></p>	<p><b>CONSOLIDATE</b> <i>Reception list</i></p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>Letter , capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p><b>ENSURE</b></p> <ul style="list-style-type: none"> <li>• <b>Consolidate Reception List</b></li> <li>• Composing a sentence orally before writing it</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>• Sequencing sentences to form short narratives</li> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using "and" e.g. blue and yellow flower; The big dog barked and ran away</li> <li>• Capital letters for names and personal pronoun I</li> <li>• <b>Handwriting</b> 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. Form capital letters. Form digits 0 – 9. Understand which letters belong to which handwriting families (i.e. letters formed in similar ways) and practise these.</li> </ul>



Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	TAF Statements 2018/19
<p><b>CONSOLIDATE</b> <b>Year 1 list</b></p> <p><b>INTRODUCE FICTION</b> <b>Secure use of planning tools</b></p> <ul style="list-style-type: none"> <li>- Story map</li> <li>- Story mountain</li> <li>- Story grids</li> <li>- Boxing-up' grid</li> </ul> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <ul style="list-style-type: none"> <li>- Opening e.g. In a land far away...One cold but bright morning...</li> <li>- Build-up e.g. Later that day</li> <li>- Problem / Dilemma e.g. To his amazement</li> <li>- Resolution e.g. As soon as</li> <li>- Ending e.g. Luckily, Fortunately,</li> <li>- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</li> </ul> <p><b>NON-FICTION</b> <b>Secure use of planning tools</b></p> <ul style="list-style-type: none"> <li>- Text map</li> <li>- washing line</li> <li>- 'Boxing-up' grid</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Heading</li> <li>- Hook to engage reader</li> <li>- Factual statement / definition</li> <li>- Opening question</li> </ul> <p><b>Middle section(s)</b></p> <ul style="list-style-type: none"> <li>- Group related ideas / facts into sections</li> <li>- Sub headings to introduce sentences /sections</li> <li>- Use of lists – what is needed / lists of steps to be taken</li> <li>- Bullet points for facts</li> <li>- Diagrams</li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- Make final comment to reader</li> <li>- Extra tips! / Did-you-know? facts / True or false?</li> </ul>	<p><b>CONSOLIDATE</b> <b>Year 1 list</b></p> <p><b>INTRODUCE</b> <b>Types of sentences</b></p> <ul style="list-style-type: none"> <li>- Commands</li> </ul> <p><b>'ly' sentence starters, e.g.</b></p> <ul style="list-style-type: none"> <li>- Usually, Eventually, Finally, Carefully, Slowly, ...</li> </ul> <p><b>Vary openers to sentences</b></p> <p><b>Use adverbs e.g.</b></p> <ul style="list-style-type: none"> <li>- Tom ran quickly down the hill.</li> </ul> <p><b>Secure use of</b></p> <ul style="list-style-type: none"> <li>- <b>compound sentences using co-ordinating conjunctions and/ or / but / so</b></li> <li>- <b>Complex sentences using subordination</b> e.g. drop in a <b>relative clause who/which</b> <i>Sam, who was lost, sat down and cried</i> The Fire of London, which started in Pudding Lane, spread quickly.</li> </ul> <p><b>Additional subordinating conjunctions</b></p> <ul style="list-style-type: none"> <li>- what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived</li> </ul> <p><b>Use long and short sentences</b></p> <ul style="list-style-type: none"> <li>- Long sentences to add description or information.</li> <li>- Use short sentences for emphasis.</li> </ul> <p><b>Expanded noun phrases</b></p> <ul style="list-style-type: none"> <li>- e.g. lots of people, a bright, sunny day</li> </ul> <p><b>List of 3 for description</b></p> <ul style="list-style-type: none"> <li>- e.g. He wore old shoes, a dark cloak and a red hat.</li> </ul>	<p><b>CONSOLIDATE</b> <b>Year 1 list</b></p> <p><b>INTRODUCE</b> <b>More prepositions</b></p> <ul style="list-style-type: none"> <li>- e.g. behind above along before between after</li> </ul> <p><b>Two adjectives to describe the noun</b></p> <ul style="list-style-type: none"> <li>- e.g. The scary, old woman... Squirrels have long, bushy tails.</li> </ul> <p><b>Adverbs for description</b></p> <ul style="list-style-type: none"> <li>- e.g. Snow fell gently and covered the cottage in the wood.</li> </ul> <p><b>Adverbs for information</b></p> <ul style="list-style-type: none"> <li>- e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</li> </ul> <p><b>Generalisers for information</b></p> <ul style="list-style-type: none"> <li>- e.g. Most dogs.... Some cats....</li> </ul> <p><b>Formation of nouns using suffixes such as –ness, –er</b></p> <p><b>Formation of adjectives using suffixes such as –ful, –less</b> (A fuller list of suffixes can be found in the spelling appendix.)</p> <p><b>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</b></p>	<p><b>CONSOLIDATE</b> <b>Year 1 list</b></p> <p><b>INTRODUCE</b> <b>Demarcate sentences</b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Commas to separate items in a list</li> <li>- Comma after –ly opener e.g. fortunately, slowly,</li> <li>- Speech bubbles</li> <li>- speech marks for direct speech</li> <li>- Implicitly understand how to change from indirect speech to direct speech</li> </ul> <p><b>Apostrophes to mark contracted forms in spelling</b></p> <ul style="list-style-type: none"> <li>- e.g. don't, can't</li> </ul> <p><b>Apostrophes to mark singular possession</b></p> <ul style="list-style-type: none"> <li>- e.g. the cat's name</li> </ul>	<p><b>CONSOLIDATE</b> <b>Previous lists</b></p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p><b>CONSOLIDATE YEAR 1 LIST</b></p> <p><b>ENSURE FOR WTS</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate some sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell some common exception words</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul> <p><b>ENSURE FOR EXS</b> <b>All WTS targets plus:</b></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>

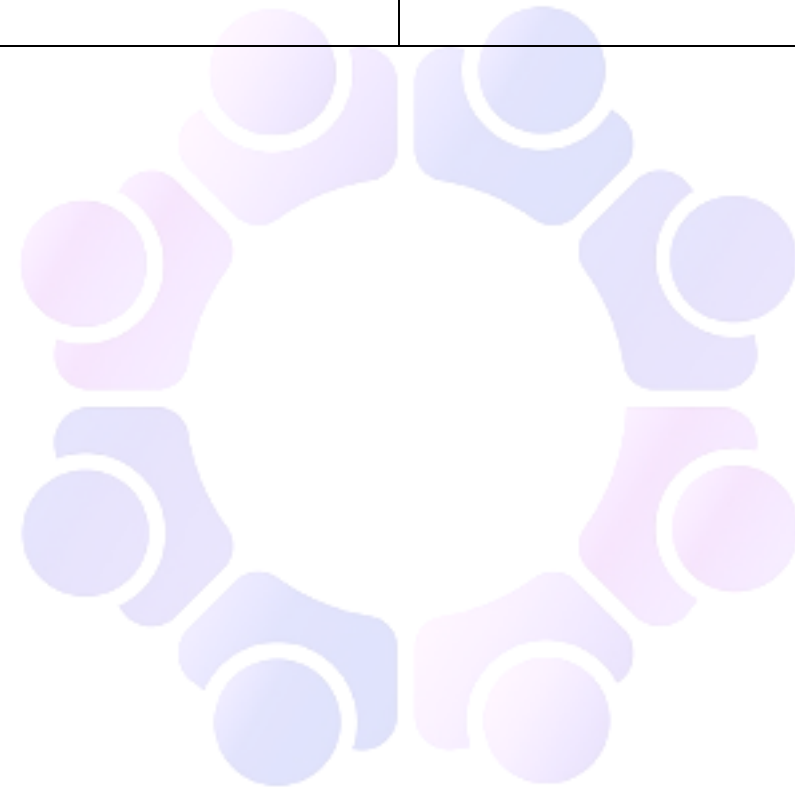
<p><b>The consistent use of present tense versus past tense throughout texts</b></p> <p><b>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</b></p>					<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul> <p><b>ENSURE FOR GDS</b></p> <p><b>All WTS and EXS targets plus:</b></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• use the punctuation taught at key stage 1 mostly correctly</li> <li>• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, ly)</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes needed to join some letters.</li> </ul>
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<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>FICTION</b> <i>Paragraphs to organise ideas into each story part</i></p> <p><b>Extended vocabulary to introduce 5 story parts:</b></p> <ul style="list-style-type: none"> <li>- Introduction –should include detailed description of setting or characters</li> <li>- Build-up –build in some suspense towards the problem or dilemma</li> <li>- Problem / dilemma –include detail of actions / dialogue</li> <li>- Resolution - should link with the problem</li> <li>- Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</li> </ul> <p><b>NON-FICTION</b> <i>Paragraphs to organise ideas around a theme</i></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</li> </ul> <p><b>Middle Section(s)</b></p> <ul style="list-style-type: none"> <li>- Group related ideas /facts into paragraphs</li> <li>- Sub headings to introduce sections / paragraphs</li> <li>- Topic sentences to introduce paragraphs</li> <li>- Flow diagram</li> </ul> <p><b>Develop Ending</b></p> <ul style="list-style-type: none"> <li>- Personal response</li> </ul> <p><b>Extra information / reminders</b></p> <ul style="list-style-type: none"> <li>- e.g. Information boxes/ five amazing facts/ Wow comment</li> </ul> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b></p>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Vary long and short sentences</b></p> <ul style="list-style-type: none"> <li>- Long sentences to add description or information.</li> <li>- Short sentences for emphasis and making key points e.g Sam was really unhappy. Visit the farm now.</li> </ul> <p><b>Embellished simple sentences:</b> Adverb starters to add detail e.g. Carefully, she crawled along the floor .</p> <p><b>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</b></p> <ul style="list-style-type: none"> <li>- A few days ago, we discovered a hidden box.</li> </ul> <p><b>Prepositional phrases to place the action</b></p> <ul style="list-style-type: none"> <li>- On the mat, behind the tree</li> </ul> <p><b>Compound sentences</b></p> <ul style="list-style-type: none"> <li>- using for /and/nor/but/ or/yet/so (coordinating conjunctions)</li> </ul> <p><b>Develop complex sentences with range of subordinating conjunctions</b></p> <ul style="list-style-type: none"> <li>- 'ing' clauses as starters e.g. Sighing, the boy finished his homework.</li> </ul> <p><b>Drop in a relative clause using who/whom/which/whose/ that e.g. The boy, whose name is George, thinks he is very brave.</b></p> <p><b>Sentence of 3 for description</b></p> <ul style="list-style-type: none"> <li>- e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</li> </ul> <p><b>Pattern of 3 for persuasion</b></p> <ul style="list-style-type: none"> <li>- e.g. Visit, swim,enjoy!</li> </ul>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Wider range of prepositions</b></p> <ul style="list-style-type: none"> <li>- Next to, by the side of, In front of during, through, throughout</li> </ul> <p><b>Powerful verbs</b></p> <ul style="list-style-type: none"> <li>- e.g. stare, tremble, slither</li> </ul> <p><b>Boastful Language</b></p> <ul style="list-style-type: none"> <li>- e.g. magnificent, unbelievable, exciting</li> </ul> <p><b>More specific / technical vocabulary to add detail</b></p> <ul style="list-style-type: none"> <li>- e.g. Drops of rain pounded on the corrugated, tin roof</li> </ul> <p><b>Nouns formed from prefixes</b></p> <ul style="list-style-type: none"> <li>- e.g. auto... super...anti...</li> </ul> <p><b>Word Families based on common words</b></p> <ul style="list-style-type: none"> <li>- e.g. teacher –teach beauty – beautiful</li> </ul> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b></p> <ul style="list-style-type: none"> <li>- e.g. a rock, an open box</li> </ul>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Colon before a list</b></p> <ul style="list-style-type: none"> <li>- E.g. What you need:</li> </ul> <p><b>Ellipses to keep the reader hanging on</b></p> <p><b>Secure use of inverted commas for direct speech</b></p> <p><b>Use of commas after fronted adverbials</b></p> <ul style="list-style-type: none"> <li>- e.g. Later that day, I heard the bad news.</li> </ul>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p><b>ENSURE</b></p> <ul style="list-style-type: none"> <li>• <b>Consolidate Year 2 list</b></li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Discuss genres of writing similar to that which they are learning/ planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme.</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Extend the range of sentences with more than</li> </ul>

<p>- e.g. I have written it down so I can check what it said.</p> <p><b>Use of present perfect instead of simple past.</b></p> <p>- He has left his hat behind ( as opposed to He left his hat behind.)</p>	<p><b>Topic sentences to introduce non-fiction paragraphs</b></p> <p>- e.g. Dragons are found across the world.</p> <p><b>Dialogue</b></p> <p>- powerful speech verb e.g. "Hello," she whispered.</p>				<p>one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined when adjacent</li> </ul>
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Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <b>FICTION</b> <i>Plan opening using description /action</i></p> <p><b>Paragraphs to organise each part of story</b></p> <ul style="list-style-type: none"> <li>- to indicate a change in place or jump in time</li> </ul> <p><b>Build in suspense writing to introduce the dilemma</b></p> <p><b>Further develop 5 parts to story</b></p> <ul style="list-style-type: none"> <li>- Clear distinction between resolution and ending.</li> <li>- Ending should include reflection on events or the characters.</li> </ul> <p><b>NON-FICTION</b> <i>Logical organisation</i></p> <p><i>Group related paragraphs</i></p> <p><b>Develop use of a topic sentence</b></p> <ul style="list-style-type: none"> <li>- Link information within paragraphs with a range of connectives.</li> </ul> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p> <p><b>Use of bullet points, diagrams</b></p> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</li> </ul>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <i>Develop long and short sentences</i></p> <ul style="list-style-type: none"> <li>- Long sentences to enhance description or information</li> <li>- Short sentences to move events on quickly. e.g. It was midnight. It's great fun.</li> </ul> <p><b>Start with a simile</b></p> <ul style="list-style-type: none"> <li>- e.g. As curved as a ball, the moon shone brightly in the night sky.</li> </ul> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination) using coordinating conjunction</b> For/and/nor/but/or/yet/so</p> <p><b>Further develop complex sentences with range of subordinating conjunctions and correct comma use.</b></p>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <i>'ed' / 'ing' clauses as starters</i></p> <ul style="list-style-type: none"> <li>- e.g. Frightened, Tom ran straight home to avoid being caught.</li> <li>- Grinning menacingly, he slipped the treasure into his rucksack.</li> <li>-</li> </ul> <p><b>Drop in -'ing' clause</b></p> <ul style="list-style-type: none"> <li>- e.g. Jane, laughing at the teacher, fell off her chair.</li> </ul> <p><b>Sentence of 3 for action</b></p> <ul style="list-style-type: none"> <li>- e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</li> </ul> <p><b>Repetition to persuade</b></p> <ul style="list-style-type: none"> <li>- e.g. Find us to find the fun</li> </ul> <p><b>Dialogue - verb + adverb</b></p> <ul style="list-style-type: none"> <li>- "Hello," she whispered, shyly.</li> </ul> <p><b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b></p> <p><b>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</b></p>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <i>Prepositions</i></p> <ul style="list-style-type: none"> <li>- at underneath since towards beneath beyond</li> </ul> <p><b>Conditionals</b></p> <ul style="list-style-type: none"> <li>- could, should, would</li> </ul> <p><b>Comparative and superlative adjectives</b></p> <ul style="list-style-type: none"> <li>- e.g. small...smaller...smallest good...better...best</li> </ul> <p><b>Proper nouns</b></p> <ul style="list-style-type: none"> <li>- refers to a particular person or thing. e.g. Monday, Jessica, October, England</li> </ul> <p><b>Commas to mark clauses and to mark off fronted adverbials</b></p> <p><b>The grammatical difference between plural and possessive – s</b></p> <ul style="list-style-type: none"> <li>- Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</li> </ul> <p><b>Full punctuation for direct speech</b></p> <ul style="list-style-type: none"> <li>- Each new speaker on a new line</li> <li>- Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</li> <li>- Speech starts with capital letter</li> </ul>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p><b>ENSURE</b></p> <ul style="list-style-type: none"> <li>• <b>Consolidate Year 3 list</b></li> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>• Use a range of conjunctions to extend sentences with more than one clause</li> <li>• Using adverbial phrases to begin sentences (fronted adverbials)</li> <li>• Using extended noun phrases, including with prepositions</li> <li>• Using and punctuating correctly direct speech</li> <li>• Use the possessive apostrophe accurately with plurals</li> <li>• Adopt the features of existing texts to shape own writing</li> <li>• Build sentences with varied vocabulary and structures.</li> <li>• Develop detail of characters, settings and plot in narrative</li> <li>• Use simple organisational devices in non-fiction</li> <li>• Suggest improvements to grammar and vocabulary</li> <li>• Proofread own work for spelling and punctuation errors</li> <li>• Read aloud using appropriate intonation, tone and volume</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Increase fluency and speed of handwriting</li> </ul>



Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b> <b>FICTION</b> Secure independent use of planning tools</p> <p><b>Plan opening using description /action /dialogue</b></p> <p><b>Paragraphs</b></p> <ul style="list-style-type: none"> <li>- Vary connectives within paragraphs to build cohesion</li> <li>- Use change of place, time and action to link ideas across paragraphs.</li> </ul> <p><b>Using 5 part story structure, writing could start at any of the 5 points.</b></p> <ul style="list-style-type: none"> <li>- e.g. flashbacks</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- should include action / description of character or setting / dialogue</li> </ul> <p><b>Build-up</b></p> <ul style="list-style-type: none"> <li>- develop suspense techniques</li> </ul> <p><b>Problem / dilemma</b></p> <ul style="list-style-type: none"> <li>- may be more than one problem to be resolved</li> </ul> <p><b>Resolution</b></p> <ul style="list-style-type: none"> <li>- clear links with dilemma</li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- character could reflect on events, any changes or lessons, look forward to the future, ask a question.</li> </ul> <p><b>NON-FICTION</b> <b>Independent planning across all genres</b></p> <p><b>Secure use of range of layouts suitable to text.</b></p>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b> Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p><b>Secure use of complex sentences with range of subordinating conjunctions and correct comma use.</b></p> <ul style="list-style-type: none"> <li>- Main and subordinate clauses with full range of conjunctions</li> </ul> <p><b>Elaboration of starters using adverbial phrases</b></p> <ul style="list-style-type: none"> <li>- e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</li> </ul> <p><b>Develop Drop in -'ed' clause</b> e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p><b>Sentence reshaping techniques e.g.</b></p> <ul style="list-style-type: none"> <li>- lengthening or shortening sentence for meaning and /or effect</li> <li>- Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</li> </ul> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech (speech + verb + action)</b></p> <ul style="list-style-type: none"> <li>- e.g. "Stop!" he shouted, picking up the stick and running after the thief.</li> </ul> <p><b>Indicating degrees of possibility using modal verbs</b></p> <ul style="list-style-type: none"> <li>- e.g. might, should, will, must or adverbs (perhaps, surely)</li> </ul>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b> <b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b></p> <ul style="list-style-type: none"> <li>- e.g. someone, somewhere was out to get him</li> </ul> <p><b>Develop use of technical language</b></p> <p><b>Converting nouns or adjectives into verbs using suffixes</b></p> <ul style="list-style-type: none"> <li>- e.g. -ate; -ise; -ify</li> <li>-</li> </ul> <p><b>Verb prefixes</b> e.g. dis-, de-, mis-, over- and re-</p>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b> Rhetorical question</p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion</p> <p>ambiguity</p>	<p><b>ENSURE</b></p> <ul style="list-style-type: none"> <li>• <b>Consolidate Year 4 list</b></li> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Use a thesaurus</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• Convert nouns or adjectives into verbs.</li> <li>• Use devices to build cohesion, including adverbials of</li> </ul>

**Use a variety of ways to open texts, draw reader in, and make the purpose clear.**

**Link ideas within and across paragraphs using a full range of connectives and signposts.**

**Use rhetorical questions to draw reader in.**

**Express own opinions clearly.**

**Consistently maintain viewpoint.**

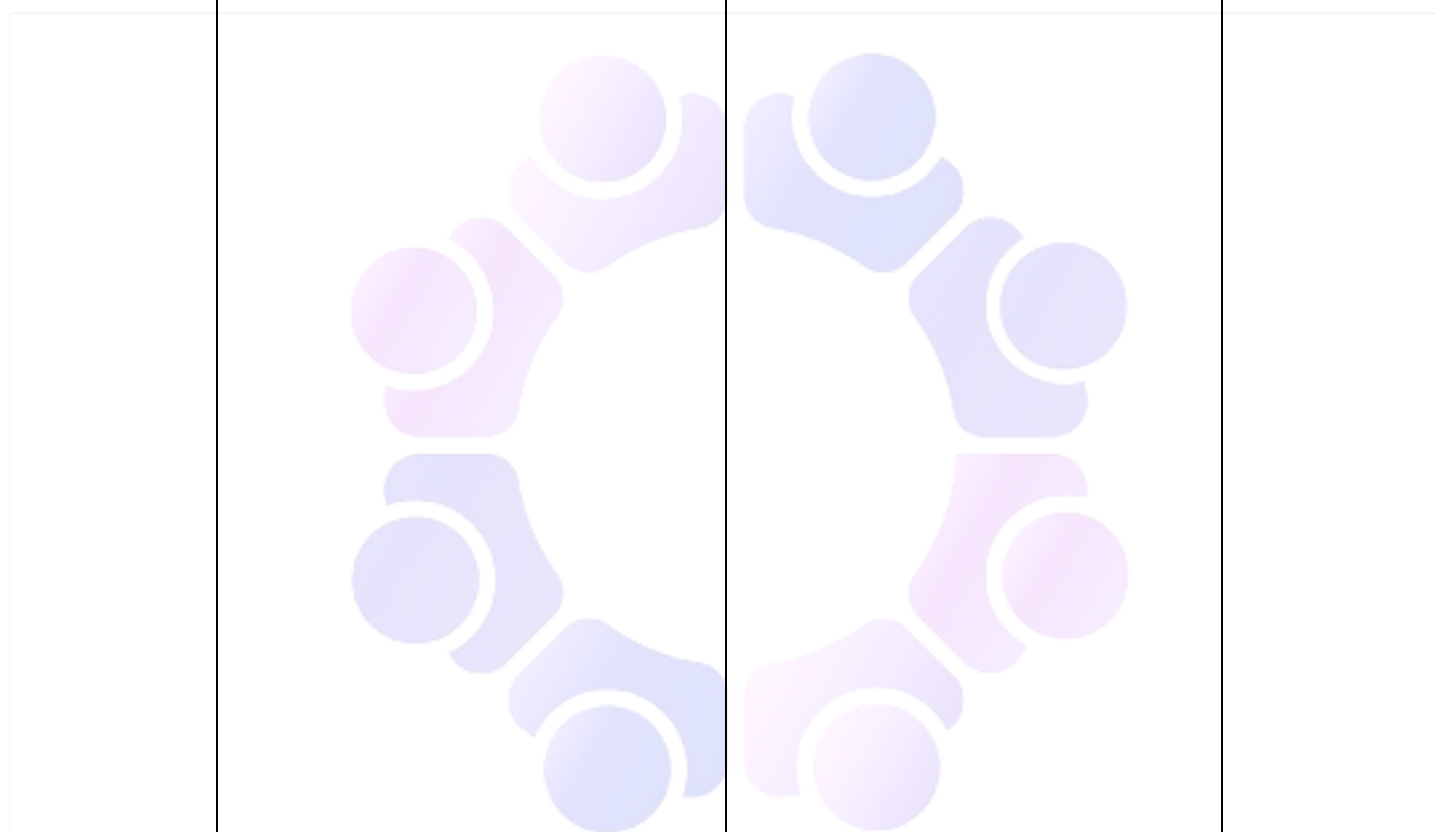
**Summary clear at the end to appeal directly to the reader**

manner, time, place and number

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Draft and write by: précising longer passages
- Use passive verbs to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause
- Know differences in informal and formal language
- Use of ellipsis
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Use hyphens to avoid ambiguity
- Use semicolons, colons or dashes to mark boundaries between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Use a dictionary to check spelling and meaning

**Handwriting**

- Write legibly, fluently and with increasing speed, developing personal style



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Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	TAF Statements 2018/19
<p><b>CONSOLIDATE</b> Year 5 list</p> <p><b>INTRODUCE FICTION</b> Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>NON-FICTION</b> Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <ul style="list-style-type: none"> <li>- semantic cohesion (e.g. repetition of a word or phrase),</li> <li>- grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</li> <li>- Layout devices, such as headings, sub-headings,</li> </ul>	<p><b>CONSOLIDATE</b> Year 5 list</p> <p>Active and passive verbs to create effect and to affect presentation of information</p> <ul style="list-style-type: none"> <li>- e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</li> </ul> <p>Developed use of rhetorical questions for persuasion</p> <p>Secure expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <ul style="list-style-type: none"> <li>- E.g. the use of question tags, e.g. He's your friend, isn't he?</li> <li>- the use of the subjunctive in some very formal writing and speech. E.g. If I were you, ..</li> </ul>	<p><b>CONSOLIDATE</b> Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p><b>CONSOLIDATE</b> Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. man-eating shark versus man-eating shark, or recover versus re-cover</p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>TERMINOLOGY FOR PUPILS (FROM NATIONAL CURRICULUM STATUTORY LIST)</b></p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>	<p><b>CONSOLIDATE YEAR 5 LIST</b></p> <p><b>ENSURE FOR WTS</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for</li> <li>• contraction mostly correctly</li> <li>• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</li> <li>• write legibly.</li> </ul> <p><b>ENSURE FOR EXS</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;</li> <li>• using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> </ul>

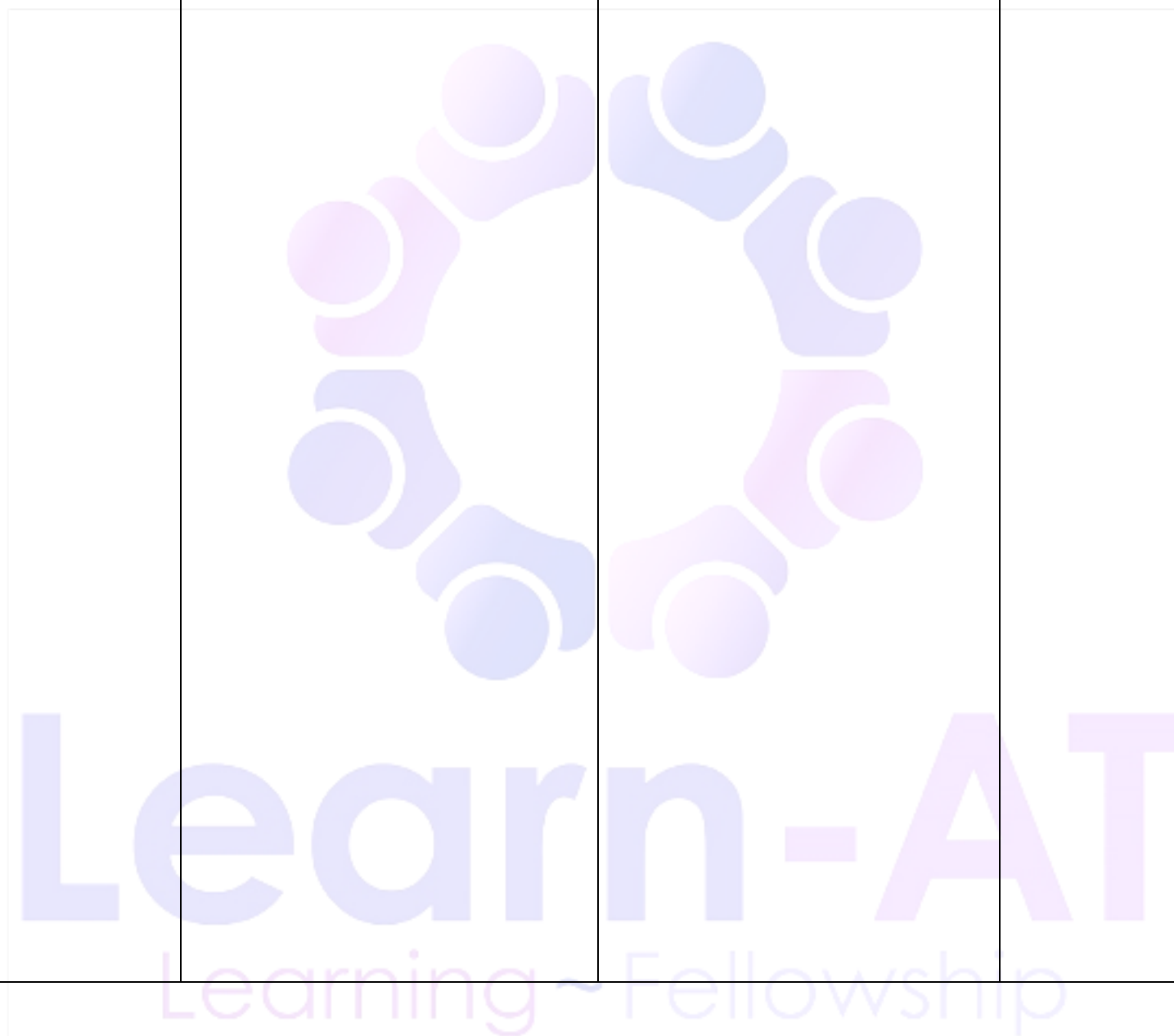
columns, bullets, or tables, to structure text

- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

#### ENSURE FOR GDS

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
- There are no additional statements for spelling or handwriting





# Learn-AT English – Reading Progression

Here, reading skills are tracked through year groups, showing how the skills are built cumulatively across the school experience.

In EYFS and early KS1, independent reading books are closely matched to the phonic skills taught. Across the school, children read and are read to daily.

Reading skills and metacognitive processes are taught in 1:1, group and whole class lessons, as appropriate to the content being taught and the needs of the children being taught.



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Reading Progression Across Primary School.								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill focus: Word Reading	Accuracy	Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.	Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.			
		Begins to self correct inaccurate word reading.	Continues to self correct inaccurate word reading.	Self corrects inaccurate word reading.	Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context.			
		Reads the FS high frequency words. Reading books containing all the graphemes taught in Initial Code.	Reads Y1 High Frequency words. Reading books to turquoise level.	Can read most common exception words for year 2, noting unusual correspondence between spelling and sound. Reading books a white level.	Knows how to decode new words using phonic skills. Can read all of their year group's word list.			
	Fluency, Prosody, Performance	Joins in with repeated patterns and phrases.	Learns some simple poems and rhymes, performing some by heart.		Reads poems and playscripts aloud, showing understanding through intonation, tone, volume and action; learning some poetry by heart.		Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
		Reads and re-reads texts, building blending skills to develop automaticity.	Begin to develop fluency for whole sentences.	Reads at a steady pace, above 90 words per minute.	Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text eg slows down when building suspense.		Able to read in different ways for different purposes: close reading, skimming, scanning.	
		Copies modelled voices when retelling stories, using a storytelling voice or intonation.	Able to change volume and intonation where appropriate.	Changes volume/intonation for punctuation.. Beginning to show awareness of how character voice sounds different to other text.	Begins to apply emotive expression through change of tone and volume. Adapts voice to reflect personalities of different character types.		Able to read expressively conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personalities of different character and genre types.	
Skill focus: Understanding and Comprehending	A	Discusses words and their meanings.	Able to identify words they do/don't understand.	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.	Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary.		Demonstrates a growing understanding, use and application of morphology and etymology to understand words and their meanings. Is able to offer alternative suggestions for word meanings.	
	1A 2G	Discusses words and their meanings.	Identifies the words in a text that make specific contributions to meaning.		Identifies how language contributes to meaning		Identifies how language, structure and presentation choices contribute to meaning, mood or atmosphere.	
	C	Talks about what they have read.	Is able to discuss the significance of the title and main events.	Discusses the sequence of events in books and how items of information are related.	Identifies main ideas drawn from more than one paragraph and summarising these.		Summarises the main ideas drawn from more than one paragraph, identifying key details that support main ideas.	
	B	Asks relevant questions.		Locates relevant information.			Locates information using knowledge of text structure.	
	B	Answers simple questions verbally.		Answers simple questions verbally and in writing.	Answers simple questions.	Uses evidence to answer.	Uses evidence to answer questions.	Chooses appropriate quotations to support answers.
	C	Makes accurate observations, in fiction and non-fiction texts.	Can summarise what has been read in a book, in fiction and non-fiction texts.	Summarises events in a paragraph, in fiction and non-fiction texts.	Summarises events/main ideas in a paragraph, in fiction and non-fiction texts.		Prioritises key information and disregards irrelevant information when retelling, in fiction and non-fiction texts.	Summarises fiction and non-fiction texts in a variety of ways.
	D		Gives reasons for title of a text.	Can give opinions about characters' thoughts and feelings.	Understands characters' thoughts and feelings.		Draws inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence.	
	D		Makes inferences from characters' actions.	Makes inferences about characters' actions and speech.	Can give reasons for characters' actions.	Can give reasons and motives for characters' actions.	Understands how characters' actions show personality traits.	Recognises character types and roles in the text.
	B	Identifies non-fiction page features.	Uses indexes and contents pages to find information from non-fiction texts.		Retrieves and records information from non-fiction.		Distinguishes between statements of fact and opinion.	
	E	Listens to stories, accurately anticipating key events.	Makes simple predictions based on what has been read so far.	Predicts what might happen on the basis of what has been read so far.	Predicts what might happen from details stated and implied.	Predicts future events based on other stories.	Uses knowledge of characters and genre to inform predictions.	
Skill focus: Thinking about what has been read.	1B 2F	Can join in with predictable/repeated phrases.	Can anticipate and join in with predictable/repeated phrases.	Recognises common features of stories and non-fiction texts.	Comments on features of stories/non-fiction text.	Comments on structure of whole text.	Comments on structure of whole text.	
	1A 2F	Links what they have read to their own experiences	Discusses their favourite words and phrases	Starts to be able to describe the effect of different words and phrases on them.	Starts to discuss some words and phrases that capture the reader's interest and imagination.	Discusses words and phrases that capture the reader's interest and imagination.	Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Makes connections between books, events and own experiences.	
	1C 2H	Says whether or not they like a book.	Discusses favourite parts of text.		Discusses favourite text types.	Discusses favourite text type providing reasons.	Comments on themes within a genre eg storms in horror stories.	
	1B 2H	Can identify books about similar subjects.	Links learning to books they have read.		Compares books, stating preferences.	Makes connections between books, events and characters	Responds at length to the views of others.	
	1B 2H	Can compare own life experiences with events in books.	Links events in books to own life.		Identifies common character types.	Makes connections between book themes.	Explains preferences giving detailed reasons.	
	2F	Starts to understand people have different opinions about books.	Listens to the views of others and pays attention to alternative opinions.	Listens to the views of others.	Considers the views of others.	Responds to the views of others	Participates in discussion about books, building on their own and others' ideas challenging views courteously.	

# Learn-AT English – Spelling Scheme of Work

Early spelling is systematically taught on a daily basis in EYFS and KS1. Each school follows the scheme it has chosen across all of its early years and KS1 classes, and intervention and progression lessons support the scheme's aims.

Towards the end of KS1 and into KS2 children begin to use Word Study techniques, following the scheme on [wordstudyspelling.com](http://wordstudyspelling.com). Spelling lessons are taught regularly and include a focus on vocabulary in context and on morphology, etymology and word classes where relevant.

Sometimes, words are sent home for children to learn but learning is done using investigative word study techniques where possible rather than rote learning. There is a supplementary document that schools can use which groups the National Curriculum word lists for each year group into words with similar sounds or spelling patterns to make it easier for children to see contextual links between spelling patterns.

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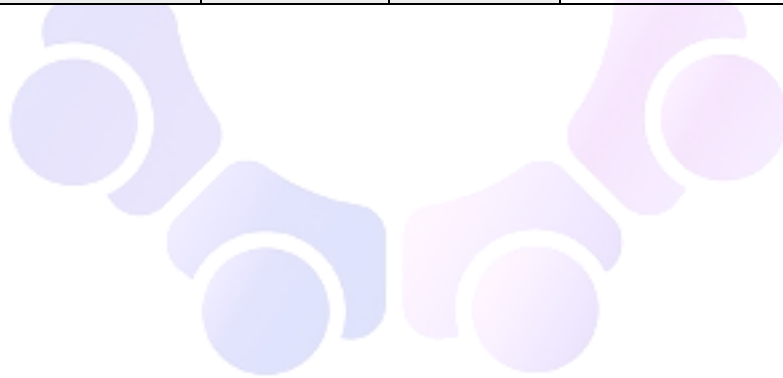
### Whole school spelling scheme of work overview

FS and Y1 combine phonics phases 2-5 and 2014 curriculum, Years 2 – 6 curriculum structure based on [www.shakespeareandmore.com/spelling.html](http://www.shakespeareandmore.com/spelling.html). See National Curriculum spelling appendix for example words which follow the patterns.

Term	FS	Year 1			Year 2		
		Letters and Sounds	Sounds-Write	Other National Curriculum Requirements	Phase 6/ National curriculum phonics	Sounds-Write	Other National Curriculum Requirements
<b>Autumn 1</b> Spelling patterns to teach Spelling list to learn	Letters and Sounds phase 2  SoundsWrite Initial Code Units 1 - 7	13: wh, ph, and revise double consonant digraphs 14: long A 15: long E 16: long I and alternative y pronunciation	Review initial code, focussing on reviewing graphemes and sounds swap skills. The move on to inextended code. Add in polysyllabic words using initial code first.	Prefix un  Multi syllable words	J spelled g ge and dge S spelled c N spelled kn and gn	Extended Code units 26 – 30, consolidating prior learning.	Multi syllable words
		17: long O 18: long U and short u 19: OR and AR		is, he, she, we, me, be	/or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye		
<b>Autumn 2</b> Spelling patterns to teach  Spelling list to learn			By end of Autumn term aim for unit 9 extended code.	Er est suffixes	Long I spelled y	Extended Code units 31 - 35, consolidating prior learning.	Vowel suffixes: Ed ing er est and y to words (plonkers, doublers or droppers!)
				go, so, by, my, here, there, where	/ar/ half after fast last pas tfather class grass pass plant path bath /ee/ even people money /s/ Christmas		
<b>Spring 1</b> Spelling patterns to teach  Spelling list to learn	Letters and Sounds Phase 3  SoundsWrite Initial Code Units 8 - 10	20: UR and ER 21: OW and OY 22: EAR and AIR Dividing words into syllables	Up to unit 12, adding in units 33 and 45 for the elements that are needed in the phonics screening check.	Ing ed er suffixes to verbs	Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O	Extended Code units 36 – 40, consolidating prior learning.	Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly (plonkers or droppers!)  Tion suffix
				of, said, says, are, were, was, his, has, you, your, they	/ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody		
<b>Spring 2</b> Spelling patterns to teach  Spelling list to learn		23: Ways of spelling C, NK 24: Ways of spelling S Hard and soft C 25: Ways of spelling j and g  26: Ways of spelling L, N, M, R	Up to end of unit 17 plus teach air grapheme for phonics check. Revise slpht digraphs especially in review material.	S and es plurals	Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s	Extended Code units 41 – 45, consolidating prior learning.	Contractions there, their, they're here, hear one, won
				put, push, pull, full, house, our, do, today, of	/e/ Children again any many /i/ pretty beautiful busy /h/ who whole		



<b>Summer 1</b> Spelling patterns to teach	Letters and Sounds phase 3 and 4	27: ch, sh alternative spellings	To end of unit 25. Add in elements from units 37, 31, 26, 36, 32, 40, 45, 48 that are needed for phonics screening check (only one or two graphemes from these units need to be taught).	Ch or tch at end of words	Extended Code units 46 – 50, consolidating prior learning.	Possessive apostrophe for singular nouns  to, too, two see, sea
	Spelling list to learn	SoundsWrite Initial Code Unit 11		Ch or tch at end of words  V at end of words  Dividing words into syllables		
<b>Summer 2</b> Spelling patterns to teach	Letters and Sounds: Consolidating phase 4,	Revise and consolidate	Revise and consolidate learning, especially focussing on spelling after PSC is complete		Revise and consolidate learning this term to prepare children for KS2	
	Spelling list to learn	SoundsWrite Initial Code unit 11 plus Extended Code first units.		Oh, their, people, looked, called, asked	Homophones: bare, bear sun, son    be, bee    blue, blew night, knight    quite, quiet	



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Term	Year 3	Year 4
<b>Autumn 1</b> Spelling patterns to teach	Possessive apostrophe singular and plural words Homophones list here, hear heel, heal, he'll	Tion, sion, ssion, cian  rain, rein, reign whose, who's weather, whether
Spelling list to learn	ee spelled u: busy, business split digraphs: arrive, decide, describe, extreme, guide, surprise	tion and sion suffixes: mention, occasion, position, possession, question,
<b>Autumn 2</b> Spelling patterns to teach	not, knot male, mail medal, meddle	Ation, sion  where, wear where, were
Spelling list to learn	words with unstressed vowels: different, favourite, February, interest, library, ordinary, separate	s spelled c before e, i and y: bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent
<b>Spring 1</b> Spelling patterns to teach	Ly suffix  accept, except affect, effect ball, bawl berry, bury  Sure and ture word endings (as in measure, creature)	Words ending with Ous  plain, plane seen, scene
Spelling list to learn	n spelled kn: knowledge, knowledgeable ~ly and ~ally suffix: accidentally, actually, occasionally, probably	ous endings: famous, various other words: answer, build, calendar, complete, consider, continue
<b>Spring 2</b> Spelling patterns to teach	"u" spelled ou (young, double)  Prefixes: un~, dis~, mis~, in~, il~  break, brake fair, fare great, grate groan, grown	More prefixes: inter, anti, auto, super  weight, wait eight, ate
Spelling list to learn	words with prefixes: disappear, disbelieve, rebuild, reposition the same words without prefixes: appear, believe, build, position	early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history, imagine, important, increase, island
<b>Summer 1</b> Spelling patterns to teach	"ay" spelled ei eigh ey  Suffixes beginning with vowels added to multi syllable words: ~en, ~ing, ~er, ~ed, ~ation	Long I spelled y in initial and medial positions of word.  More prefixes: inter, re, ir, im
Spelling list to learn	ay spelled ei: eight, eighth, reign, weight igh spelled ei: height	learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose
<b>Summer 2</b> Spelling patterns to teach	More prefixes: pre Sub  main, mane meat, meet missed, mist piece, peace	K spelled ch S spelled ch G spelled gue K spelled que
Spelling list to learn	words with double consonants: address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose	quarter, regular, remember, sentence, special, straight, strange, strength, surprise, therefore, woman, women

Term	Year 5	Year 6
<b>Autumn 1</b> Spelling patterns to teach	Ough Cious tious  advice, advise    device, devise licence, license    practice, practise prophecy, prophesy	Words with silent letters: knight, solemn, thistle, doubt, island, lamb  compliment, complement, descent, dissent
Spelling list to learn	ous suffix: disastrous, marvellous, mischievous l spelled le: available, vegetable, vehicle, muscle tion suffix: competition, explanation, profession, pronunciation	amateur, average, awkward, bargain, controversy, curiosity, develop, forty, guarantee
<b>Autumn 2</b> Spelling patterns to teach	Tial and cial endings  i before e rule  farther, further, father    guessed, guest heard, herd    led, lead morning, mourning    past, passed	desert, dessert, draft, draught
Spelling list to learn	i before ee: achieve, convenience, mischievous s spelled c before e, l and y: cemetery, conscience, conscious, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice	harass, hindrance, identity, individual, interfere, interrupt, language, leisure, lightning
<b>Spring 1</b> Spelling patterns to teach	Words ending with: ant, ance, ancy, ent, ence, ency  precede, proceed principal, principle profit, prophet stationary, stationery	Revision and consolidation
Spelling list to learn	Words with unstressed vowels: accommodate bruise, category, cemetery, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable	muscle, neighbour, persuade, programme, queue, recognise, relevant, restaurant, rhyme, rhythm
<b>Spring 2</b> Spelling patterns to teach	Suffixes beginning with vowels to words ending fer: referring, referred, referral  steal, steel    wary, weary who's, whose    aisle, isle aloud, allowed    affect, effect	Revision and consolidation
Spelling list to learn	Short i spelled y: physical, symbol, system Words with prefixes and suffixes: according, attached, criticise, determined, equipment, equipped, especially, frequently, immediate, immediately, necessary, unnecessary, sincere, sincerely	shoulder, signature, stomach, temperature, twelfth, vegetable, vehicle, yacht
<b>Summer 1</b> Spelling patterns to teach	Ible able Abylly  Use of hyphen: co-, re-	Revision and consolidation
Spelling list to learn	Words with double consonants: accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, correspond, immediate, occupy, occur, opportunity, recommend, suggest	Revise and consolidate learning of all year 5/6 words
<b>Summer 2</b> Spelling patterns to teach	Suffixes beginning with vowels to words ending fer: reference, referee  Long ee spelled ei eg perceive  altar, alter,    ascent, assent, bridal, bridle,    cereal, serial    compliment, complement	Revision and consolidation
Spelling list to learn	Adjacent ie: soldier, sufficient, variety, ancient No adjacent ie: foreign	Revise and consolidate learning of all year 5/6 words

# Learn-AT English – Grammar Knowledge Organisers

The following pages complement the writing progression at the beginning of this document. They were written in response to a need to highlight to children and their parents the expectations for each year group. In many schools these grammar knowledge organisers are shared with parents to support their subject knowledge as many parents' school experience did not include grammar teaching.

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# Grammar in Reception

In reception, you will need to use your voice to say things properly as this is good practice for when you start writing. You will also learn to use letters to write down the spellings for sounds in words and start to use these words in sentences.

## Words and parts of words

I can hear the different sounds in a word.

s i t

I can write down the letters that represent the ways the sounds are spelled.

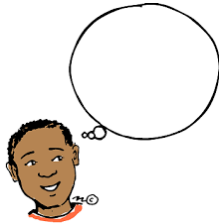


I can blend sounds together to write words.



## Sentences

I can say words out loud that form phrases and sentences and start to write them down.



## Whole texts

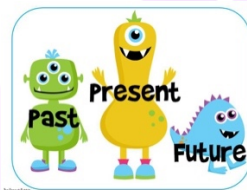
I can say more than one sentence to tell a story or describe something that has happened. The sentences I say make sense and are related to each other.



I can write more than one sentence in a piece of writing to make a longer piece of text.

## Tenses

When I am talking to people I use the correct tense to say when things happened. I went to the shop. I am going to see Granny. I am eating a biscuit.



I can use the correct form of the verb when talking about things that happened in the past. I dug a hole (rather than I digged a hole).

## Punctuation

I know that sentences and names start with capital letters and I am starting to use them in my writing.

I know that sentences have a full stop at the end.

I can recognise other types of punctuation when I am looking at a book with an adult.

. ! ?

## Vocabulary



word  
letter  
sound  
spelling  
sentence  
capital letter  
full stop

# Grammar Year 1

In year one, you will need to know how to write sentences properly and how to join them together to make longer pieces of writing.

## Words and parts of words

I can add **~s** or **~es** to **nouns** to make them **plural**.

Rule #3 add -s or -es	
<b>-s</b> *To most words laughs toys plays schools friends	<b>-es</b> *Words ending in: ss, ch, sh, x, z, and sometimes o classes watches buzzes potatoes

I can add the **suffixes ~ing, ~ed, ~er, ~est** to the ends of words to change their meanings.

helping, helped, helper

I can add the **prefix un** to the beginning of a word to make it mean the opposite.  
unkind, or undoing, or untie the boat.

## Sentences

I can say a **sentence** out loud and write it down.

I can join words with the **conjunction and**.  
I can use **and** in a list.



I can combine two **phrases** with the word **and** to make a longer sentence.

I know that sentences have got **nouns** and **verbs** and **adjectives** in them.

## Whole texts



I can join two or more sentences together, in the correct order, to make a longer piece of writing.

## Tenses

I can use the correct tense in my speech and am starting to use the correct tenses in my writing.

PAST

PRESENT

FUTURE

I can use **~s** or **~es** at the end of **verbs** to say what is happening in the present tense to someone else.

He runs, she misses the bus.

## Punctuation

I put spaces between words.

I use Capital letters, full stops and question marks to show the beginning and end of sentences.

I use capital letters for names of people and places, the days of the week and for the personal pronoun I.



## Vocabulary



letter  
capital letter  
word  
singular  
plural  
sentence  
punctuation  
full stop  
question  
question mark  
exclamation mark  
noun  
verb  
adjective  
conjunction  
prefix  
suffix

# Grammar Year 2

In year two, you will need to know how to write four different types of sentences. You'll also know how to make your sentences more interesting to your readers by adding adjectives and adverbs.

## Words and parts of words

I can add **suffixes** beginning with **vowels** (~er, ~est) and suffixes beginning with **consonants** (~ness, ~ful, l~ess, ~ly) to the ends of words. *Greater, smallest, happiness, grateful, careless, happily.*

I can use the words I make using these suffixes in the correct way.

*The class were full of amazement because their teacher was so effortlessly brilliant.*

I know which word in a sentence is a **verb**. *The teacher whispered to the quiet class.*

I can use **adverbs** to describe **verbs**. *The elephant was hungrily chomping the leaves.*

## Sentences

I can use subordinating **conjunctions** (*when, if, that, because*) and coordinating **conjunctions** (*or, and, but*) to join clauses in my sentences.

I can use **adjectives to describe nouns** and write **noun phrases**. *The large, sleepy cat slept peacefully.*

I can identify and use four different sentence types. **Statement sentences** tell the reader what's happening. *It was a lovely day.*

**Command sentences** start with an **imperative verb** and give a command. They end with a full stop or an exclamation mark. *Stop doing that please! Mix in the flour.*

**Question sentences** start with a question word and end in a question mark. *When will I remember everything?*

**Exclamation sentences** begin with the words *How* or *What*, contain a verb, and end with an exclamation mark. *What a complicated thing grammar is!*

## Whole texts

I can write a piece of text using more than one sentence that **makes sense** all the way through.



I can start to use **headings** to organise my texts.

## Tenses

I can choose the correct **tense** for the text I am writing.

I can use the **past tense** or the **present tense** correctly in a piece of text.

I can use the **progressive form of verbs** in the **present and past tense** to say when something is in the process of taking place. *She is shouting. The boys are throwing the Lego. He was running. The cats were yowling.*

## Punctuation

I use **capital letters, question marks or exclamation marks** at the end of sentences.

I use **commas** to separate items in a **list**. *Apples, pears, cherries and bananas.*

I can use **apostrophes** to show where letters are missing in a **contracted** form of a word (**a contraction**). *Can't, she's, he'll, won't, don't.*

I can use **apostrophes** to show that something belongs to a **single person**. *Mrs White's bag, Charlotte's web, the bee's knees.*

## Vocabulary



noun  
noun phrase  
statement  
question  
exclamation  
command  
imperative verb  
compound  
past tense  
present tense  
apostrophe  
comma  
adjective  
adverb

# Grammar Year 3

In Year Three, you will need to know how to make your writing link together well by using a range of conjunctions and prepositions. You will use adverbs to show time, place and manner (how something happens). You will understand how to use apostrophes for different purposes and how to organise your work well into paragraphs and sections.

## Words and parts of words

Use the prefixes *un~*, *dis~*, *mis~*, *in~*, *il~* to create the opposite meaning of a word

*appear* – *disappear*  
*trust* – *mistrust*

Use the prefixes – *pre* and *sub*

*view* – *preview*  
*marine* – *submarine*

## Sentences

**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o

Co-ordinating conjunctions link two words/phrases/clauses together as an equal pair.

It's raining *so* I will come home.

It's raining *but* I'm not coming home.

Subordinating conjunctions introduce a subordinate clause

as, although, after, when, if, though, even, because, before, until, unless, since

I'll come back *when* it starts to rain.

*Even though* it's raining, I'm staying here.

Adverbs can tell you when, where and how something is happening

I will see you *later*.

I will see you *there*.

*Slowly*, he walked home.

Prepositions are used with nouns, noun phrases or pronouns. They often describe locations or directions, but can describe other things, such as time and cause.

It will rain *on* Saturday.

*Under* the umbrella, she kept herself dry.

The cricket was cancelled *because* of the rain.

## Whole texts

Paragraphs are a collection of related sentences. They help readers to enjoy what has been written because they break up the text into easy-to-read sections

They can be used in writing to introduce:

- A change of time
- A change of place
- A new event
- A new character
- A new idea/set of information
- Change of speaker

### Heading

Words written at the top of a text as a title

### Subheading

Words used to introduce part of a text

## Tenses

The present perfect tense uses *has* or *have* with the past participle of a verb.

He *has walked* to the park

Past participle of the verb to walk

They *have gone* to the park.

Past participle of the verb to go

## Punctuation

Possessive apostrophes are used with nouns and show belonging between things.

If a plural noun ends in 's', add the apostrophe at the end of the plural noun

The boys' toys (meaning the toys belonging to more than one boy)

The dogs' kennel (meaning the kennel belonging to more than one dog)

If a plural noun doesn't end in 's', add 's' to the end of the plural noun.

The children's toys (meaning the toys belonging to more than one child)

He always corrects people's grammar (meaning the grammar of more than one person)

## Vocabulary



Preposition  
Conjunction  
Adverb

Clause  
Subordinate clause

Co-ordinating conjunction  
Subordinating conjunction

Paragraph  
Heading  
Subheading

Present perfect tense

Possessive apostrophe



# Grammar Year 4

In year four, you will need to know how to use and punctuate direct speech correctly. You will use commas to mark adverbs and adverbial phrases at the beginning of sentences. You will use apostrophes consistently. You will use pronouns effectively. You will understand the difference between standard English and local spoken English.

## Words

Standard English is accepted as the "correct" form of English, used in formal speaking or writing.

Non-Standard English: They ain't got nothing.  
Standard English: They haven't got anything.

Non-Standard English: I love the player what he scored.  
Standard English: I love the player who scored.

Non-Standard English: We was there yesterday.  
Standard English: We were there yesterday.

## Vocabulary

determiner (used to specify a noun)

e.g. a/an, the, this, that, some, many

a cat, this summer, some people

pronoun

possessive pronoun

## Sentences

Adverbial phrases (fronted adverbials) can be used to start a sentence.

Slowly but surely, the dark clouds crept over the hilltop.

Grinning menacingly, the pirate slipped the treasure into his sack.

As quick as a flash, the cat jumped onto the wall.

Remember, you can use a simile as an adverbial phrase.

Use long sentences with expanded noun phrases and preposition phrases to add more description or information.

Slowly but surely, the threatening, dark clouds crept over the hilltop and the leaves pirouetted in the swirling wind.

## Whole texts.

A topic sentence is usually the first sentence in a paragraph. It tells the reader what the rest of the paragraph is going to be about.

Swimming is a very popular activity. It keeps you fit, is great fun and is very scribble I went all way

## Tenses

Use with confidence:

- Simple present tense
- Simple past tense
- Present progressive tense
- Past progressive tense (see Year 2)
- Present perfect tense
- Past perfect tense

(see Year 3)

## Punctuation

### Punctuating direct speech:

"I'm going out."  
↑ ↑  
Inverted commas mark the beginning and the end of speech. They sit outside all other punctuation.

"Are you going out?"

"You must get out!"

### Using commas

"I'm going out," said Tom.

Tom said, "I'm going out."

This is called the *reporting clause*. Always use a comma, question mark or exclamation mark before or after the reporting clause.

"Are you going out?" Tom asked.

"Don't go out there!" Tom screamed.

"I'm going out later," Tom replied.

Tom replied, "Don't worry. I'm staying here."

### Commas to mark fronted adverbials

When a sentence starts with an adverb or an adverbial phrase, use a comma to separate them from the rest of the sentence.

### Remember!

- The start of direct speech always has a capital letter.
- Start each new speaker on a new line.

# Grammar Year 5

In year five, you will need to know how to write sentences with more complicated structures, using commas to make your meaning clear for the reader. You will use a wider range of punctuation including brackets, dashes and commas for parenthesis. You will understand and use relative clauses and modal verbs.

## Words and parts of words

Convert nouns or adjectives into verbs using suffixes

-ate, -ise, -ify

motive - motivate

real - realise

intense - intensify

Use verb prefixes

dis-, de-, mis-, over- and re-

obey - disobey

lead - mislead

unite - reunite

load - overload

fire - misfire

## Sentences

A relative clause is a type of subordinate clause used to give more information about a noun.

Relative clauses start with a relative pronoun.

- That
- Which
- Who
- Whom
- Whose

the boy **who** came to my party

the house **that** the man owns

the man **whose** dog bites

the bike **that** he gave me

the man **whom** I spoke to

(whom is more formal)

Modal verbs indicate degrees of possibility

Can  
Could  
May  
Might  
Shall  
Should  
Will  
Would

## Whole texts.

Cohesion (fitting together well) helps writing to flow by creating links within paragraphs and between paragraphs.

*for example. then. after*

## Tenses

Make sure tenses are consistent throughout a piece of writing.



I walked to the park yesterday. It was hot so I buy an ice-cream.



I walked to the park yesterday. It was hot so I bought an ice-cream

## Punctuation

Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought.

If you take the parenthesis away, the sentence will still be complete without it.

You can use brackets, commas, or dashes to show parenthesis.

- Mount Everest (over 8000m) is the highest mountain in the world.
- Mount Everest, over 8000m, is the highest mountain in the world.
- Mount Everest - over 8000m - is the highest mountain in the world.

## Bullet points

Introduce a list of bullet points with a colon

Ingredients:

- Sugar
- Eggs
- milk

Be consistent with the formatting (e.g., capital letters and punctuation at the start and end of each bullet). Choose whatever format you like, but **be consistent throughout your document.**

Mr. Mole won the following events:

- Egg-and-spoon race.
- Toss the pancake.
- Apple bobbing.

Mr. Mole won the following events:

- egg-and-spoon race
- toss the pancake
- apple bobbing

## Vocabulary

modal verb

relative pronoun  
relative clause

parenthesis

bracket

dash

cohesion

ambiguity (not clear /causing confusion)



# Grammar Year 6

In year six, you will make controlled choices about your writing to make your meaning really clear to the reader. You will know how to write informally and formally, choosing appropriate vocabulary and using passive and subjunctive tenses. You will use semi-colons, colons and dashes in sentences and hyphens in words to avoid confusion in meaning. You will use a wide range of cohesive devices such as ellipsis and repetition and know how to set out your work for

## Words and parts of words

Recognise the difference between **informal and formal speech and vocabulary**

e.g.

find out – discover;

ask for – request;

go in – enter

Explore a wider range of synonyms and antonyms to find the precise

## Sentences

The **subjunctive** is a verb **form** or mood used to express things that **could or should happen**.

It is used to express wishes, hopes, commands, demands or suggestions. It is often used with 'if' or 'that' in a subordinate clause

If I were you, I would stay at home today.

I suggest that you stay at home today.

### Subject, verb, object

The **subject** of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'.

e.g. **The young children** like apples

**She** is happy.

## Tenses

A sentence is written in **active voice when the subject of the sentence performs the action in the sentence.**

Subject    Verb (action performed)

e.g. **The girl** washed the dog.

A sentence is written in **passive voice (passive tense) when the subject of the sentence has an action done to it by someone or something else.**

## Whole texts.

Construct whole texts using a **wide range of cohesive devices and structural features**

e.g.

- repetition of a word or phrase
- use of adverbials such as: on the other hand, in contrast, as a consequence
- ellipsis

## Punctuation

**Semi-colons can be used:**

In lists when the list items contain commas.

e.g. a large, orange ball; a small, blue bat; a hard, green ball

To separate two independent clauses that are closely linked

e.g. It was serious. She had broken her toe.

It was serious, she had broken her toe.

**Colons can be used:**

To introduce a list or after an introduction

e.g. These children are absent: Johnny, Sam and Sarah

To expand on or explain something in the previous sentence

e.g. **Zombies are evil: they kill people!**

**A dash is used to add more information to the end of a sentence. It doesn't have to be a full sentence.**

e.g. He only had one thing on his mind – scoring the winning goal.

## Vocabulary



subject

object

active voice

passive voice

synonym,  
antonym

ellipsis

hyphen

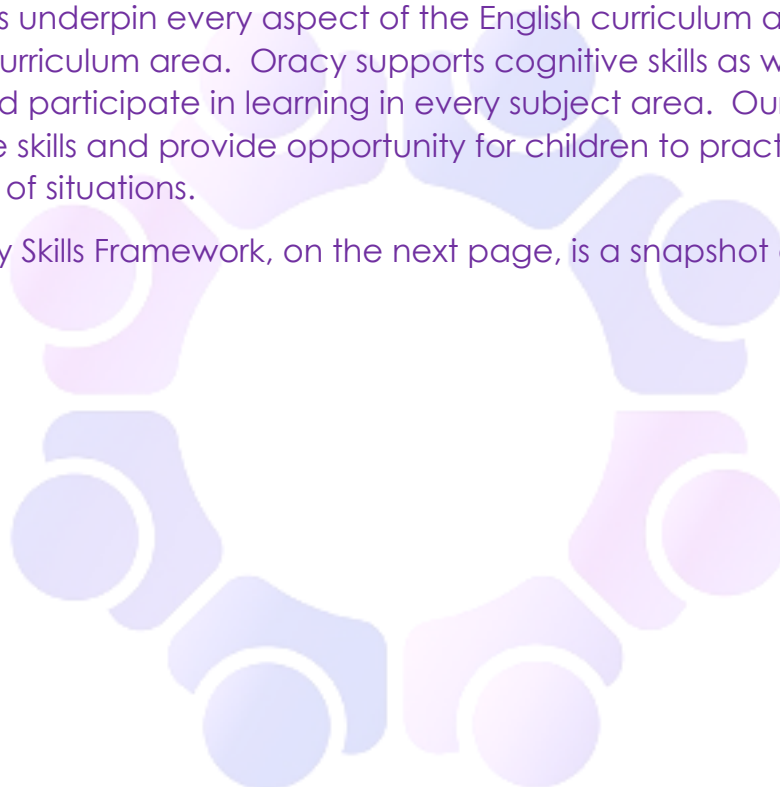
colon

semi-colon

# Learn-AT English – Oracy Skills

Spoken language skills underpin every aspect of the English curriculum and are the access point to every other curriculum area. Oracy supports cognitive skills as well as allowing children to access and participate in learning in every subject area. Our schools support the development of these skills and provide opportunity for children to practice and rehearse them in a wide range of situations.

The Cambridge Oracy Skills Framework, on the next page, is a snapshot of the ways in which these skills are taught.



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Figure 1. The Cambridge Oracy Skills Framework. <sup>37</sup>



<sup>37</sup> From Millard & Menzies, 2016; framework created by University of Cambridge and School21.