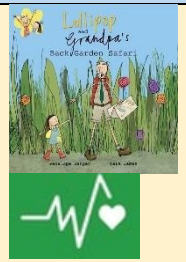
Laycock Primary School

Whole School Curriculum Overview 2023-2024

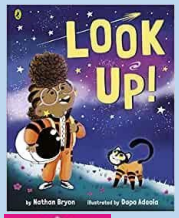
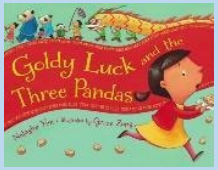
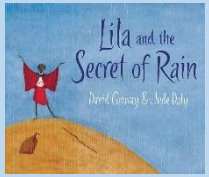
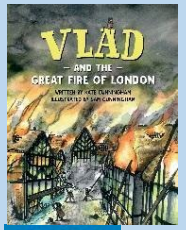
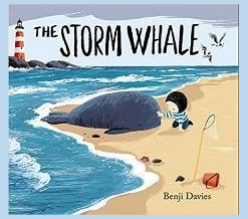
Writing

Intent
The English curriculum at Laycock Primary will transform children's lives through the power of the spoken and the written word. We will ensure that pupils leave our school with the language, the skills and the passion to communicate with confidence and to achieve their goals. Whatever their individual starting points, learners will be guided to make excellent progress in English and to maximise their potential. Children who are deaf will follow Laycock's creative curriculum for English and will be taught using strategies and learning materials that match their particular needs. Teachers at Laycock plan exciting reading and writing units that challenge and enthuse our learners. The technical aspects of the subject are delivered with creativity and energy so that children always know what they are learning in English and why it is important. We work with partners in the local community and beyond to provide access to a wide variety of texts and experiences; these are used to stimulate the imagination and inspire writing outcomes. Reading material in our school is carefully chosen to reflect realities in terms of gender, ethnic representation and diversity. Children at Laycock will develop a love for reading that will broaden their horizons and equip them with the tools to access all other curriculum areas. Pupils will learn to write for real audiences and purposes through engaging, cross-curricular writing opportunities. Our children will visit the theatre; they will meet authors and storytellers; they will take part in national events and competitions. During their time at the school, pupils will have many opportunities to perform and publish in their own right. As they mature, Laycock learners will discuss, debate and write on topics and themes that are relevant to their lives. This will give them the knowledge and the voice to build bright futures. English at Laycock provides the foundation for all learning experiences. It feeds children's passions and their imagination so that they are excited about the world and their place within it.

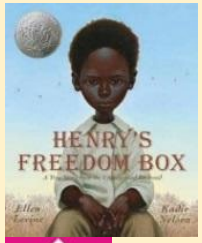
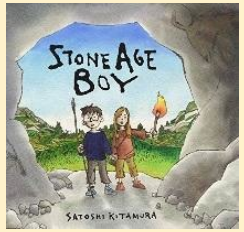
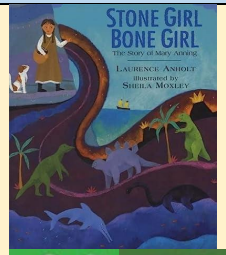
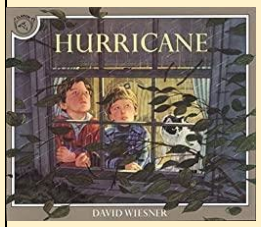
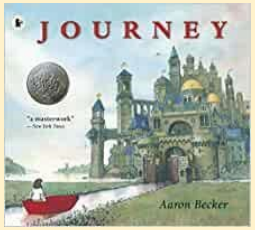
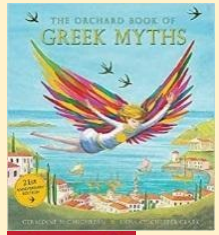
Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS National Curriculum Objectives	**Literacy - Writing- ELG** **1. Write letters which are mostly well formed:** ● Write well-formed capital and lower case letters. ● Hold a pencil correctly using the tripod grip (in almost all cases). **2. Spell words by identifying sounds in them and representing the sounds with a letter or letters:** ● Identify the sounds in words. ● Link phoneme and grapheme. ● Spell some known common exception words. **3. Write simple phrases and sentences that can be read by themselves and others:** ● **Write simple sentences and phrases.** ● **Writing can be read by myself and others.**					
Y1 Texts and writing genres.	 **Writing to inform**: Fact file: all about me (labels, lists, captions) **Writing to inform/entertain:** Postcard/Letter **Poetry Week/Day**	 **Writing to inform:** Instructions: Dress for Winter **Writing to entertain:** *JL Advert activity: The Bear and The Hare	 Little Red Riding Hood, plus other fairy stories, traditional tales and stories from other cultures. **Writing to entertain:** Narrative: traditional tales **Writing to inform:** animal information	 **Writing to inform:** School trip: recount **Writing to entertain:** Letter: to a story character	 **Writing to inform:** recount – diary entry **Writing to entertain:** character description (create your own creature)	 **Writing to entertain:** narrative: alien adventure story **Writing to inform:** School trip: recount
	Y1 Transcription - Spelling		**Y1 Transcription - Handwriting**	**Y1 Composition**		**Y1 Vocabulary, Grammar and Punctuation (including Appendix 2)**

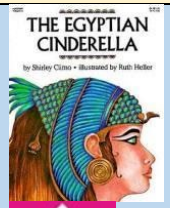
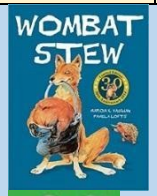
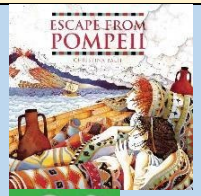
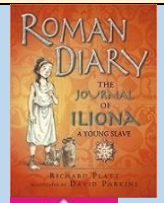
Y1 National Curriculum Objectives	• Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Name the letters of the alphabet: naming the letters of the alphabet in order. • Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: using the spelling rule for adding s, or es as the plural marker for nouns and the third person singular marker for verbs • Add prefixes and suffixes: using the prefix un • Add prefixes and suffixes: 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.	• 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 that are formed in similar ways) and to practise these.	• Compose a sentence orally before writing it. • Say out loud what they are going to write about. • Sequence sentences to form short narratives. • Re-read 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.	• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] • Leave 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. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.

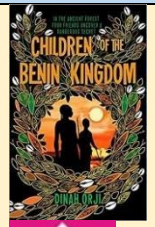
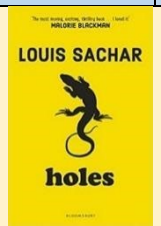
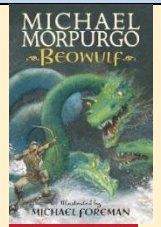
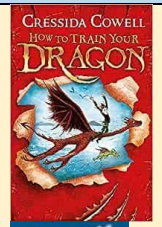
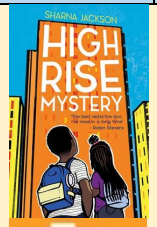
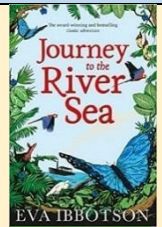
Y2 Texts and writing genres.	 **Writing to entertain**: persuasive flyer (PoR idea) **Writing to inform:** instructions: travel guide to planet Earth **Poetry Week/Day**	 **To inform: '**pumpkin soup' instructions (cooking activity of your choice) **To entertain:** *JL Advert activity	 Goldilocks focus, plus other fairy stories, traditional tales and stories from other cultures. **Writing to entertain:** Character description (Wanted poster) **To inform:** Recount about a school trip: Gillespie park or similar	 **To entertain**: setting description/narrative - re-write a story about weather (3 weeks) **To inform:** Letter to drama workshop organiser (or similar) (2 weeks)	 **Recount**: recount of trip/visitor (2 weeks) **Diary entry** x 2 (3 weeks) (different points of the story)	 **Revisit and edit previous work. (1 week)** **To entertain:** re-write story of Tiddler (3 weeks) **To inform**: information text about growing seeds/plants (3 weeks)
	Y2 Transcription - Spelling		**Y2 Transcription - Handwriting**		**Y2 Composition**		**Y2 Vocabulary, Grammar and Punctuation (including Appendix 2)**

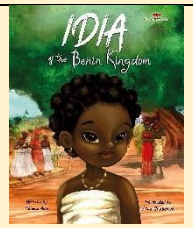
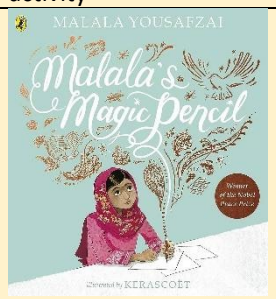
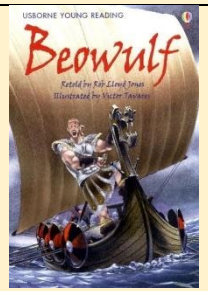
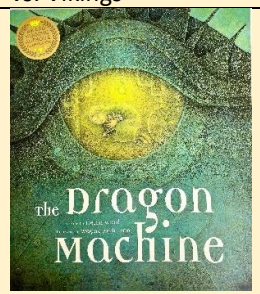
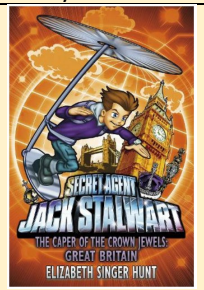
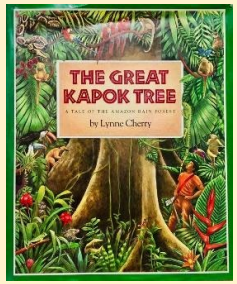
Y2 National Curriculum Objectives	• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Spell by learning to spell common exception words. • Spell by learning to spell more words with contracted forms. • Spell by learning the possessive apostrophe (singular) [for example, the girl's book]. • Spell by 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.	• 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.	• Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). • Develop positive attitudes towards and stamina for writing by writing about real events. • Develop positive attitudes towards and stamina for writing by writing poetry. • Develop positive attitudes towards and stamina for writing by writing for different purposes. • Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about. • Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. • Consider what they are going to write before beginning by: 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. • Make simple additions, revisions and corrections to their own writing by: re-reading	• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly, 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 sentences with different forms: statement, question, exclamation, command. • Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. • Learn how to use the present and past tenses correctly and consistently including the progressive form. • Learn how to use subordination (using when, if, that, or

			to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Make simple additions, revisions and corrections to their own writing by: 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.	because) and co-ordination (using or, and, or but). ● Learn how to use some features of written Standard English. ● Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	
Y3 Texts and writing genres.	 **Non-chronological report** The Victorians **Diary** - Victorian child **Poetry Week/Day**	 **Narrative** – time travel adventure **To entertain:** *JL Advert activity. Letter of apology	 **Biography:** Mary Anning **Explanation:** Volcano	 **Narrative –** Inspired by 'Hurricane' **Newspaper:** Angry Earth Event	 **Narrative –** Inspired by 'Journey' **Advert**: Spain holiday brochure	 **Narrative:** Character/Setting description (mythical creature **Instructions**: how to make a windmill
	Y3 Transcription - Spelling		**Y3 Transcription - Handwriting**	**Y3 Composition**		**Y3 Vocabulary, Grammar and Punctuation (including Appendix 2)**

Y3 National Curriculum Objectives	• 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 include words and punctuation taught so far.	• 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• 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. • Plan their writing by 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. • Draft and write by organising paragraphs around a theme. • Draft and write by, in narratives, creating settings, characters and plot. • Draft and write by, 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. • Evaluate and edit by 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,	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use the present perfect form of verbs in contrast to the past tense. • Use conjunctions, adverbs and prepositions to express time and cause. • Use and punctuate direct speech. • Understand the concepts set out in the English Appendix 2: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks).

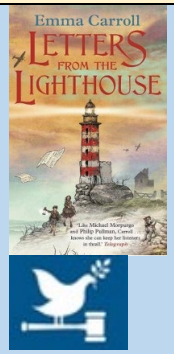
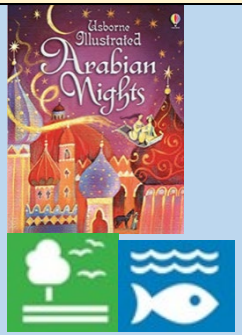
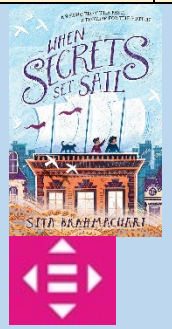
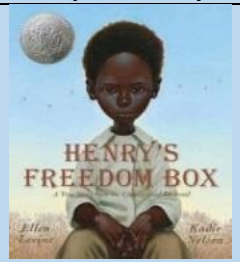
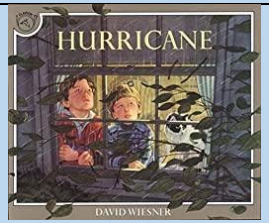
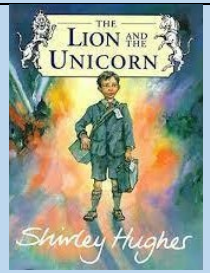
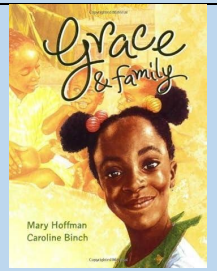
			using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Y4 Texts and writing genres.	 **Narrative**: Own Cinderella story **Inform:** Newspaper **Poetry Week/Day**	 **To inform:** Non-Chronological report – Australian Animals **To entertain:** *JL Advert activity	 **Entertain:** Narrative: Adventure Story **Entertain:** Character description: Roman God/Goddess	 **Recount:** Diary of Roman Slave **Instructions:** how to give a Roman Feast	Shakespeare Play TBC **Entertain:** Shakespeare Project TBC **Inform**: Shakespeare project TBC	**Inform/persuade**: London travel guide **Poetry:** States of Matter/ The Water Cycle
Y4 National Curriculum Objectives	**Y4 Transcription - Spelling** • 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	**Y4 Transcription - Handwriting** • 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	**Y4 Composition** • 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. • Plan their writing by 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. • Draft and write by organising paragraphs around a theme.	**Y4 Vocabulary, Grammar and Punctuation (including Appendix 2)** • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use fronted adverbials.	

	teacher, that include words and punctuation taught so far.		• Draft and write by, in narratives, creating settings, characters and plot. • Draft and write by, 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. • Evaluate and edit by 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.	• Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Develop understanding of the concepts set out in English Appendix 2:) determiner pronoun, possessive pronoun adverbial
Y5 texts and writing genres.	 **Recount**: Diary entry **To inform:** Journey Survival Guide	 **Persuasive**: Come to Camp Lake Green Lake	 **Description** Monster Wanted Poster	 **Instructions:** How to train a dragon	 **Non-chronological report**: Favelas	 **Persuasive:** Eco **Narrative:** adventure

	Poetry Week/Day	**To entertain:** *JL Advert activity	**Narrative**: defeating the monster	**Discussion**: Anglo Saxons vs. Vikings	**To entertain:** play scripts and lyrics	
Y5 Deaf Provision alternative choice of text.						

Y5 National Curriculum Objectives	**Y5 Transcription - Spelling**	**Y5 Transcription - Handwriting**	**Y5 Composition**	**Y5 Vocabulary, Grammar and Punctuation (including Appendix 2)**
	• 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 spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	• 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 letters. • Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary. • Plan writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey	• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Recognise vocabulary and structures that are appropriate for formal speech and writing, • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for

			character and advance the action. ● Draft and write by precising longer passages. ● Draft and write by using a wide range of devices to build cohesion within and across paragraphs ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. ● Evaluate and edit by assessing the effectiveness of their own and others' writing. ● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ● Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ● Proof-read for spelling and punctuation errors. ● Perform their own compositions, using appropriate intonation,	example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] ● Use commas to clarify meaning or avoid ambiguity in writing. ● Use hyphens to avoid ambiguity. ● Use brackets, dashes or commas to indicate parenthesis. ● Punctuate bullet points consistently. ● Learn the grammar terminology for year 5 in English Appendix 2: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity.

				volume, and movement so that meaning is clear.		
Y6 texts and writing genres.	 **Persuasive:** Give Nat his freedom! **Biography**: Famous Lives **Poetry Week/Day**	 **Narrative:** dystopia **To entertain:** *JL Advert activity	 **Newspaper:** WW2 **Letter** – Writing in role - Evacuee	 **Narrative:** Portal Story **Non-Chronological report:** Early Islamic civilisation	 Revisiting and revising pieces for end of Key Stage assessments,	Playscript **Playscripts**: writing/ practising end of year play
Y6 Deaf Provision alternative choice of text.	 If not done in Y3	 If not done in Y3				

Y6 National Curriculum Objectives	**Y6 Transcription - Spelling**	**Y6 Transcription - Handwriting**	**Y6 Composition**	**Y6 Vocabulary, Grammar and Punctuation (including Appendix 2)**
	• 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.	• 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 letters. • Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary.	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].

	• 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 spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.		• Plan writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Draft and write by precising longer passages. • Draft and write by using a wide range of devices to build cohesion within and across paragraphs • Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Evaluate and edit by ensuring the consistent and correct use	• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use passive verbs to affect the presentation of information in a sentence. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity. • Use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. • Learn the grammar terminology for year 6 in English Appendix 2: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.

			of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ● Proof-read for spelling and punctuation errors. ● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Y7/8 National Curriculum Objective	**Writing**		**Grammar and Vocabulary**	
	Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through: ● Writing for a wide range of purposes and audiences, including: ● Well-structured formal expository and narrative essays ● Stories, scripts, poetry and other imaginative writing ● Notes and polished scripts for talks and presentations ● A range of other narrative and non-narrative texts, including arguments, and personal and formal letters ● Summarising and organising material, and supporting ideas and arguments with any necessary factual detail ● Applying their growing knowledge of vocabulary, grammar and text Structure to their writing and selecting the appropriate form ● Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Plan, draft, edit and proof-read through:		Pupils should be taught to: Consolidate and build on their knowledge of grammar and vocabulary through: ● Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ● Studying the effectiveness and impact of the grammatical features of the texts they read ● Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ● Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ● Using Standard English confidently in their own writing and speech English – key stage 3	

	• Considering how their writing reflects the audiences and purposes for which it was intended, • Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness, • Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.	• Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
KS3 Terminology: Active voice, adjective, adverb, adverbial, antonym, apostrophe, article, auxiliary verb, clause, cohesion, cohesive device, complement, compound, compounding, conjunction, consonant, continuous, co-ordinate, co-ordination, determiner, digraph, ellipsis, etymology, finite verb, fronted, fronting, future, grapheme-phoneme-correspondence (GPC), head, homonym. Infinitive, inflection, intransitive verb, main clause, modal verb, modify, modifier, morphology, noun, noun phrase, object, participle, passive, past tense, perfect, phoneme, phrase, plural, possessive, prefix, preposition, preposition phrase, present tense, progressive, pronoun punctuation, received pronunciation, register, relative clause, root work, shwa, sentences, split digraph, Standard English, stress, subject, subjunctive, subordinate, subordination, subordinate clause, suffix, syllable, synonym, tense, transitive verb, trigraph, unstressed, verb, vowel, word, word class, word family.		