LOWER KS2 SUMMER TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING CYCLE B						
YEAR GROUPS	SUMMER 1		SUMMER 2			
	Robin Hood LEGEND	Merlin and the Dragons LEGEND	Big Blue Whale	Leaf	Classic Poem	
3 & 4	The Stern of Robin Hood	Merlin and the Dragons	BIG BLUE NICOLA DAVIES	Plumy Syl Body	MacCavity by TS Eliot	
Key Writing Outcomes	Narrative: • Re-tell Character profile (criminal or a good person?)	Narrative: Re-tell with creature change	Information: Persuasive article about protecting whales	Narrative: Outsider narrative Information: Fact file on polar bears	Poetry: Performance	
ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING						
	Key Learning: READING C			ey Learning: WRITING CON	IPOSITION	
<ul> <li>listening t reference</li> <li>reading b purposes</li> <li>using dict</li> <li>increasing myths &amp; I</li> <li>identifying</li> <li>preparing understar</li> <li>discussin</li> <li>recognisit</li> <li>Understand</li> <li>checking explaining</li> <li>asking qu</li> <li>drawing it from their</li> <li>predicting</li> <li>identifying</li> <li>these</li> <li>identifying</li> <li>Retrieve and</li> </ul>	sitive attitudes to reading & une to and discussing a wide range of a books or textbooks books that are structured in different tionaries to check the meaning of g their familiarity with a wide range egends, and retelling some of the g themes and conventions in a will poems and play scripts to read a nding through intonation, tone, vo g words & phrases that capture re- ng different forms of poetry (e.g. f what they read, in books they the text makes sense to them, di- g the meaning of words in context is stores such as inferring chara actions, and justifying inferences g what might happen from details g main ideas drawn from more that g how language, structure + present d record information from non- in discussion about both books a themselves, taking turns and lister	i fiction, poetry, plays, non-fiction ent ways & reading for a range of words that they have read ge of books, including fairy storie ese orally de range of books aloud and to perform, showing lume and action eader's interest & imagination free verse, narrative poetry) <b>can read independently</b> , by: scussing their understanding ar t unding of a text acters' feelings, thoughts and mo s with evidence stated and implied an one paragraph & summarisin entation contribute to meaning <b>fiction</b> that are read to them and those	<ul> <li>Discussing writing understand and lea</li> <li>Discussing and red</li> <li>Discussing and red</li> <li>Draft and write by:</li> <li>Composing and red</li> <li>building a varied an structures (English</li> <li>Organising paragra</li> <li>In narratives, creat</li> <li>In non-narrative masubheadings]</li> <li>Evaluate and edit by</li> <li>Assessing the effect improvements</li> <li>Proposing changes the accurate use of</li> <li>Proof-read for spe</li> <li>Read aloud their or intonation and contents</li> </ul>	<ul> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>Draft and write by:</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (e.g. headings and subheadings]</li> <li>Evaluate and edit by:</li> <li>Assessing the effectiveness of their own and others' writing and suggesting</li> </ul>		

## ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

#### Key Learning: SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

# ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

### Key Learning: WORD READING

#### **Etymology and Morphology**

Apply their growing knowledge of root words, prefixes and suffixes, as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

#### **Common Exception Words**

• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Revision of work from Years 1 and 2

'Most pupils will not need further direct teaching of word reading skills [if] they are able to: decode unfamiliar words accurately, and need very few repeated experiences of this word before the word is stored in such a way that they can read it without overt sound-blending. However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so they can catch up rapidly with their peers.' English NC 2014 page 23

Some pupils may need just a revision of the KS1 learning priorities, but others may need more extensive support to attain KS1 learning priorities. For this reason, Y3/4 teachers will need to use the guidance in the KS1 Key Learning Outcomes/Teaching document to support targeted differentiated teaching for identified pupils who are not working at age related expectations.

N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1

# ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

Application of alphabetical knowledge         Develop understanding of the concepts set out in English Appendix 2 by event in the set of a work form KS1 as appropriate to need           Seeling common exception words:         Develop understanding of the concepts set out in English Appendix 2 by event a using and understanding the grammatical terminology accurately and appropriately when discussing their writing and reading           Seeling common exception words:         Introduction to paragraphs as a way to group related material /organise ideas           Seeling applying applying appartophes         Seeling applying appartophes           Speling words that are often misspeli (English Appendix 1)         Seeling words that are often misspeli (English Appendix 1)           Speling words that are often misspeli (English Appendix 1)         Seeling words that seeling with regular plurals (e.g., filteras)           Speling words by adding profess and suffixes         Introduction begin plura (e.g. childrens)           Speling words by adding profess and suffixes         Seeling words with regular plurals (e.g. childrens)           Verther prefixes and suffixes         Seeling words with regular plurals (e.g. finteras)	Key Learning: WRITING TRANSCRIPTION	Key Learning: VOCABULARY, GRAMMAR AND PUNCTUATION		
Spelling applying CPC:         Revision V work from KS1 as appropriate to need         Spelling common exception words;         • Learning to spell common exception words;         • Learning to spell common exception words;         • Spell words that are olien misspell (English Appendix 1)         • Spell words that require to be learnt as needed         Spelling off words that require to be learnt as needed         Spelling words by adding prefixes and suffixes         Use further prefixes & suffixes and understand how to add them (English Appendix 1)         • Add suffixes beginning with yowel letters to words of more than one syllable e.g., forgetting, forgotten: beginning, beginner         • Outnuing learning rules and exceptions related to suffixes. For example:         • -in- add changes to its spelling e.g. inactive, illegal, immature, irregular         • Inter, means 'against' e.g. antickexis, international         • super- means 'against' e.g. antickexis, international         • auto- means 'against' e.g. antickexis to form oruse         • Appendix 1         Application, consolidation 5, assessment         • Write from memory simple sentences, dictated by the teacher, that include words of more than one-cloue words, showing how words are related in form and meaning (e.g. solve, solve), solve, solve), solve, solve), solve, solve), solve, solve), solve, sol				
<ul> <li>Revision of work from KS1 as appropriate to need Spelling common exception words:</li> <li>Learning to spell common exception words:</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Spelling applying appositophes</li> <li>Spelling applying appositophes</li> <li>Place the possessive apportate to be learnt as needed</li> <li>Spelling applying appositophes</li> <li>Place the possessive appropriate by for possessive appropriate by for possessive appropriate by for the present perfect form of verbs instead of the simple past (e.g. He has gene understand how to add them (e.g. children's)</li> <li>Spelling words with irregular plurals (e.g. grifts, boys) and in words with irregular plurals (e.g. forgetting, borgotten, beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example: ation added to adjectives to form nouns y adde to adjectives to form adverbs</li> <li>More prefixes: auto added to adjectives to form adverbs</li> <li>More prefixes: auto means 'sundor' e.g. subdivide, submarine -inter- means 'sundor' e.g. subdivide, submarine -inter- means 'sundor' e.g. autobiography, autograph</li> <li>Near the perfect application of spelling rules &amp; guidance, as listed in English Application, consolidation &amp; assessment</li> <li>Word choice &amp; modification: - Subwide submarine - auto- means 'sundor' e.g. subdivide, submarine - auto- means 'sundor' e.g. autobiography, autograph</li> <li>Near the reash 'submarine - auto- means 'sundor' e.g. autobiography, autograph N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Application, consolidation &amp; assessment - Write from memory simple sentences, dictated by the teacher, that include words Application, consolidation &amp; assessment - Write from memory simple sentences, dictated by the teacher, that include words Application, consolidating to devices that are needed to join letters and understand</li></ul>				
Spelling common exception words:         Text Cohesion                Learning to spell common exception words linked to prefix and suffix teaching and understanding root words.               Inter teaching and sub-headings to aid presentation.                 Spelling words that require to be learnt as needed Spelling softwire appendix that require to be learnt as needed Spelling softwire appendix that require to be learnt as needed Spelling words that require to be learnt as needed Spelling words by adding prefixes and suffixes.               Inter teachings and sub-headings to aid presentation               Inter teachings and sub-headings to aid presentation                 Place the possessive apostrophe accurately in words with regular plurals (e.g., the teachings and suffixes beginning, beginning rules and exceptions related to suffixes. For example:            aiton added to verbs to form nouns            yu added to adjectives to form adverbs            aiton added to verbs to form nouns            yu added to adjectives to form adverbs				
<ul> <li>Learning to spell common exception words linked to prefix and suffix teaching and understanding root words</li> <li>Spell words that require to be learnt as needed</li> <li>Spelling applying apostrophes</li> <li>Place the possessive apostrophe accurately in words with regular plurals (e.g., children's)</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Continuing learning rules and exceptions related to suffixes. For example:         <ul> <li>ation added to verbs to form adverbs</li> <li>ation changes to its spelling under (e.g., subvide; e.g., interact, internationalsuper-means 'adairo' forming 'e.g. interact, internatinterd, 'e.g. welling intro the adverbials e.g. 'later that day</li></ul></li></ul>				
<ul> <li>Spell further homophones</li> <li>Spell further homophones</li> <li>Spelling of words that require to be learnt as needed</li> <li>Spelling applying apposirophes</li> <li>Place the possessive aposirophes</li> <li>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</li> <li>Choosing nouns a proprintiely for clarity and cohesion and to avoid greating applying apposirophes</li> <li>Use further prefixes &amp; suffixes and understand how to add them (English Appendix 1):</li> <li>Continuing learning rules and exceptions related to suffixes. For example: <ul> <li>-ation added to verbs to form nouns</li> <li>-yadded to verbs to form adverbs</li> <li>-ation added to verbs to spelling e.g. inactive, illegal, immature, irregular re-means 'tagbir' or back' e.g. redo, refresh, return, reappear</li> <li>-sub-means 'tagbir' or owri e.g. autobiography, autograph</li> <li>Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1</li> <li>Write form memory simple sentences, dictated by the teacher, that include words and punctuation tagging to far.</li> <li>Bybe the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined line creates the legibility, consistency and quality of their handwriting (e.g. bye ensuing) the downst</li></ul></li></ul>		Text Cohesion		
<ul> <li>Spelling vords that are often misspelt (English Appendix 1)</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out oplay)</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out oplay)</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/within and accross sentences</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotter; beginning, beginner</li> <li>ation added to verbs to form nouns</li> <li>ation added to verbs to form nouns</li> <li>inter means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>-sub- means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>-sub- means 'again' e.g. anticeptic, anticlockwise</li> <li>-anti- means 'again' e.g. antoptic, interact, international</li> <li>-super- means 'abore' e.g. adoptication of spelling rules &amp; guidance, as listed in English</li> <li>Appendix 1</li> <li>Write from memory simple sentences, dictated by the teacher, that include word and punctuation taught so far.</li> <li>Hadnwriting</li> <li>Puptis should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase th</li></ul>	understanding root words	<ul> <li>Introduction to paragraphs as a way to group related material /organise ideas</li> </ul>		
<ul> <li>Spellings of words that require to be learnt as needed</li> <li>Spelling applying appostrophes</li> <li>Place the possessive apostrophe accurately in words with regular plurals (e.g. children's)</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, torgotten; beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example:         <ul> <li>-atto added to verb to form nouns</li> <li>-live and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>rere means 'adder 'o verbs' (e.g. children's)</li> </ul> </li> <li>Subtract of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/within and across sentences</li> <li>Sentence structure</li> <li>Extending range of sentences with more than one clause by using a wider range of opinuctions i.e. expressing time, place and cause using: - conjunctions (e.g. 'ther', 'thile', 'so', 'because of')</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with eury hair'</li> <li>Formation of nouns using a range of prefixes (e.g. 'super-', 'anti-', 'auto-')</li> <li>Use of 'a' or 'an' according to whether the next word begins with a consonant or a 'ow</li></ul>				
Spelling applying apostrophes       gone out to play contrasted with He went out to play)         • Place the possessive apostrophe accurately in words with irregular plurals (e.g. children's)       Gone out to play contrasted with He went out to play)         • Add suffixes beginning words by adding prefixes and understand how to add them (English Appendix 1)       • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition/within and across sentences         • Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginner       • Choosing nouns or yoin points esting time, place and cause using: - conjunctions i.e. expressing time, place and cause using: - conjunctions (e.g. 'before', 'after', 'bile', 'o', 'because') - adverbs (e.g. 'then', next' soon', 'therefore') - preposition phrases e.g. 'the teacher' expanded to the strict maths teacher with or enans 'again' or 'back' e.g. redo, refresh, return, reappear - sub- means 'against' e.g. subleview or among' e.g. interact, international - super-means 'above - anti-means 'against' e.g. antiseptic, anticlockwise - auto-means 'self or 'own' e.g. autobiography, autograph       • Noun phrases e.g. 'later that day. I heard the bad news'         • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble       • Grammitcal differance between plural and poasessive - s         • Byplication, consolidation & assessment       • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble         • Whie from memory simple sentences, dictated by the teacher, that include words and punctuation				
<ul> <li>Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Use further prefixes &amp; suffixes and understand how to add them (English Appendix 1): <ul> <li>Add suffixes beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example: <ul> <li>-ation added to verbs to form nouns</li> <li>-in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>-ine- means 'again' or 'back' e.g. etdo, refresh, return, reappear</li> <li>-subc- means 'adder' e.g. suddivide, submarine</li> <li>-inter- means 'against' e.g. antiseptic, anticlockwise</li> <li>-anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>-anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>-anti- means 'against' e.g. autobiography, autograph</li> </ul> </li> <li>B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught to ita.</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstorkes of letters are parallel and equidistant; lines of writing are spaced</li> </ul></li></ul>				
<ul> <li>gits', boys') and in words with irregular plurals (e.g. children's)</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Spelling words by adding prefixes and suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten; beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example: <ul> <li>taiton added to verbs to form nous</li> <li>y added to adjectives to form adverbs</li> </ul> </li> <li>More prefixes: <ul> <li>-in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>ree means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>-sub- means 'under' e.g. subdivide, submarine</li> <li>-inter- means 'against' e.g. antiseptic, anticlockwise</li> <li>-auto- means 'saginst' e.g. anticlockwise<!--</td--><td></td><td colspan="2"></td></li></ul></li></ul>				
<ul> <li>Spelling words by adding prefixes and suffixes</li> <li>Spelling words by adding prefixes and suffixes</li> <li>Sentence structure</li> <li>Sentence structure</li> <li>Extending range of sentences with more than one clause by using a wider range of conjunctions i.e. expressing time, place and cause using: - conjunctions (e.g., 'when', 'before', 'after,' while', 'so', 'because) - adverbs (e.g., 'ther', 'net' 'soon', 'in' because of)</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g., 'the teacher' expanded to 'the strict maths teacher with europhanes, 'and' or 'back' e.g., interact, international - super- means 'against' e.g. antiseptic, anticlockwise - auto- means 'sgainst' e.g. antiseptic, anticlockwise - auto- means 'sgainst' e.g. antiseptic, anticlockwise - auto- means 'sgainst' e.g. antibiopting rules &amp; guidance, as listed in English Appendix 1</li> <li>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>Grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> <li>Punctuation taught so far.</li> <li>Puplis should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>Use further prefixes &amp; suffixes and understand how to add them (English Appendix 1):</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten; beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example: <ul> <li>ation added to verbs to form nouns</li> <li>y added to adjectives to form adverbs</li> </ul> </li> <li>More prefixes: <ul> <li>-in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>-re- means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>-sub- means 'under' e.g. subdivide, submarine</li> <li>-inter means 'against' e.g. antiseptic, anticlockwise</li> <li>-auto- means 'against' e.g. antiseptic, anticlockwise</li> <li>-auto- means 'self or 'own' e.g. autobiography, autograph</li> </ul> </li> <li>N.B. Also refer to application a domort is trokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined hore stepse in addition to indicate direct speech and othor punctuation to indicate direct speech and othor punctuation to indicate direct speech and othore punctuation to in</li></ul>		•		
<ul> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten, beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example:         <ul> <li>-ation added to verbs to form nouns</li> <li>-ly added to adjectives to form nouns</li> <li>-ly added to adjectives to form adverbs</li> </ul> </li> <li>More prefixes:         <ul> <li>-in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>-re- means 'again o' 'back' e.g. redo, refresh, return, reappear</li> <li>-sub- means 'under' e.g. subdivide, submarine</li> <li>-inter- means 'against' e.g. antiseptic, anticlockwise</li> <li>- anti- means 'self' or 'own' e.g. autobiography, autograph</li> </ul> </li> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting (e.g. by ensuite the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>forgetting, forgotten; beginning, beginner</li> <li>Continuing learning rules and exceptions related to suffixes. For example: <ul> <li>ation added to verbs to form nouns</li> <li>ly added to adjectives to form adverbs</li> </ul> </li> <li>More prefixes: <ul> <li>-in and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>-re- means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>- sube- means 'under' e.g. subdivide, submarine</li> <li>- inter- means 'above'</li> <li>- antio- diffication of spelling rules &amp; guidance, as listed in English</li> <li>Appendix 1</li> </ul> </li> <li>More fer to application of spelling rules &amp; guidance, as listed in English 'a power set are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>- Grammatical difference between plural and possessive -s</li> <li>- Standa</li></ul>				
<ul> <li>Continuing learning rules and exceptions related to suffixes. For example:         <ul> <li>ation added to verbs to form nouns</li> <li></li></ul></li></ul>				
<ul> <li>- ation added to verbs to form nouns         <ul> <li>- ly added to adjectives to form adverbs</li> <li>More prefixes:                 <ul> <li>- in and changes to its spelling e.g. inactive, illegal, immature, irregular</li></ul></li></ul></li></ul>				
<ul> <li>-ly added to adjectives to form adverbs</li> <li>More prefixes: <ul> <li>-in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>-ine- means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>- sub- means 'under' e.g. subdivide, submarine</li> <li>- inter- means 'between' or 'among' e.g. interact, international</li> <li>- super- means 'against' e.g. antiseptic, anticlockwise</li> <li>- auto- means 'sgalinst' e.g. antiseptic, anticlockwise</li> <li>- auto- means 'sgalin' or 'back' e.g. autobiography, autograph</li> </ul> </li> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1</li> <li>Application, consolidation &amp; assessment</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupis should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>More prefixes:         <ul> <li>in- and changes to its spelling e.g. inactive, illegal, immature, irregular</li> <li>re- means 'again' or 'back' e.g. redo, refresh, return, reappear</li> <li>sub- means 'under' e.g. subdivide, submarine</li> <li>inter- means 'between' or 'among' e.g. interact, international</li> <li>super- means 'above'</li> <li>anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>auto- means 'self' or 'own' e.g. autobiography, autograph</li> </ul> </li> <li><i>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1</i></li> <li>Worite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined lncrease the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>- in- and changes to its spelling e.g. inactive, illegal, immature, irregular <ul> <li>- re- means 'again' or 'back' e.g. g. redo, refresh, return, reappear</li> <li>- sub- means 'under' e.g. subdivide, submarine</li> <li>- inter- means 'between' or 'among' e.g. interact, international</li> <li>- super- means 'against' e.g. antiseptic, anticlockwise</li> <li>- anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>- anto- means 'self' or 'own' e.g. autobiography, autograph</li> </ul> <ul> <li>NB. Also refer to application &amp; assessment</li> <li>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>Grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> </ul> Pupils should be taught to: <ul> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined lncrease the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul></li></ul>				
<ul> <li>- re- means 'again' or 'back' e.g. redo, refresh, return, reappear - sub- means 'under' e.g. subdivide, submarine - inter- means 'between' or 'among' e.g. interact, international - super- means 'above' - anti- means 'against' e.g. antiseptic, anticlockwise - auto- means 'self or 'own' e.g. autobiography, autograph N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1 Application, consolidation &amp; assessment • 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 un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>- sub- means 'under' e.g. subdivide, submarine</li> <li>- inter- means 'between' or 'among' e.g. interact, international</li> <li>- super- means 'above'</li> <li>- anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>- auto- means 'self or 'own' e.g. autobiography, autograph</li> </ul> N.B. Also refer to application of spelling rules & guidance, as listed in English Appendix 1 <ul> <li>World families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>Grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> </ul> Pupils should be taught to: <ul> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined lncrease the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced <ul> <li>Abso refer to guidance as listed in English Appendix 2</li> </ul></li></ul>				
<ul> <li>- super- means 'above'</li> <li>- anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>- auto- means 'self or 'own' e.g. autobiography, autograph</li> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English</li> <li>Appolication, consolidation &amp; assessment</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>vowel</li> <li>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>Grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> <li>Punctuation</li> <li>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>		Formation of nouns using a range of prefixes (e.g. 'super-', 'anti-', 'auto-')		
<ul> <li>- anti- means 'against' e.g. antiseptic, anticlockwise</li> <li>- auto- means 'self' or 'own' e.g. autobiography, autograph</li> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English</li> <li>Appendix 1</li> <li>• Worte from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Handwriting</li> <li>Pupils should be taught to:</li> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>• Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble</li> <li>• Grammatical difference between plural and possessive -s</li> <li>• Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined lncrease the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>	-inter- means 'between' or 'among' e.g. interact, international	Use of 'a' or 'an' according to whether the next word begins with a consonant or a		
<ul> <li>- auto- means 'self' or 'own' e.g. autobiography, autograph</li> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English</li> <li>Appendix 1</li> <li>Application, consolidation &amp; assessment</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul>				
<ul> <li>N.B. Also refer to application of spelling rules &amp; guidance, as listed in English Appendix 1 <ul> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to: <ul> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> </ul> </li> <li>Grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> </ul> </li> <li>Punctuation <ul> <li>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> </ul> </li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>Appendix 1</li> <li>Application, consolidation &amp; assessment</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</li> <li>Punctuation</li> <li>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>Application, consolidation &amp; assessment</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li><i>were</i> instead of <i>we was</i></li> <li><i>Punctuation</i></li> <li>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li><i>N.B. Also refer to guidance as listed in English Appendix 2</i></li> </ul>				
<ul> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>and punctuation taught so far.</li> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>Inverted commas to punctuate direct speech and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>Handwriting</li> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>speech e.g. a comma after the reporting clause, end punctuation with inverted commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>Pupils should be taught to:</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>commas</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
<ul> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced</li> <li>Apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>Use of commas after fronted adverbials</li> <li>N.B. Also refer to guidance as listed in English Appendix 2</li> </ul>				
understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced				
Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring the downstrokes of letters are parallel and equidistant; lines of writing are spaced				
the downstrokes of letters are parallel and equidistant; lines of writing are spaced				
אוווטיבוווע אי נומג נויב מאיבוועבוא מוע עבאיבוועבוא עו ובוובוא עט ווטג וטעטוון	sufficiently so that the ascenders and descenders of letters do not touch)			