

It is a DfE requirement that maintained schools should publish the content of their school curriculum in each academic year, for every subject on their website.  
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Essentials Content © 2016 Chris Quigley Education

By the end of Year 1 pupils should have a basic grasp of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.

## Reading Years 1 and 2

In Years 1 and 2 pupils:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.

- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

## Writing Years 1 and 2

In Years 1 and 2 pupils:

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used. •

Write, review and improve.

- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Write so that other people can understand the meaning of sentences. •

Sequence sentences to form clear narratives.

- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.
- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Form digits 0-9.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters. •

Spell words containing 40+ learned phonemes.

- Spell common exception words (the, said, one, two and the days of the week). •

Name letters of the alphabet in order.

- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he

drinks).

- Use the prefix un.
  - Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.
  - Use spelling rules.
  - Write simple sentences dictated by the teacher.
  - Spell by segmenting words into phonemes and represent them with the correct graphemes.
- 
- Learn some new ways to represent phonemes.
  - Spell common exception words correctly.
  - Spell contraction words correctly (can't, don't).
  - Add suffixes to spell longer words (-ment, -ness, -ful and -less).
  - Use the possessive apostrophe. (singular) (for example, the girl's book)
  - Distinguish between homophones and near-homophones.
  - Leave spaces between words.
  - Use the word 'and' to join words and sentences.
  - Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
  - Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
  - Use sentences with different forms: statement, question, exclamation and command.
  - Use extended noun phrases to describe and specify (e.g. the blue butterfly).
  - Use subordination (when, if, that or because).
  - Use coordination (or, and, but).
  - Use some features of standard written English.
  - Use the present and past tenses correctly, including the progressive form.
  - Discuss writing with the teacher and other pupils.
  - Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
  - Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
  - Read aloud writing clearly enough to be heard by peers and the teacher.
  - Read aloud writing with some intonation.

## Communication Years 1 and 2

In Years 1 and 2 pupils:

- Sift information and focus on the important points.
- Seek clarification when a message is not clear.
- Understand instructions with more than one point.

- Use subject specific vocabulary to explain and describe.
  - Suggest words or phrases appropriate to the topic being discussed. •
- Identify homophones.
- Speak in a way that is clear and easy to understand.
  - Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.
  - Identify syllables within words.
  - Ensure stories have a setting, plot and a sequence of events. •
- Recount experiences with interesting detail.
- Predict events in a story.
  - Give just enough detail to keep the audience engaged.
  - Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate

By the end of Year 3 pupils should have a basic grasp of all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.

Reading Years 3 and 4

In Years 3 and 4 pupils:

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
  - Read further exception words, noting the spellings.
  - Draw inferences from reading.
  - Predict from details stated and implied.
  - Recall and summarise main ideas.
  - Discuss words and phrases that capture the imagination.
  - Retrieve and record information from non-fiction, using titles, headings, sub headings and indexes.
  - Prepare poems and plays to read aloud with expression, volume, tone and intonation.
  - Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
  - Recognise some different forms of poetry.
  - Explain and discuss understanding of reading, maintaining focus on the topic. •
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
  - Identify main ideas drawn from more than one paragraph and summarise these. •
  - Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

## Writing Years 3 and 4

In Years 3 and 4 pupils:

- Write for a wide range of purposes using the main features identified in reading.
- Use techniques used by authors to create characters and settings.
- Compose and rehearse sentences orally.
- Plan, write, edit and improve.
- Create characters, settings and plots.
- Use alliteration effectively.
- Use similes effectively.
- Use a range of descriptions phrases including some collective nouns.
- Use organisational devices such as headings and sub headings.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use connectives that signal time, shift attention, inject suspense and shift the setting.
- Organise paragraphs around a theme.
- Sequence paragraphs.
- Use a mixture of simple, compound and complex sentences.
- Write sentences that include: conjunctions, adverbs, direct speech, punctuated correctly, clauses and adverbial phrases.
- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
- Use prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell correctly often misspelt words.
- Write sentences dictated by the teacher.
- Show an awareness of how writing differs from spoken language by: extending sentences using clauses and connectives such as when, if, because and although; choosing nouns and pronouns appropriately; using conjunctions, adverbs and prepositions to express time and cause.
- Using adverbials.
- Use and understand grammatical terminology when discussing writing and reading: Year 3 - word family, conjunction, adverb, preposition, direct, speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Year 4 - pronoun, possessive pronoun, adverbial.
- Read aloud writing to a group or whole class, using appropriate intonation.

## Communication Years 3 and 4

In Years 3 and 4 pupils:

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.
- Use time, size and other measurements to quantify.

- Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
- Use verbs with irregular endings.
- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.
- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.
- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.
- Respectfully challenge opinions or points, offering an alternative.

By the end of Year 5 pupils should have a basic grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.

Reading Years 5 and 6

In Years 5 and 6 pupils:

- Apply knowledge of root words, prefixes and suffixes.
- Read age-appropriate books with confidence and fluency (including whole novels).
- (Note: this should be through normal reading rather than direct teaching.)
- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering

the impact on the reader.

- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.
- Distinguish between statements of fact and opinion.
- Provide reasoned justifications for views.

Writing Years 5 and 6

In Years 5 and 6 pupils:

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.
- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
  - Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.
- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length.
- Write sentences that include:
  - relative clauses
  - modal verbs
  - relative pronouns
  - brackets
  - parenthesis
  - a mixture of active and passive voice
  - a clear subject and object
  - hyphens, colons and semi colons
  - bullet points.
- Write fluently and legibly with a personal style.
- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.

- Use a thesaurus.
- Spell the vast majority of words correctly.
- Develop understanding of writing concepts by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
  - Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
- Punctuating bullet points consistently.
- Use and understand grammatical terminology when discussing writing and reading:

#### Year 5

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

#### Year 6

- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
- Perform compositions, using appropriate intonation and volume.

#### Communication Years 5 and 6

#### In Years 5 and 6 pupils:

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Recognise and explain some idioms.
- Understand irony (when it is obvious).
- Use adventurous and sophisticated vocabulary.
- Explain the meaning of words, offering alternatives.
- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
- Vary the length and structure of sentences.
- Ask questions and make suggestions to take an active part in discussions.

- Comment on the grammatical structure of a range of spoken and written accounts.
- Narrate detailed and exciting stories.
- Use the conventions and structure appropriate to the type of story being told.
- Interweave action, character descriptions, settings and dialogue.
- Negotiate and compromise by offering alternatives.
- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.