

National Curriculum Chart

Year 1 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun	English Skills Introductory Book and English Skills 1
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)	English Skills Introductory Book and English Skills 1
	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]	English Skills Introductory Book and English Skills 1
Sentence	How words can combine to make sentences	English Skills Introductory Book
	Joining words and joining clauses using <i>and</i>	English Skills Introductory Book
Text	Sequencing sentences to form short narratives	English Skills Introductory Book
Punctuation	Separation of words with spaces	n/a
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	English Skills Introductory Book and English Skills 1
	Capital letters for names and for the personal pronoun I	English Skills Introductory Book
Spelling	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	English Skills Introductory Book
	The /ŋ/ sound spelt n before k	English Skills Introductory Book
	Division of words into syllables	English Skills Introductory Book and English Skills 1
	–tch	English Skills Introductory Book
	The /v/ sound at the end of words	English Skills Introductory Book
	Adding –s and –es to words (plural of nouns and the third person singular of verbs)	English Skills Introductory Book and English Skills 1
	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	English Skills Introductory Book and English Skills 1
	Adding –er and –est to adjectives where no change is needed to the root word	English Skills Introductory Book and English Skills 1
	Words ending –y (/i:/ or /ɪ/)	English Skills Introductory Book
	New consonant spellings ph and wh	English Skills Introductory Book and English Skills 1
	Using k for the /k/ sound	English Skills Introductory Book
	Adding the prefix un–	English Skills Introductory Book
	Compound words	English Skills Introductory Book and English Skills 1
Common exception words	English Skills Introductory Book and English Skills 1	

National Curriculum Chart

Year 2 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i> , <i>superman</i>]	English Skills Introductory Book and English Skills 1
	Formation of adjectives using suffixes such as –ful, –less	English Skills Introductory Book and English Skills 1
	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	English Skills Introductory Book and English Skills 1
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	English Skills Introductory Book and English Skills 1
	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]	English Skills 1
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	English Skills Introductory Book and English Skills 1
Text	Correct choice and consistent use of present tense and past tense throughout writing	English Skills Introductory Book and English Skills 1
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	English Skills Introductory Book and English Skills 1
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	English Skills Introductory Book and English Skills 1
	Commas to separate items in a list	English Skills Introductory Book and English Skills 1 and English Skills 2
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	English Skills Introductory Book and English Skills 1 and English Skills 2
Spelling	The /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	English Skills Introductory Book and English Skills 1
	The /s/ sound spelt c before e, i and y	English Skills Introductory Book and English Skills 1 and English Skills 2
	The /n/ sound spelt kn– and (less often) gn– at the beginning of words	English Skills Introductory Book and English Skills 1
	The /r/ sound spelt wr– at the beginning of words	English Skills 1
	The /l/ or /əɫ/ sound spelt –le at the end of words	English Skills Introductory Book and English Skills 1
	The /l/ or /əɫ/ sound spelt –el at the end of words	English Skills Introductory Book and English Skills 1
	The /l/ or /əɫ/ sound spelt –al at the end of words	English Skills Introductory Book
	Words ending –il	English Skills 1 <i>continued</i>

National Curriculum Chart

Year 2 programme of study *continued*

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Spelling <i>continued</i>	The /aɪ/ sound spelt –y at the end of words	English Skills Introductory Book
	Adding –es to nouns and verbs ending in –y	English Skills Introductory Book and English Skills 1
	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	English Skills Introductory Book and English Skills 1
	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	English Skills Introductory Book and English Skills 1
	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	English Skills Introductory Book and English Skills 1
	The /ɔ:/ sound spelt a before l and ll	English Skills Introductory Book
	The /ʌ/ sound spelt o	English Skills 1
	The /i:/ sound spelt –ey	English Skills Introductory Book
	The /ɒ/ sound spelt a after w and qu	English Skills 1
	The /ɜ:/ sound spelt or after w	English Skills Introductory Book and English Skills 1
	The /ɔ:/ sound spelt ar after w	English Skills Introductory Book
	The /z/ sound spelt s	English Skills 1
	The suffixes –ment, –ness, –ful, –less and –ly	English Skills Introductory Book and English Skills 1
	Contractions	English Skills 1
	The possessive apostrophe (singular nouns)	English Skills Introductory Book
	Words ending in –tion	English Skills Introductory Book and English Skills 1
	Homophones and near-homophones	English Skills Introductory Book
	Common exception words	English Skills Introductory Book and English Skills 1

Additional curriculum coverage		
Curriculum requirement		Relevant English Skills book
Composition	Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	English Skills Introductory Book and English Skills 1
	Proofreading to check for errors in spelling, grammar and punctuation	All English Skills books (three proofreading tasks in each book)

National Curriculum Chart

Year 3 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	English Skills 1
	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]	English Skills 1 and English Skills 2 and English Skills 3
	Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	English Skills 1 and English Skills 2
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	English Skills 1 and English Skills 2 and English Skills 3
Text	Introduction to paragraphs as a way to group related material	English Skills 1
	Headings and sub-headings to aid presentation	English Skills 1
	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	English Skills 1 and English Skills 2 and English Skills 3
Punctuation	Introduction to inverted commas to punctuate direct speech	English Skills 1
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable	English Skills 2 and English Skills 3
	The /ɪ/ sound spelt y elsewhere than at the end of words	English Skills 1
	The /ʌ/ sound spelt ou	English Skills 1 and English Skills 2
	More prefixes	English Skills 1 and English Skills 2
	The suffix -ation	English Skills 1 and English Skills 2 and English Skills 3
	The suffix -ly	English Skills 1 and English Skills 2 and English Skills 3
	Words with endings sounding like /ʒə/ or /tʃə/	English Skills 1 and English Skills 2
	Endings which sound like /ʒən/	English Skills 1 and English Skills 2 and English Skills 3
	The suffix -ous	English Skills 2 and English Skills 3

continued

National Curriculum Chart

Year 3 programme of study continued

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Spelling <i>continued</i>	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	English Skills 1 and English Skills 2 and English Skills 3
	Words with the /k/ sound spelt ch (Greek in origin)	English Skills 1 and English Skills 2
	Words with the /ʃ/ sound spelt ch (mostly French in origin)	English Skills 1 and English Skills 2
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	English Skills 2
	Words with the /s/ sound spelt sc (Latin in origin)	English Skills 1 and English Skills 2
	Words with the /eɪ/ sound spelt ei, eigh, or ey	English Skills 2
	Possessive apostrophe with plural words	English Skills 2
	Homophones and near-homophones	English Skills 1 and English Skills 2 and English Skills 3

Additional curriculum coverage		
Curriculum requirement		Relevant English Skills book
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
Composition	Proofreading to check for errors in spelling, grammar and punctuation	All English Skills books (three proofreading tasks in each book)
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	English Skills 1 and English Skills 2

National Curriculum Chart

Year 4 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	The grammatical difference between plural and possessive –s	English Skills 2 and English Skills 3
	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	English Skills 2 and English Skills 3
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	English Skills 2 and English Skills 3
	Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	English Skills 2 and English Skills 3 and English Skills 4
Text	Use of paragraphs to organise ideas around a theme	English Skills 2 and English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	English Skills 2 and English Skills 3
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	English Skills 2 and English Skills 3 and English Skills 4
	Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]	English Skills 2 and English Skills 3
	Use of commas after fronted adverbials	English Skills 2 and English Skills 3 and English Skills 4
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable	English Skills 2 and English Skills 3
	The /ɪ/ sound spelt y elsewhere than at the end of words	English Skills 1
	The /ʌ/ sound spelt ou	English Skills 1 and English Skills 2
	More prefixes	English Skills 1 and English Skills 2
	The suffix –ation	English Skills 1 and English Skills 2 and English Skills 3
	The suffix –ly	English Skills 1 and English Skills 2 and English Skills 3

continued

National Curriculum Chart

Year 4 programme of study continued

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Spelling <i>continued</i>	Words with endings sounding like /zə/ or /tʃə/	English Skills 1 and English Skills 2
	Endings which sound like /zən/	English Skills 1 and English Skills 2 and English Skills 3
	The suffix –ous	English Skills 2 and English Skills 3
	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	English Skills 1 and English Skills 2 and English Skills 3
	Words with the /k/ sound spelt ch (Greek in origin)	English Skills 1 and English Skills 2
	Words with the /ʃ/ sound spelt ch (mostly French in origin)	English Skills 1 and English Skills 2
	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	English Skills 2
	Words with the /s/ sound spelt sc (Latin in origin)	English Skills 1 and English Skills 2
	Words with the /eɪ/ sound spelt ei, eigh, or ey	English Skills 2
	Possessive apostrophe with plural words	English Skills 2
	Homophones and near-homophones	English Skills 1 and English Skills 2 and English Skills 3

Additional curriculum coverage		
Curriculum requirement		Relevant English Skills book
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
Composition	Proofreading to check for errors in spelling, grammar and punctuation	All English Skills books (three proofreading tasks in each book)
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	English Skills 1 and English Skills 2

National Curriculum Chart

Year 5 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	English Skills 3 and English Skills 4 and English Skills 5
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	English Skills 3 and English Skills 4
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	English Skills 4 and English Skills 5 and English Skills 6
	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	English Skills 4 and English Skills 5 and English Skills 6
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	English Skills 4 and English Skills 5
	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	English Skills 3 and English Skills 4 and English Skills 5
Punctuation	Brackets, dashes or commas to indicate parenthesis	English Skills 4 and English Skills 5 and English Skills 6
	Use of commas to clarify meaning or avoid ambiguity	English Skills 4 and English Skills 5
Spelling	Endings which sound like /ʃəs/ spelt -cious or -tious	English Skills 3 and English Skills 4
	Endings which sound like /ʃəl/	English Skills 3 and English Skills 4
	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
	Words ending in -able/-ably and -ible/-ibly	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
	Adding suffixes beginning with vowel letters to words ending in -fer	English Skills 4 and English Skills 5
	Use of the hyphen	English Skills 4 and English Skills 5 and English Skills 6

continued

National Curriculum Chart

Year 5 programme of study *continued*

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Spelling <i>continued</i>	Words with the /i:/ sound spelt ei after c	English Skills 4 and English Skills 5
	Words containing the letter string ough	English Skills 4 and English Skills 5
	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	English Skills 5 and English Skills 6
	Homophones and other words that are often confused	English Skills 4 and English Skills 5 and English Skills 6

Additional curriculum coverage		
Curriculum requirement		Relevant English Skills book
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
Composition	Proofreading to check for errors in spelling, grammar and punctuation	All English Skills books (three proofreading tasks in each book)
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	English Skills 3 and English Skills 4 and English Skills 5

National Curriculum Chart

Year 6 programme of study

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]	English Skills 5 and English Skills 6
	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]	English Skills 1 and English Skills 2 and English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]	English Skills 5 and English Skills 6
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	English Skills 5 and English Skills 6
Text	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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis	English Skills 5 and English Skills 6
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	n/a
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]	English Skills 5 and English Skills 6
	Use of the colon to introduce a list and use of semi-colons within lists	English Skills 5 and English Skills 6
	Punctuation of bullet points to list information	English Skills 5
	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	English Skills 5 and English Skills 6
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious	English Skills 3 and English Skills 4
	Endings which sound like /ʃəl/	English Skills 3 and English Skills 4
	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6

continued

National Curriculum Chart

Year 6 programme of study *continued*

Appendix 1 and 2 coverage		
Curriculum requirement		Relevant English Skills book
Spelling <i>continued</i>	Words ending in –able/–ably and –ible/–ibly	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
	Adding suffixes beginning with vowel letters to words ending in –fer	English Skills 4 and English Skills 5
	Use of the hyphen	English Skills 4 and English Skills 5 and English Skills 6
	Words with the /i:/ sound spelt ei after c	English Skills 4 and English Skills 5
	Words containing the letter string ough	English Skills 4 and English Skills 5
	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	English Skills 5 and English Skills 6
	Homophones and other words that are often confused	English Skills 4 and English Skills 5 and English Skills 6

Additional curriculum coverage		
Curriculum requirement		Relevant English Skills book
Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	English Skills 3 and English Skills 4 and English Skills 5 and English Skills 6
Composition	Proofreading to check for errors in spelling, grammar and punctuation	All English Skills books (three proofreading tasks in each book)
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	English Skills 3 and English Skills 4 and English Skills 5