



Year 1 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 1	Page reference
Reading – word reading	apply phonic knowledge and skills as the route to decode words until reading is fluent	4
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	4
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	4, 40–42
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	7, 36–39
	read other words of more than one syllable that contain taught GPCs	36
	read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	32
Reading – comprehension	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	8–10, 14–21
	being encouraged to link what they read or hear read to their own experiences	5, 13, 45
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	45–46
	learning to appreciate rhymes and poems, and to recite some by heart	14–15
	discussing word meanings, linking new meanings to those already known	4–7
	drawing on what they already know or on background information and vocabulary provided by the teacher	20
	checking that the text makes sense to them as they read and correcting inaccurate reading	5
	discussing the significance of the title and events	12
	making inferences on the basis of what is being said and done	11–13, 21
	predicting what might happen on the basis of what has been read so far	8-9
	participating in discussion about what is read to them, taking turns and listening to what others say	12
	explaining clearly their understanding of what is read to them	10–14, 20–21



Year 1 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 1	Page reference
Writing – transcription	spell words containing each of the 40+ phonemes already taught	33–36
	spell common exception words	40
	use letter names to distinguish between alternative spellings of the same sound	40
	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	38
	use the prefix un–	7
	use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	37–39
Handwriting	begin to form lower-case letters in the correct direction, starting and finishing in the right place	62
	understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these	62
Writing – composition	write sentences by:	
	● saying out loud what they are going to write about	22–25
	● composing a sentence orally before writing it	22–25
	● sequencing sentences to form short narratives	22–25
	● re-reading what they have written to check that it makes sense	22–25
discuss what they have written with the teacher or other pupils	46	
Writing – vocabulary, grammar and punctuation	leaving spaces between words	62
	joining words and joining clauses using and	4, 7, 23–25
	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	28–29
	using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’	30



Year 2 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 1	Page reference
Reading – word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	4
	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	4
	read accurately words of two or more syllables that contain the same graphemes as above	4
	read words containing common suffixes	37–39
	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	40–41
	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	4
Reading – comprehension	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	10–21
	discussing the sequence of events in books and how items of information are related	8
	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	45–46
	being introduced to non-fiction books that are structured in different ways	16–17
	recognising simple recurring literary language in stories and poetry	15
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	5–7
	discussing their favourite words and phrases	15
	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	14–15
	drawing on what they already know or on background information and vocabulary provided by the teacher	18–21
	checking that the text makes sense to them as they read and correcting inaccurate reading	5



Year 2 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 1	Page reference
Reading – comprehension (continued)	making inferences on the basis of what is being said and done	11–13, 21
	answering and asking questions	10–12, 18, 21
	predicting what might happen on the basis of what has been read so far	8–9
Writing – transcription	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	33
	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	34–35
	learning to spell common exception words	41–42
	learning to spell more words with contracted forms	32
	learning the possessive apostrophe (singular) [for example, the girl's book]	32
	distinguishing between homophones and near-homophones	43
	adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	36
	applying spelling rules and guidance, as listed in English Appendix 1	37–41
Handwriting	form lower-case letters of the correct size relative to one another	62
	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	62
	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	62
	use spacing between words that reflects the size of the letters	62
Writing – composition	write narratives about personal experiences and those of others	45–49, 57
	write about real events	57–58
	write poetry	51
	write for different purposes	52, 56, 59–61



Year 2 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 1	Page reference
Writing – composition (continued)	consider what to write before beginning by:	
	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	45–46, 53
	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary 	45–46, 51, 53
	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 	48–49, 54–56
	make simple additions, revisions and corrections to their own writing by:	
	<ul style="list-style-type: none"> evaluating their writing with the teacher or other pupils 	48
	<ul style="list-style-type: none"> re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including continuous form 	50
	<ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	28, 44
Writing – vocabulary, grammar and punctuation	learn how to use familiar and new punctuation correctly:	
	<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks 	28, 29
	<ul style="list-style-type: none"> commas to separate items in a list 	31
	<ul style="list-style-type: none"> apostrophes for contracted forms and to mark singular possession 	32
	use sentences with different forms: statement, question, exclamation, command	22, 29
	use subordination (using when, if, that, because) and co-ordination (using or, and, but)	23 24
	use expanded noun phrases to describe and specify	26
	use the present and past tense correctly and consistently including the progressive form	27
	use some features of written Standard English	27, 44, 50
	use and understand grammatical terminology set out in Appendix 2 in discussing writing [e.g. word classes, noun, adjective, verb, adverb]	25–26, 48–49, 55–56



Lower Key Stage 2

Year 3 and Year 4 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Reading – word reading	applying 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	5, 49, 60, 61, 64
	reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	58–59, 62–65
Reading – comprehension	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	18–21, 24–25, 77
	reading books that are structured in different ways and reading for a range of purposes	11, 24–25
	using dictionaries to check the meaning of words that they have read	4
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	7, 10, 14–15
	identifying themes and conventions in a wide range of books	14–15
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	18–19, 22, 77
	discussing words and phrases that capture the reader's interest and imagination	20
	recognising some different forms of poetry [for example, free verse, narrative poetry]	23
	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	4
	asking questions to improve their understanding of a text	6, 18, 24
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	9–10, 29
	predicting what might happen from details stated and implied	6, 14, 24
	identifying main ideas drawn from more than one paragraph and summarising these	7–8, 18–19, 26–27
	identifying how language, structure, and presentation contribute to meaning	11, 23, 32–33

Year 3 and Year 4 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Reading – comprehension (continued)	retrieving and recording information from non-fiction	27
	participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	6–7
Writing – transcription	using further prefixes and suffixes and understanding how to add them (English Appendix 1)	60–61
	spelling further homophones	65
	spelling words that are often misspelt (English Appendix 1)	57–64
	placing the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	53
	using the first two or three letters of a word to check its spelling in a dictionary	4
Handwriting	using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	90
	increasing the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	90
Writing – composition	plan their writing by:	
	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	66, 78, 80–82
	<ul style="list-style-type: none"> discussing and recording ideas 	67–68, 79, 82
	draft and write by:	
	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	72–73; 87–88
	<ul style="list-style-type: none"> organising paragraphs around a theme 	71, 85, 86
	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot 	67–68, 70, 74–75, 76
<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	89	

Year 3 and Year 4 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Writing – composition (continued)	evaluate and edit by:	
	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements 	6–7, 12–13
	<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	46, 50, 56, 73, 88
	proof-read for spelling and punctuation errors	50, 56
	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	22
Writing – vocabulary, grammar and punctuation	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	39–41, 87
	understanding the function and grammatical patterns of different types of sentences [statements, questions, commands, exclamations]	36
	using the present perfect form of verbs in contrast to the past tense	43
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	45
	using conjunctions, adverbs and prepositions to express time and cause	37–42, 47
	using fronted adverbials	37
	learning the grammar for years 3 and 4 in English Appendix 2	35–46
	using commas after fronted adverbials	51
	indicating possession by using the possessive apostrophe with plural nouns	53
	using and punctuating direct speech	52
	using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	46



Upper Key Stage 2

Year 5 and Year 6 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Reading – word reading	applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	5, 60–61
Reading – comprehension	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	14, 17–21, 23–25
	reading books that are structured in different ways and reading for a range of purposes	14–27
	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	7, 14–15
	recommending books that they have read to their peers, giving reasons for their choices	16
	identifying and discussing themes and conventions in and across a wide range of writing	14–15, 24–25
	making comparisons within and across books	17, 27, 31, 34
	learning a wider range of poetry by heart	22
	preparing 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	22
	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	4, 6–7
	asking questions to improve their understanding	6, 18, 24
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	9–10, 29
	predicting what might happen from details stated and implied	6, 14, 24
	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	7–8, 18–19, 26–27
	identifying how language, structure and presentation contribute to meaning	11–13, 20–21, 23, 32–33, 67, 89

Year 5 and Year 6 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Reading – comprehension (continued)	discussing and evaluating how authors use language, including figurative language, considering the impact on the reader	12–13, 20–21, 33, 73
	distinguishing between statements of fact and opinion	30
	retrieving, recording and presenting information from non-fiction	24–27
	participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	16–17, 28, 30–31
	explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	6–7, 16, 28
	providing reasoned justifications for their views	10, 16, 28–29
Writing – transcription	using further prefixes and suffixes and understanding the guidance for adding them	60–61
	spelling some words with 'silent' letters [for example, knight, psalm, solemn]	62–63
	continuing to distinguish between homophones and other words which are often confused	64–65
	using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	57, 64
	using dictionaries to check the spelling and meaning of words	4
	using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	4
	using a thesaurus	48, 73
Handwriting and presentation	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	90
Writing – composition	plan their writing by:	
	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	66–69, 78, 80–82
	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	67–68, 79–80

Year 5 and Year 6 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Writing – composition (continued)	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	68–69, 74–75
	draft and write by:	
	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	72–73, 87–88
	<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	67–68, 73–77
	<ul style="list-style-type: none"> précising longer passages 	7, 26
	<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 	71, 85–86
	<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	70–71, 83–89
	evaluate and edit by:	
	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	73, 88
	<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	46–47, 50–56, 73, 88
	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 	43–44, 46
	<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	43, 46, 76, 81–82, 88
	proof-reading for spelling and punctuation errors	50, 56
	performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	22
	Writing – vocabulary, grammar and punctuation	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		44, 73, 82
using the perfect form of verbs to mark relationships of time and cause		43
using expanded noun phrases to convey complicated information concisely		38, 87



Year 5 and Year 6 programme of study

Topic	Curriculum requirements covered in English Revision Guide Key Stage 2	Page reference
Writing – vocabulary, grammar and punctuation <i>(continued)</i>	using modal verbs or adverbs to indicate degrees of possibility	44, 88
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	40
	understanding how words are related by meaning as synonyms and antonyms	48–49
	learning the grammar for years 5 and 6 in English Appendix 2	35–49
	using commas to clarify meaning or avoid ambiguity in writing	51
	using hyphens to avoid ambiguity	56, 60
	using brackets, dashes or commas to indicate parenthesis	54
	using semi-colons, colons or dashes to mark boundaries between independent clauses	54–55
	using a colon to introduce a list	55
	punctuating bullet points consistently	55
	using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	35–49