

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

SPOKEN LANGUAGE

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher • Invent, adapt and recount narratives and 	<ul style="list-style-type: none"> • Listen & respond appropriately to adults & their peers • Ask relevant questions to extend their understanding & knowledge • Use relevant strategies to build their vocabulary • Articulate & justify answers, arguments & opinions • Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings • Maintain attention & participate actively in collaborative conversations, staying on topic & initiating & responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas • Speak audibly & fluently with an increasing comm& of Standard English • Participate in discussions, presentations, performances, role play/improvisations & debates • Gain, maintain & monitor the interest of the listener(s) • Consider & evaluate different viewpoints, attending to & building on the contributions of others • Select & use appropriate registers for effective communication 					

stories with peers and their teacher

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

READING: WORD RECOGNITION

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> Apply phonic knowledge & skills as the route to decode words Respond speedily with the correct sound to graphemes for all phonemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words Read words containing taught GPCs & -s, -es, -ing, -ed, -er & -est endings Read other words of more than one syllable that contain GPCs Read words with contractions Read aloud accurately books that are consistent with their developing phonic knowledge & that do not require them to use other strategies to work out words Re-read these books to build up their fluency & confidence in word reading 	<ul style="list-style-type: none"> Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes. Read further common exception words noting unusual correspondence between spelling & sound & where these occur in the word. Read words of 2 or more syllables that contain taught GPCs. Read most words quickly & accurately, without overt sounding & blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge sounding & unfamiliar words accurately, automatically & without undue hesitation Re-read these books to build up their fluency & confidence in word reading Read words containing common suffixes 	<ul style="list-style-type: none"> Read further exception words noting the unusual correspondences between spelling & sound, & where these occur in the word Apply their growing knowledge of root words, prefixes & suffixes, both to read aloud & to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Read further exception words noting the unusual correspondences between spelling & sound, & where these occur in the word Apply their growing knowledge of root words, prefixes & suffixes, both to read aloud & to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes & suffixes, both to read aloud & to understand the meaning of new words they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes & suffixes, both to read aloud & to understand the meaning of new words they meet

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

READING: COMPREHENSION

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experience • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phases • Learning to appreciate rhymes and poems and to recite some by heart • Discussing word meanings linking new meanings to those already known. • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Discussing the significance of the title and events • Making inference on the basis of what is being said and done 	<ul style="list-style-type: none"> • Developing pleasure in reading, motivation to read, and understanding • Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with a retelling a wider range of stories and poems. • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Being introduced to non-fiction books that are structured in different ways. • Discussing and clarifying the meaning of words, linking new meanings to know vocabulary. • Understand both the books they can already read accurately and fluently and those they listen to. 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally • Discussing words and phrases that capture the reader's interest and imagination • Identifying themes and conventions in a wider range of books • Recognising some different forms of poetry • Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action • Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. • Drawing inferences such as inferring 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally • Discussing words and phrases that capture the reader's interest and imagination • Identifying themes and conventions in a wider range of books • Recognising some different forms of poetry • Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action • Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. • Drawing inferences such as inferring 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they have read • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our library heritage, books from other cultures and traditions • Recommend books that they have read to their peers, giving reasons for their choices. • Identifying & discussing themes & conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Prepare poems & plays to read aloud & to perform showing understanding through intonation, tone & volume so that meaning is clear to an audience • Checking that the book makes sense to them, 	<ul style="list-style-type: none"> • Maintain [positive attitudes to reading and understanding of what they have read • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the

	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to them taking turns and listening to what others say • Explain clearly the understanding of what is read to them 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correct inaccurate reading. • Make inferences on the basis of what is said and done. • Predicting what might happen on the basis of what has been read so far 	<p>characters' feelings thoughts and motives from their actions and justifying inferences with evidence</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Ask questions to improve their understanding of the text • Identifying main ideas drawn from more than one paragraphs and summarise these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say 	<p>characters' feelings thoughts and motives from their actions and justifying inferences with evidence</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Ask questions to improve their understanding of the text • Identifying main ideas drawn from more than one paragraphs and summarise these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say 	<p>discussing their understanding and exploring the meaning of the words in context</p> <ul style="list-style-type: none"> • Drawing inferences e.g. inferring characters' feelings, thoughts and motives from actions and justify inferences with evidence • Predicting what might happen from details stated and implied • Asking questions to improve their understanding • Provide reasoned justifications for views • Discuss and evaluate how authors use language, inc. figurative language considering impact on the reader • Summarising main idea down from more than one paragraph, identifying key details that support main ideas • Identifying how language, structure and presentation contribute to meaning. • Retrieve, record and present information from non-fiction • Distinguish between statements of fact and opinion • Participate in discussion about books that are read to them and those that they can read for themselves, building on own and others ideas and challenging views • Explain and discuss understanding of what they have read, inc through formal presentations, debates, maintaining a focus on 	<p>meaning is clear to an audience</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Predicting what might happen from details stated and implied • Asking questions to improve their understanding • Provide reasoned justifications for their views • Discuss and evaluate how authors use language, including figurative language considering the impact on the reader • Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Retrieve, record and present information from non-fiction • Distinguish between statements of fact and opinion. • Participate in discussion about both books that are read to them and those that they can read for themselves,
--	---	---	---	---	--	---

					the topic and using notes where necessary	building on their own and others ideas and challenging views courteously <ul style="list-style-type: none">• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
--	--	--	--	--	---	---

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

WRITING: HANDWRITING

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	<ul style="list-style-type: none"> • Sit correctly at table, holding pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0 – 9 • Understand which letters belong to which handwriting families and practise these 	<ul style="list-style-type: none"> • From lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined • Write capitals of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Write digits of the correct size and orientation 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task 	<ul style="list-style-type: none"> • Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for the task

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

WRITING: PUNCTUATION AND GRAMMAR

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining sentences using and <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Separation of words with spaces Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Expressing time, place and course using conjunction, adverbs or prepositions <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentations Use of the present perfect form of verbs instead of the simple past <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuation direct speech 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. <u>Later that day.</u> I heard bad news) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipses Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colon within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipses Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

WRITING: COMPOSITION

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letter Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes Plan or say out loud what they are going to write about Write idea and/or key words including new vocabulary. Encapsulate what they want to say, sentence by sentence Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation Read aloud their writing with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices such as headings and sub-headings Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuate errors Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices such as headings and sub-headings Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuate errors Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Identify audience and purpose, selecting appropriate form and use other similar writing as model Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Precis longer paragraphs In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). Assess the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> Identify audience and purpose, selecting appropriate form and use other similar writing as model Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Precis longer paragraphs In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). Assess the effectiveness of their own and others' writing Propose changes to grammar, vocab and

					<ul style="list-style-type: none">• Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning• Ensure the consistent and correct use of tense throughout a piece of writing• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• Proof read for spelling and punctuation errors• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• punctuation to enhance effects and clarify meaning• Ensure the consistent and correct use of tense throughout a piece of writing• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• Proof read for spelling and punctuation errors• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
--	--	--	--	--	--	--

Radcliffe Hall CE/ Methodist Primary School
English Curriculum Progression

WRITING: SPELLING

EYFS	Key Stage One		Key Stage Two			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already tonight Spell common exception words Spell days of the week Name the letters of the alphabet Add prefixes and suffixes: -s or -es un- -ing, -ed, -er and -est Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Spelt by segmenting words into phonemes and representing these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exceptions Spell more words with contracted forms Distinguish between homophones and near homophones Add suffixes to spell longer words:- ment, -ness, -ful, -less and -ly Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far Spell by learning the possessive apostrophe 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt Use the first two or three letters of a words to check its spelling in a dictionary Use further prefixes and suffixes and understand how to add them Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt Use the first two or three letters of a words to check its spelling in a dictionary Use further prefixes and suffixes and understand how to add them Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them Spell words with silent letters Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them Spell words with silent letters Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically