

English at St Paul's C of E School in KS2 (Years 3-6) 2026

Intent

At St Paul's, we believe that English is at the heart of learning. Through reading, writing, speaking and listening, children develop the knowledge, vocabulary and confidence they need to understand the world around them and to express their own ideas, thoughts and creativity.

Our English curriculum aims to develop **confident, fluent and enthusiastic readers and writers** who are able to communicate effectively for a range of purposes and audiences. We want every child to discover the pleasure and power of language and to develop a lifelong love of books, reading and writing.

We're teaching
every child to
read with



A complete SSP validated by
the Department for Education

Writing in KS2



'We believe in the power of stories to shape understanding, spark curiosity and transform learning.'



Transform your literacy through literature.
All you need for a complete book-based approach.

Literacy Tree

Thematic Link

Links are made through themes and conventions within significant literature.

Discovery Point

Dramatic conventions support immersion and create a hook with the book to create resonance.

Literary Language

Literary language explicitly taught and applied in writing.

Embedded Grammar

Explicit grammar skills for writing taught in context to be applied purposefully.

Embedded Comprehension

Reading comprehension explicitly embedded through prediction and inference.

Spelling & Vocabulary

Explicit spelling skills are explored and linked to vocabulary acquisition.

At St Paul's we recognise that learning to write is complex and requires both **transcription and composition**.

Our approach places strong emphasis on developing firm foundations in the skills that enable children to write fluently.

We take a **mastery approach to the foundations of writing**, explicitly and systematically developing children's skills in **handwriting, spelling and sentence construction**.

Through regular teaching, modelling, practice and feedback, we want these skills to become increasingly automatic, allowing children to devote more of their working memory to generating, organising and communicating their ideas.

"Beginner writers are required to think consciously about everything they are doing while writing, from holding the pen correctly to forming letters legibly, combining them accurately in words, before they can even think about using those words to express ideas."

The writing Framework 2025



Across EYFS to Year 6, we use **Literacy Tree** to support our English curriculum.

Our Literacy Tree curriculum provides a clear sequence through which children learn to write for different purposes and audiences.

High-quality texts act as models and inspiration, enabling children to explore the choices writers make and to develop their own authorial voice.

We recognise that **quality is more important than quantity**.

There are lots of varied opportunities to write.

Handwriting at St Paul's



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"The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils." The Writing Framework 2025



Handwriting will be taught regularly and explicitly in every year group.



'Ready to write' routines will be used at the start of each session.



EYFS –children will developing fine and gross motor skills before introducing letter formation.

Year 1 – children will focus on correct letter formation.

Year 2 – Children will start to use some of the diagonal and horizontal strokes to join letters.

Year 3&4- Children will improve legibility, consistency and quality of joined handwriting.

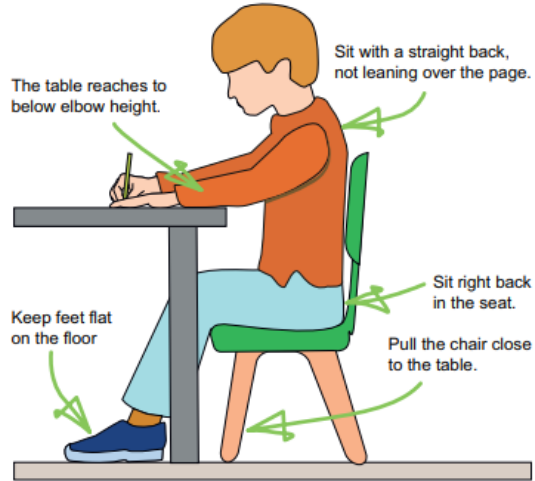


Year 5 & 6 – children will continue to practise handwriting discretely to develop fluency and automaticity.

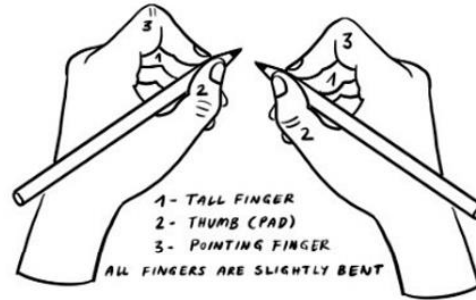
“Ready to write” checklist: the four Ps

Posture	☒
Pencil grip	☒
Paper position	☒
Pressure	☒

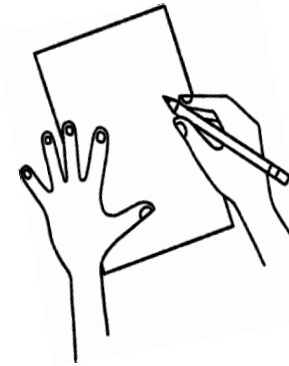
Posture



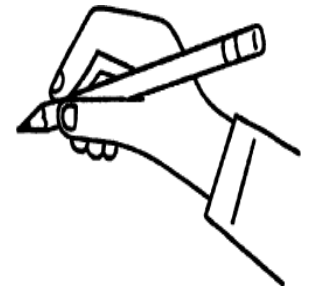
Pencil grip



Paper position



Pressure



Capital letter formation

A	G	M	S	Y
B	H	N	T	Z
C	I	O	U	
D	J	P	V	
E	K	Q	W	
F	L	R	X	



Digits 0 – 9 formation

0	4	8
1	5	9
2	6	10
3	7	

Pre-Cursive letter formation

Introduced from Year 2.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Handwriting Progression at St Paul's C of E School:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Squiggle Early Learning programme • Focus on developing gross and fine motor skills, before introducing letter formation. • Use Little Wandle Rhymes for letter formation	Oak Academy Year 1 • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • Use Little Wandle Rhymes for letter formation • form capital letters • form digits 0–9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Oak Academy Year 2 • form 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 capital letters and digits 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, so that later joins do not create extra, confusing shapes	Oak Academy Year 3 • continue to develop use of diagonal and horizontal strokes used to join letters and understand which letters, when adjacent to one another, are best left unjoined • improve legibility, consistency and quality of joined handwriting	Oak Academy Year 4 • develop and maintain fluency and legibility of handwriting in all areas of the curriculum	Oak Academy Year 5 • focus on producing fluent and consistent handwriting automatically • make choices between using a pen or pencil for a task	Oak Academy Year 6 • focus on producing fluent and consistent handwriting automatically • make choices between using a pen or pencil for a task



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Oak
National
Academy



Spelling in KS2

Useful terminology - used across the whole school



Phoneme - The smallest unit of sound that can be identified in words.

Grapheme - A letter or group of letters used to represent a particular phoneme when writing.

Digraph - A grapheme using two letters to represent one phoneme.

Trigraph - A grapheme using three letters to represent one phoneme.

Split vowel digraph – A digraph representing a vowel sound where its two letters are split by an intervening consonant.

take

Blend - To combine individual phonemes into a whole word, working all the way through from left to right.

Segment - To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng nk	 a	 e ea	 i y	 o a	 u o-e ou	

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



Phonics 'Grow the Code' charts are displayed in all KS2 classrooms. These charts support children with accurate spelling as they get older.



The layers of the English Language

Phonics alone cannot explain how all words sound and are spelt!

- In Year 2 and throughout KS2, children focus on spelling rules as detailed in the National Curriculum.
- The children will look at a new rule each week.
- 10 words will be identified to practise at home.

Phonology (sounds)

This is the layer children usually meet first.

Phonology focuses on:

- how words **sound**
- phonics
- letters representing sounds

Example:

cat → /c/ /a/ /t/

This layer is essential. It helps children **read and decode words**, especially when they are first learning to read.

Morphology (meaning)

The middle layer focuses on **meaning of words** and explains why spellings often stay the same, even when sounds change.

Morphology includes:

- prefixes, bases, and suffixes
- word families
- meaningful spelling patterns

Example:

sign → *signal* → *design* → *signature* → *designate* → *assignments*

Although the pronunciation changes, the spelling remains connected to the **shared meaning**.

This layer helps children **spell accurately**, recognise word families, and **understand vocabulary** more deeply.

Etymology (history)

The outer layer explains **where words come from** and why English spelling contains patterns that phonics alone cannot explain.

Etymology includes:

- Latin, Greek, and Old English origins
- borrowed words
- historical spellings

Examples:

- *post* (Latin: *after*)
- *per* (Latin: *through*)
- *cent* (Latin: *hundred*)

This layer helps explain why English spelling isn't always phonetic and why certain spellings have been preserved over time.

What is a Morpheme?

A **morpheme** is the **smallest unit of a word that has meaning**.

Words are often made up of **more than one morpheme**, and understanding these parts helps children see how spelling and meaning are connected.

The Three Main Types of Morpheme:

1. Prefix

A **prefix** is added to the **beginning** of a word and changes its meaning.

Examples:

- **un-** (not) → *unhappy*
- **post-** (after) → *postwar*
- **per-** (through) → *perform*

2. Base (root)

The **base** is the **core meaning** part of the word.

It can often stand on its own as a word, but not always.

Examples:

- **form** (make, shape) → *perform*
- **sign** (mark) → *signal*
- **cent** (hundred) → *percent*

The base links words together into **families**, helping children recognise related meanings and spellings.

3. Suffix

A **suffix** is added to the **end** of a word. It may change the word's meaning or its grammar (for example, tense or word class).

Examples:

- **-ed** (past tense) → *jumped*
- **-ion** (act of) → *production*
- **-ent** (describing word) → *permanent*



Year 3 and 4 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

accident
accidentally
actual
actually
address
although
answer
appear
arrive

Bb

believe
bicycle
breath
breathe
build
busy
business

Cc

calendar
caught
centre
century
certain
circle
complete
consider
continue

Dd

decide
describe
different
difficult
disappear

Ee

early
earth
eight
eighth
enough
exercise
experience
extreme

Ff

famous
favourite
February
forward
forwards

Gg

grammar
group
guard
guide

Hh

heard
heart
height
history

Ii

imagine
increase
important
interest
island

Kk

knowledge

Mm

material
medicine
mention
minute

Oo

occasion
occasionally
often
opposite
ordinary

Pp

particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose

Rr

recent
regular
reign
remember

Ss

sentence
separate
special
straight
strange
strength
suppose
surprise

Tt

therefore
though
thought
through

Vv

various

Ll

learn
length
library

Nn

natural
naughty
notice

Qq

quarter
question

Ww

weight
woman
women



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Tricky Words or Common exception words are taught explicitly and regularly revisited.

Tricky words

- have irregular spelling patterns and cannot be decoded for reading and writing using phonics.
- Need to be able to 'sight' read and spell off by heart.



Year 5 and 6 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

accommodate
accompany
according
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
individual
interfere
interrupt

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
suggest
symbol
system

Mm

marvellous
mischievous
muscle

Pp

parliament
persuade
physical
privilege
profession
programme
pronunciation

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Ll

language
leisure
lightning

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Qq

queue

ai ee igh oa oo

ar or ur ow oi ear air ure er

ch sh th ng qu

ss ff ll zz

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Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	





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Reading in KS2



All for the love of reading

- Teaching children the skills of reading will increase their will to read.
- Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.



*A love of reading is
the biggest indicator
of future academic
success.*

OECD (The Organisation for Economic Co-operation
and Development)

Fostering a love of Reading at St Paul's

- We believe that reading underpins every aspect of a child's education.
- At St Paul's we endeavour to instil a love of **reading for pleasure** in every child.
- Children are given access to high quality and age-appropriate texts.
- We believe that children should be exposed to a range of genres whilst also being encouraged to find genres that they particularly like.
- Staff are expected to read to the children each day and our share their love of reading.
- We are very lucky to have a well-provisioned library which we look to regularly update with new texts.



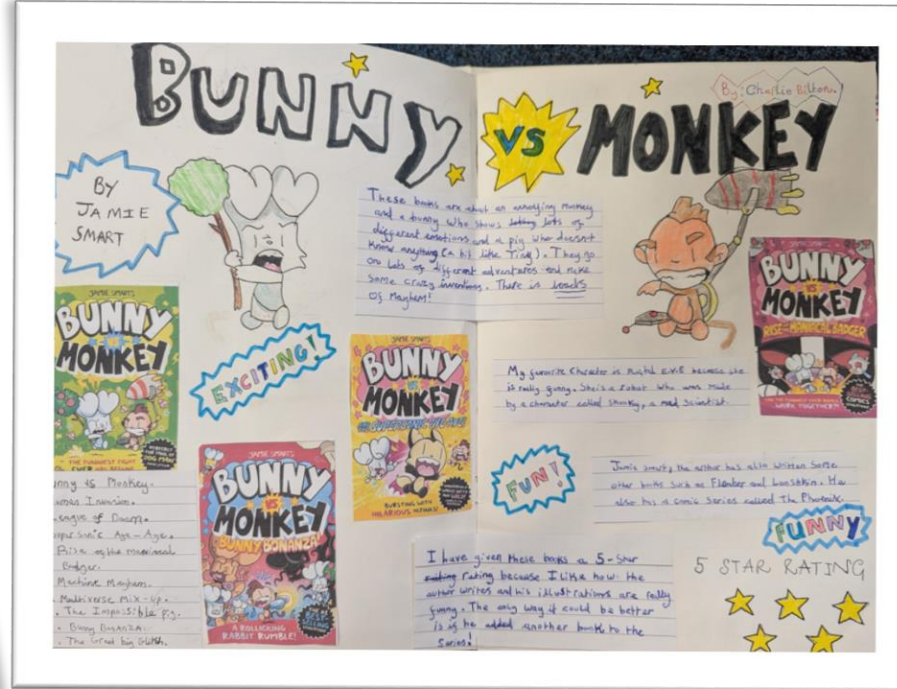
Our
wonderful
school
library



St. Paul's
C of E Primary School

Let's help every child
thrive

- An opportunity for children to share their love of a book with their peers.



Guided/shared reading lessons

- In Year 3&4 we teach three shared reading sessions based on high quality texts.
- In Year 5&6 we teach three *whole class* reading sessions each week.
- The sessions will focus on a range of genres which can be accessed via: whole text, an extract, song lyrics, animations and film clips.
- A mix of fiction, non-fiction and poetry are covered.
- Each class has dictionaries and thesauruses which children are taught to use in order to support their learning.
- Children are given specific 'silent reading' time to read their own books each day.



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Teaching Reading Comprehension Skills

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Reading Skills

V

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I

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P

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E

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R

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S

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Individual Reading in Year 3 & 4

- Focus moves to progressive fluency (automaticity in word reading in increasingly challenging texts) and building on the comprehension skills of retrieval, prediction and inference.
- In Year 3 children are assigned a book band level and will be sent home with a book at the appropriate reading level each week.
- When children reach a good level of fluency and have reached the end of the book band colours, they will become 'Free-Readers.'
- Free Readers are supported to choose an appropriate reading book from the classroom or library.



All children can choose a 'reading for pleasure book' from the library.

Individual Reading in Year 5 & 6

- Focus on expanding vocabulary and building comprehension skills of retrieval, prediction and inference.
- Free Readers are supported to choose an appropriate reading book from the classroom or library. They will read this book every day during silent reading time. They can also take this book home to read.
- For children who are assigned a book band level, they will read regularly with an adult 1:1 in school and they will be sent home with a book at the appropriate reading level each week.



Some children will also be part of 'Little-Wandle Catch-up' sessions.



Supporting your child at home

Supporting your Yr 3/4 child at home.

Friday – A5 orange book sent home.

Wednesday –books returned to school.



	☐	☐	☐	☐	☐	☐	☐	☐
Posture								☒
Pencil grip								☒
Paper position								☒
Pressure								☒

Homework in Year 3 and 4

Reading

Each child has been given a yellow reading journal. Please can you use this to record when your child has read and how much. We recommend that each child reads every day and at least twice a week with an adult. This journal needs to be kept in their book bags and brought in every day.

Spelling

Each week, your child will have a selection of words to practise based on their work in school.

We would like your child to write one sentence for at least five of the words. The sentence should be:

- Correctly punctuated.
- Neatly written (in cursive handwriting if they are joining).
- Interesting to read.

Maths

In this book, your child will be given a piece of written maths homework to complete each week. This will reinforce what we have been learning in class. They are also expected to access Times Table Rockstars at least three times a week to practise their tables. This password is stuck in the front of the homework book.

Homework should be returned to school by **Wednesday**.

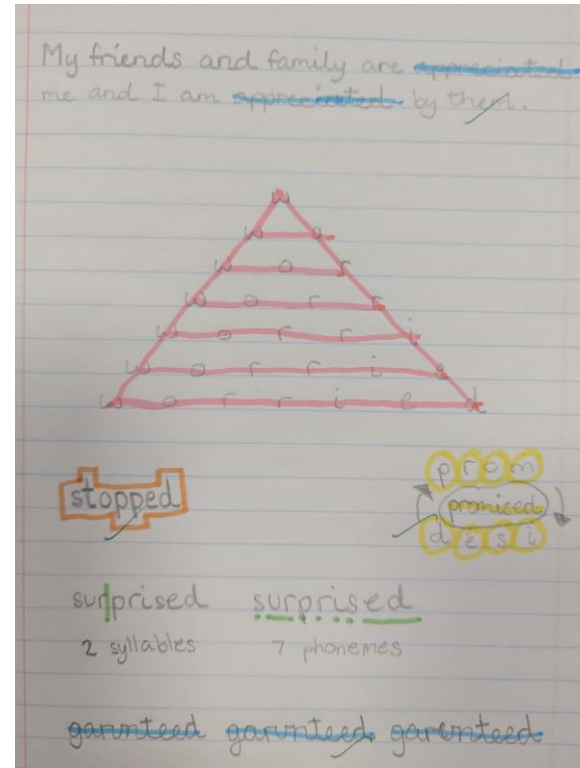
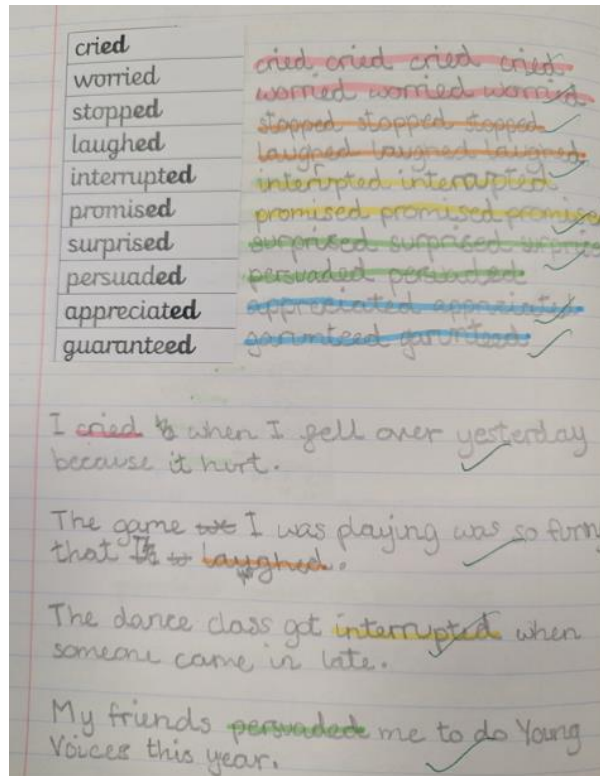
Spelling – Supporting your Yr 5/6 child at home.

Monday – A5 Green books sent home.

Thursday – Green books returned to school.



Posture	✓
Pencil grip	✓
Paper position	✓
Pressure	✓



Spelling Home Learning

Each week in school the children will have a spelling and handwriting focus.

The spelling journal will be **sent home on a MONDAY** after the Spelling and Handwriting lessons have taken place.

The children will have a selection of 10 words to practise based on the spelling focus.

Home learning expectations:

1. **Write each spelling word out 3 times** - focus on correct letter formation and developing joins to improve fluency of writing.
1. **Choose 5 words from the spelling list. Write 1 sentence for each of these 5 words (5 sentences in total)**

Spelling journals should return to school by **THURSDAY**.

On a Friday, children will review their recall of the spelling words through a mix of dictated sentences and writing the words.

How can you help at home?

We would really appreciate your support with your child's spelling and handwriting home learning.

A **quick check together** can make a big difference.

When your child has completed their sentences, please encourage them to read each sentence aloud. You could ask:

- Does the sentence make sense?
- Does it start with a capital letter?
- Does it have the correct punctuation at the end?
- Is the handwriting neat and easy to read?

A few minutes spent reading and checking their work together will help your child to develop the important habit of **proofreading and taking pride in their writing**. Thank you.

“



A love of reading is the
biggest indicator of future
academic success!

Listen to your child read as often as you can.

Read the books your child reads and talk about them.

- What has happened so far?
- What do you think will happen next?

Have books at home.

Visit a library.



One of the greatest gifts adults can
give is to read to children

Carl Sagan

”



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