



The Core Knowledge Sequence UK

English Language and Literature: Year 1

Building non-fiction background knowledge in a coherent and sequenced way within and across years can be accomplished most effectively by integrating the topics from history, geography, science and the arts in the *Core Knowledge Sequence UK* into English Language and Literature. In the *Sequence UK* there are many cross-curricular connections between Language and Literature (e.g. poems, stories and sayings) and topics in history, science, visual arts and music, which are advantageously integrated.

I. LISTENING AND SPEAKING

Teachers: Shortly after a baby is born, an amazingly complex, interactive communication process begins between the infant and others in his/her environment. Whilst it may seem like an obvious statement, it is nonetheless worth making the point that listening and speaking are the primary means of communication throughout the early years of a young child's development. Furthermore, reading and writing competencies are intricately connected with competencies in listening and speaking. Traditional literacy teaching has typically accorded little, if any, attention to the ongoing development of children's listening and speaking abilities and, instead, focus on reading and writing skills. However, it is important to work deliberately to develop and extend children's listening and speaking skills while simultaneously beginning to introduce reading, and then writing. Children who are fortunate enough to participate in literacy teaching that recognises the importance of continuing to build listening and speaking competencies while also beginning reading and writing instruction will, in the end, be far more literate adults.

A. CLASSROOM DISCUSSION

- Participate in age-appropriate activities for Year 1 involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions. For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another Year 1 child.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships. For example: up, down, first, last, before, after, etc.
- Understand and use narrative language to describe people, places, things, locations, events and actions.
- Understand and use common sayings and phrases such as 'Better safe than sorry' and 'Look before you leap'.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently.

C. COMPREHENSION AND DISCUSSION OF TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important for young children to be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping children develop the ability to listen to and understand written texts read aloud is an integral part of building literacy skills.

In Year 1, a child's ability to understand what s/he hears far outpaces her or his independent ability to read and understand written text. By listening to stories or non-fiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration has been given to the poetry, fiction and nonfiction selections below to ensure that the vocabulary and syntax presented is rich and complex. Levelled texts (texts for beginner readers) will not provide the rich language experience that is desired during read-alouds and should only be used here as a starting point for reading aloud with pupils for whom English is a second language. Non-fiction read-alouds have been selected on the basis of the history, science, music and visual arts topics identified in the *Sequence UK* for Year 1 children, with an emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Prior to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support children's understanding of the read-aloud.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing, and forming ideas in written text in much the same way as they will be expected to do as independent readers in the later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Grasp specific details and key ideas.
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding the details and/or facts of a read-aloud, i.e. who, what, when, where, why.
 - Retell key details.
 - Ask questions to clarify information in a read-aloud.
- Observe craft and structure.
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluation evidence.
 - Make predictions prior to and during a read-aloud, based on the title, pictures and/or text heard thus far and then compare predictions to the actual outcomes.

- Answer questions that require making interpretations, forming judgments, or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories, including: author, illustrator, characters, setting, plot and dialogue.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NON-FICTION AND INFORMATIONAL TEXT

Teachers: Select non-fiction read-aloud topics from the Year 1 history, science, music and visual arts topics, placing an emphasis on history and science.

- Retell important facts and information from a non-fiction read-aloud.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. PRINT AWARENESS

- Demonstrate a sense of understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Understand that reading consists of a specific sense of directionality: reading left to right, return sweep after finishing reading a line, reading top to bottom, reading a book from front to back.
- Identify the parts of a book and the function of each part: front cover, back cover, title page and table of contents.
- Distinguish between letters, words, sentences and stories.
- Demonstrate an understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate an understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognise and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Learn the difference between consonants and vowels.

B. PHONOLOGICAL AND PHONEMIC AWARENESS

- Identify whether pairs of environmental sounds (keys jingling, scissors cutting, clapping) are the same or different.
- Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.
- Orally segment sentences into discrete words.
- Demonstrate an understanding that words are made up of sequences of sounds.

- Given a pair of spoken words, select the one that is longer (i.e. contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial, medial or final position of a spoken word. For example: hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds. For example: given *dog*, identify /d/ or final /g/.
- Recognise the same phoneme in different spoken words. For example: recognise /b/ in *ball*, *bug* and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voice. For example: examine /b/ and /p/.
- Orally blend two to three sounds to form a word. For example: given the sounds /m/... /a/... /t/, blend to make *mat*.
- Segment a spoken word into phonemes. For example: given *bat*, produce the segments /b/ /a/ /t/.
- Given a spoken word, produce another word that rhymes. For example: given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Research has also shown that children who are taught to read using approaches based on synthetic phonics make the most rapid progress. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code. Teachers and schools should choose a phonics programme that works best for them. Some popular published programmes are: *The Butterfly Book* by Irina Tyk (Civitas), *Jolly Phonics* (Jolly Learning), *Read-Write Inc.* (Ruth Miskin Literacy) and *Step by Step Reading* by Mona McNee (Galore Park).

- Demonstrate a sense of understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Read and write any CVC word. For example: *sit* or *cat*.

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate an understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone or with a partner for at least 15 minutes each day.

E. READING COMPREHENSION: ALL TEXTS

Teachers: It is important to recognise that Year 1 children are taught only some of the many letter-sound correspondences a reader needs to know to read a wide range of printed material. As a result, many Year 1 children will be able to read independently only simple written texts. At this level, mental energy will be directed primarily to the act of reading, i.e. decoding. A focus on the mechanics of decoding is appropriate and desirable at this early stage in the reading process. Attention to reading comprehension should be directed to ensuring a fundamental understanding of what has been read. In Year 1, it will generally be more effective and efficient to devote time to higher level thinking and comprehension skills at the listening and speaking level in response to written texts that are read aloud.

- Demonstrate an understanding of simple, decodable text after reading independently.
- Grasp specific details and key ideas.

- Answer questions requiring literal recall and understanding details and/or facts (i.e., who, what, where, when) about a text that has been read independently.
- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure.
 - Understand and use words and phrases from a text that has been read independently.
- Integrate information and evaluate evidence (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding.)
 - Make predictions prior to and while reading, based on the title, pictures and/or text read thus far and then compare the actual outcomes to predictions.
 - Identify who is telling a story or providing information in a text.

III. WRITING

Teachers: It is important to recognise that of all the communication skills—listening, speaking, reading and writing—writing is the most demanding and challenging, especially for Year 1 children who are just learning not only the code, but also the fine motor skills and letter strokes necessary to put something down on paper.

At some point during Year 1, however, most children will feel comfortable enough with the basic skills to begin making a transition to writing more independently. Young children's desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age-appropriate expectations about what Year 1 pupils' writing should resemble. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect pupils to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a pupil who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word. Dictionary-correct spelling will be a realistic goal when pupils have learned more spellings and learned how to use a dictionary to check spelling.

In addition, pupils can also participate in shared writing exercises modelled by an adult. The focus in shared writing should be on encouraging the pupils to express themselves verbally in a coherent manner and in complete sentences, as the teacher serves as a scribe.

- Write to reflect audience, purpose and task.
 - Draw pictures to represent a text that has been heard or read independently.
 - Draw pictures to represent a preference or opinion.
 - Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.
 - With assistance, add details to writing.
 - Create a title or caption to accompany a picture and/or shared writing.

IV. LANGUAGE CONVENTIONS

A. HANDWRITING AND SPELLING

- Hold a pencil with a pincer grasp and make marks on paper.
- Trace, copy and print from memory the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Write from left to right, leaving spaces between words, and using return sweep from top to bottom.

- Children may write phonetically plausible spellings for words by applying their current level of phonic knowledge.
- Write words, phrases and sentences from dictation, applying phonics knowledge.
- Apply basic spelling conventions.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Use and understand question words such as: what, where, when, who, how.
- Form regular plural nouns by adding 's' or 'es'. For example: dog, dogs; wish, wishes.
- Demonstrate an understanding of frequently occurring prepositions. For example: to/from, in/out, on/off.
- Produce and expand complete sentences orally and in shared writing exercises.

C. CAPITALISATION AND PUNCTUATION

- Use basic capitalisation and punctuation in sentences to convey meaning.
 - Capitalise the first word in a sentence and the pronoun 'I'.
 - Identify and use end punctuation, including: full stops, question marks and exclamation marks.

V. POETRY

Teachers: Children should be introduced to a varied selection of poetry with strong rhyme and rhythm. Children should hear these rhymes read aloud, and should say some of them aloud. Some rhymes may also be sung to familiar melodies. The poems listed here represent some of the most popular and widely anthologised titles; children may certainly be introduced to more Mother Goose rhymes beyond the selection below. Although children are not expected to memorise the following rhymes, they will delight in knowing their favourites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes. [Note regarding Reception: some of the poems and stories specified here are appropriate for Reception children. Indeed, one would hope that most Reception children would enter Year 1 having heard, for example, some Mother Goose rhymes or the story of 'Goldilocks and the Three Bears'.

This is a selected core of poetry for Year 1 that children should become familiar with. You are encouraged to expose children to more poetry, old and new. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words.

A. TRADITIONAL POEMS

- Baa, Baa, Black Sheep
- Diddle, Diddle, Dumpling
- Early to Bed
- Georgie Porgie
- Hey, Diddle, Diddle
- Hickory, Dickory, Dock
- Hot Cross Buns!
- Humpty Dumpty
- It's Raining, It's Pouring
- Jack and Jill
- Jack Be Nimble
- Jack Sprat
- Ladybird, Ladybird
- Little Bo Peep

- Little Boy Blue
- Little Jack Horner
- Little Miss Muffet
- Mary, Mary, Quite Contrary
- Old King Cole
- Old Mother Hubbard
- One, Two, Buckle My Shoe
- Rain, Rain, Go Away
- Roses Are Red
- Seesaw, Margery Daw
- Simple Simon
- Sing a Song of Sixpence
- Star Light, Star Bright
- There Was a Little Girl
- There Was an Old Woman Who Lived in a Shoe
- Three Blind Mice

B. OTHER POEMS, OLD AND NEW

- Boat (Michael Rosen)
- Happy Thought (Robert Louis Stevenson)
- I Do Not Mind You, Winter Wind (Jack Prelutsky) [See Year 1 Science]
- Mary Had a Little Lamb (Sarah Josepha Hale)
- Rain (Robert Louis Stevenson) [See Year 1 Science]
- The More It Snows (A. A. Milne) [Cross-curricular connection with Year 1 Science]
- The Wind (Christina Rossetti) [Cross-curricular connection with Year 1 Science]
- Three Little Kittens (Eliza Lee Follen)
- Time to Rise (Robert Louis Stevenson)

VI. FICTION

Teachers: The following works make up a strong core of literature, including stories, fables and poems that provide an excellent foundation for children. This selection also develops children's operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. The stories specified below are meant to complement, not to replace, materials designed to help children practise decoding and encoding skills (see above, section II. Reading and section III. Writing).

The following works constitute a core of stories for Year 1, which are meant to be read-aloud texts. Expose children to many more stories, including classic picture books and other read-aloud books. (In schools, teachers across years should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. Children should also be given opportunities to tell and write their own stories.

A. STORIES

- The Bremen Town Musicians (Brothers Grimm)
- Chicken Little (also known as 'Henny-Penny')
- Cinderella (Charles Perrault)
- Goldilocks and the Three Bears (traditional)
- King Midas and the Golden Touch (traditional)
- The Little Red Hen (traditional)
- Little Red Riding Hood (traditional)

- Snow White (Brothers Grimm)
- The Three Billy Goats Gruff (traditional)
- The Three Little Pigs (traditional)
- The King with Horse's Ears (Irish folktale)
- Tug-of-War (African folktale)
- The Tiger, the Brahmin and the Jackal (Indian folktale)
- The Ugly Duckling (Hans Christian Andersen)
- Selections from *Winnie-the-Pooh* (A. A. Milne)
- The Wolf and the Seven Little Kids (Brothers Grimm)
- The Velveteen Rabbit (Margery Williams)

B. AESOP'S FABLES

- The Lion and the Mouse
- The Grasshopper and the Ants
- The Dog and His Reflection
- The Hare and the Tortoise

C. FOLK HEROES AND TALL TALES

- St. George and the Dragon [Cross-curricular connection with Year 1 Visual Arts]
- King Arthur and the Knights of the Round Table [Cross-curricular connection with Year 1 Visual Arts]
 - The Sword in the Stone

D. LITERARY TERMS

Teachers: As children become familiar with stories, discuss the following terms (first introduced in section I. D.).

- Author
- Illustrator

VII. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. The sayings have been one of the categories most appreciated by teachers who work with children from different cultural backgrounds. For some children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends.

- A dog is a man's best friend.
- April showers bring May flowers.
- Better safe than sorry.
- Do as you would be done by. (Also known as 'the golden rule').
- The early bird gets the worm.
- Great oaks from little acorns grow.
- Look before you leap.
- A place for everything and everything in its place.
- Practice makes perfect.
- It's raining cats and dogs.
- Where there's a will there's a way.



The Core Knowledge Sequence UK

English Language and Literature: Year 2

I. LISTENING AND SPEAKING

Teachers: Traditional English language instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking abilities. However, it is important to focus on children's development of oral language because literacy, the ability to read and write written language, is highly correlated with pupils' oral language proficiency. The ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. Therefore, it is essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Participate in age-appropriate activities for Year 2 involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions. For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask closed and open questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another Year 2 child.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships. For example: up, down, first, last, before, after, etc.
- Understand and use narrative language to describe people, places, things, locations, events and actions.
- Understand and use common sayings and phrases. For example: 'Hit the nail on the head' and 'Many hands make light work'. (Also see section VII. Sayings and Phrases.)
- Recognise and discuss body language; 'read the signs'.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest and/or stories, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Teachers: In Year 2, a child's ability to understand what s/he hears continues to outpace her or his ability to read independently and understand written text. By listening to stories or non-fiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration has been given to the poetry, fiction and nonfiction selections below to ensure that the vocabulary and syntax presented is rich and complex. Levelled texts (texts for beginner readers) will not provide the rich language experience that is desired during read-alouds and should only be used here as a starting point for reading aloud with pupils for whom English is a second language. Non-fiction read-alouds have been selected on the basis of the history, science, music and visual arts topics identified in the *Sequence UK*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Prior to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support children's understanding of the read-aloud.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing, and forming ideas in written text in much the same way as they will be expected to do as independent readers in the later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Distinguish the following genres of literature: fiction, non-fiction and drama.
- Grasp specific details and key ideas.
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding the details and/or facts of a read-aloud, i.e. who, what, when, where, why.
 - Retell key details.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Observe craft and structure.
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluate evidence.
 - Make predictions prior to and during a read-aloud, based on the title, pictures and/or text heard thus far and then compare the actual outcomes to predictions.
 - Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
 - Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
 - Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.

- Compare and contrast characters from different stories.
- Change some story events and provide a different ending to the story.
- Create and tell an original story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories, including: author, illustrator, characters, setting, plot, dialogue, personification, simile and metaphor.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NON-FICTION / INFORMATIONAL TEXT

Teachers: Select non-fiction topics to read aloud from the Year 2 history, science, music and visual arts subjects in the *Sequence UK*, with an emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provides the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines in relation to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. PRINT AWARENESS

- Understand that reading consists of a specific sense of directionality: reading left to right, return sweep after finishing a line, reading top to bottom, reading a book from front to back.
- Identify the parts of a book and the function of each part: front cover, back cover, title page, table of contents and index.
- Demonstrate correct book orientation by holding a book correctly and turning pages.
- Recognise that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish between letters, words, sentences and stories.
- Demonstrate an understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate an understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognise and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. ORAL READING AND FLUENCY

- Read aloud, alone or with a partner at least 15 minutes each day.
- Read decodable stories (levelled beginner readers) that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency and expression on successive reading of a decodable text.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Recognise apostrophes and speech marks.

C. READING COMPREHENSION—ALL TEXTS

Teachers: During the beginning of Year 2, most pupils will still need to devote considerable energy when reading to decipher the written text. Over the course of this year, they will learn even more elements of the code, meaning that the decodable text that they can read independently will increasingly resemble 'real stories' and reading books. With practice and repeated readings of the same text, pupils will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both the pupil's increasing fluency and the use of more authentic text—which is now decodable because of the child's increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text that was expected at the Year 1 level. This expectation is reflected in the increased number of objectives below that have been added to the Year 2 objectives. However, it is important to remember that children's listening comprehension still far exceeds their reading comprehension, and that their ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate an understanding of completely decodable text after reading independently.
- Grasp specific details and key ideas.
 - Sequence four to six pictures illustrating events from a text that has been read independently.
 - Answer questions requiring literal recall and an understanding of the details and/or facts (i.e. who, what, where, when) about a text that has been read independently.
 - Retell key details from a text that has been read independently.
 - Ask questions to clarify information about a text that has been read independently.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure.
 - Identify basic text features and what they mean, including the title, author, table of contents and chapters.
 - Understand and use words and phrases from a text that has been read independently.
 - Compare and contrast similarities and differences within a single text or between multiple texts read independently.
 - Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.
- Integrate information and evaluate evidence. (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding.)
 - Make predictions prior to and while reading, based on the title, pictures and/or text read thus far and then compare the actual outcomes to predictions.
 - Answer questions that require making interpretations, judgements or giving opinions about what is read independently, including answering 'why' questions that require recognising cause/effect relationships.
 - Identify who is telling a story or providing information in a text.
 - Identify temporal words that link and sequence events, i.e., first, next then, etc.
 - Identify words that link ideas, i.e., for example, also, in addition.

D. READING COMPREHENSION—FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories: author, illustrator, characters, setting, plot, dialogue, personification, simile and metaphor.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. READING COMPREHENSION—NON-FICTION AND INFORMATIONAL TEXTS

Teachers: Select non-fiction topics from the Year 2 history, science, music and visual arts topics listed, with an emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. WRITING

Teachers: It is important to recognise that of all communication skills—listening, speaking, reading and writing—writing is the most demanding and challenging. During the beginning of Year 2, children still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. During this period, teachers should continue to support written expression through shared writing experiences that are modelled by an adult and that increase in difficulty over time.

At some point during Year 2, however, most children will feel comfortable enough with their basic skills to begin making a transition to writing more independently. Children’s desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age-appropriate expectations about what Year 2 pupils’ writing should resemble. Pupils have not been taught all of the spellings they will need to achieve dictionary-correct spelling. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect pupils to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a pupil who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word. Dictionary-correct spelling will be a realistic goal when pupils have learned more spellings and learned how to use a dictionary to check spelling.

Furthermore, while teachers can begin to model the use of a writing process, such as ‘Plan-Draft-Edit,’ it is equally important not to dampen a pupil’s enthusiasm by rigidly insisting that *all* of a pupil’s writing be edited over and over again to bring the text to the ‘publication’ stage. In Year 2, teachers should achieve a sensible balance that encourages children to use their current skill knowledge when writing, without stifling creative expression.

A. WRITING TO REFLECT AUDIENCE, PURPOSE AND TASK

- Add details to writing.
- Begin to use tools, including technology, to plan, draft and edit writing.

B. CONDUCTING RESEARCH

- Gather information from experiences or provided text sources.

C. NARRATIVE WRITING

- Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title that is relevant to the narrative.

D. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text).

E. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. LANGUAGE CONVENTIONS

A. HANDWRITING AND SPELLING

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Form words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalisation and punctuation in sentences to convey meaning.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and write from top to bottom, using a return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, and *fone* for *phone*.
- Write words, phrases and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognise, identify and use subject, object and possessive pronouns, orally, in written text and in own writing. For example: I, me, mine, you, yours, they, them.
- Recognise, identify and use possessive pronouns that function as adjectives, orally, in written text and in own writing. For example: my, your, her, his.
- Recognise, identify and use common and proper nouns, orally, in written text and in own writing.
- Recognise, identify and use regular verbs to convey a sense of past, present and future tense, orally, in written text and in own writing.
- Recognise, identify and use subjects and predicates, orally, in written text and in own writing.
 - Every complete sentence consists of two parts: the subject and the predicate.
 - Subject: what/whom the sentence is about, in bold in the example: **Anna** scored a goal.
 - Predicate: explains something about the subject, in bold in the example: Anna **scored a goal**.
- Produce and expand complete sentences orally and in shared writing exercises.

C. CAPITALISATION AND PUNCTUATION

- Capitalise the first word in a sentence, the pronoun 'I', proper nouns (e.g. names and places), months and days of the week.
- Identify and use end punctuation, including full stops, question marks and exclamation marks.
- Use commas appropriately in greetings and closings of letters, dates and items in a series.
- Write a simple, friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., dog's paw.
- Use speech marks appropriately to designate direct speech.

V. POETRY

Teachers: The poems listed here constitute a selected core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words. Although children are not expected to memorise the following rhymes, they will delight in knowing their favourites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

- Become familiar with the following works:
 - Cats Sleep Anywhere (Eleanor Farjeon)
 - The Frog (Hilaire Belloc)
 - A Good Play (Robert Louis Stevenson)
 - Hope (Langston Hughes)
 - If Wishes Were Horses (traditional)
 - I Know All the Sounds the Animals Make (Jack Prelutsky)
 - Jumbo Jet (Spike Milligan)
 - My Shadow (Robert Louis Stevenson)
 - The Owl and the Pussycat (Edward Lear)
 - The Pasture (Robert Frost)
 - The Purple Cow (Gelett Burgess)
 - Pussycat, Pussycat (traditional)
 - The Queen of Hearts (traditional)
 - Ring a Ring of Roses (traditional)
 - Rope Rhyme (Eloise Greenfield)
 - Scissors (Allan Ahlberg)
 - Solomon Grundy (traditional)
 - The Swing (Robert Louis Stevenson)
 - Table Manners [also known as 'The Goops'] (Gelett Burgess)
 - Thirty Days Hath September (traditional)
 - Three Wise Men of Gotham (traditional)
- Become familiar with riddle rhymes.
- Become familiar with tongue twisters.

VI. FICTION

Teachers: While the following works make up a strong core of literature, the 'content' of language arts includes not only stories, fables and poems, but also knowledge of how written symbols represent sounds and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practise decoding and encoding skills (see above, section II. Reading and section III. Writing).

The titles here constitute a core of stories for this year group. They are available in a variety of editions, some designed for novice readers, and others best for reading aloud to children. In Year 2, most of the following titles should be read to the children. It is recommended that you provide a mixture of texts, including some beginning readers, with their necessarily limited vocabulary and syntax, for these can give children the important sense of accomplishment that comes from being able to 'read it all by myself'.

Expose children to many more stories, including classic picture books and books best read aloud. (In schools, teachers across year groups should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

A. STORIES

- All Stories Are Anansi's (folktale from West Africa)
- The Boy at the Dike (folktale from Holland)
- Brer Rabbit and the Tar Baby (traditional)
- The Frog Prince (Brothers Grimm)
- Hansel and Gretel (traditional)
- Selections from *The House at Pooh Corner* (A. A. Milne)
- It Could Always Be Worse (Yiddish folktale)
- Jack and the Beanstalk (traditional)
- 'King of the Nogs' from *The Sagas of Noggin the Nog* (Smallfilms)
- Medio Pollito (Hispanic Folktale)
- The Pied Piper of Hamelin (traditional)
- Pinocchio (traditional)
- The Princess and the Pea (traditional)
- Puss-in-Boots (traditional)
- Rapunzel (traditional)
- Rumpelstiltskin (traditional)
- Sleeping Beauty (traditional)
- *The Tale of Peter Rabbit* (Beatrix Potter)

B. AESOP'S FABLES

- The Boy Who Cried Wolf
- The Dog in the Manger
- The Fox and the Grapes
- The Goose that Laid the Golden Eggs
- The Maid and the Milk Pail
- The Wolf in Sheep's Clothing

C. DIFFERENT LANDS, SIMILAR STORIES

Teachers: To give pupils a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce pupils to similar folktales from different lands, such as the following:

- Issun Boshi / One-Inch Boy (Japan); The Knee-High Man (African-American folktale)
- You may also want to read other variations of these stories including; Tom Thumb (England); Thumbelina by Hans Christian Andersen (Denmark); Little Finger of the Watermelon Patch (Vietnam)
- You may also want to read one of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

D. LITERARY TERMS

- Understand the names for characters, including heroines and heroes.
- Recognise terms in drama, including actor, actress, script, costume, scenery, props, theatre, stage, audience and applause.

VII. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed since they will have picked up these sayings by hearing them at home and amongst friends. However, this section has been one of the categories most

appreciated by teachers who work with children from home cultures that differ from British culture. All children should become familiar with the sayings and phrases below.

- An apple a day keeps the doctor away. [Connection to Year 2 Science]
- Don't count your chickens before they hatch. [Connection to Aesop's fables]
- Don't judge a book by its cover. [Connection to 'The Frog Prince']
- Hit the nail on the head.
- If at first you don't succeed, try, try again.
- Land of Nod
- Let the cat out of the bag.
- Many hands make light work. [Connection to 'The Boy at the Dike']
- The more the merrier.
- Never leave until tomorrow what you can do today.
- Sour grapes [Connection to Aesop's fables]
- There's no place like home.
- Wolf in sheep's clothing [Connection to Aesop's fables]



The Core Knowledge Sequence UK

English Language and Literature: Year 3

I. LISTENING AND SPEAKING

Teachers: Traditional English language instruction has typically accorded little, if any, attention to the ongoing development of children's listening and speaking ability. This failure to focus on the development of oral language in English Language instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with pupils' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Maintain attention and actively participate in age-appropriate discussions about a variety of topics, ideas and texts, in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions.
 - For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask closed and open questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on a topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by the other person.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships.
 - For example: *up, down, first, last, before, after*, etc.
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as 'Don't judge a book by its cover' and 'Better late than never'.
- Recognise and discuss body language; 'read the signs'.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done by frequently reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

In Year 3, pupils are becoming increasingly skilled as independent readers. Nevertheless, research indicates that pupils' reading comprehension ability does not catch up to listening comprehension until they are in Key Stage 3. It is therefore still important to provide for children in Year 3 extensive reading experiences of both fiction and non-fiction texts.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex, yet always accessible. Levelled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with pupils for whom English is a second language.

Age-appropriate read-aloud selections for poetry and fiction are included below. Non-fiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Year 3 pupils in the *Core Knowledge Sequence UK*, with emphasis on history and science selections. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented, to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any reading, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing and synthesising ideas in written text in much the same way as they will be expected to do as independent readers in later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Distinguish the following genres of literature:
 - Fiction
 - Non-fiction
 - Reportage
 - Drama.
- Grasp specific details and key ideas
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, why, etc.
 - Retell key details.
 - Summarise in one's own words selected parts of a read-aloud.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in read-aloud.
- Observe craft and structure
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluate evidence. (Note: prior to listening to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.)
 - Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to the predictions.
 - Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
 - Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
 - Identify who is telling a story or providing information in a text.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s) and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s) and the plot of the story in a proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories:
 - Author
 - Illustrator
 - Characters
 - Setting
 - Plot
 - Dialogue
 - Personification
 - Simile
 - Metaphor
- Identify repetitions in phrases, refrains or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.
- Identify direct speech.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS: NON-FICTION AND INFORMATIONAL TEXT

Teachers: Select non-fiction read-aloud topics from the Year 3 history, science, music, and visual arts topics, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.

- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. READING COMPREHENSION: ALL TEXTS

Teachers: At the start of Year 3, pupils should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier years. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.
- Grasp specific details and key ideas
 - Sequence four to six pictures illustrating events from a text that has been read independently.
 - Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, why etc.) about a text that has been read independently.
 - Retell key details from a text that has been read independently.
 - Summarise in one's own words selected parts of the text.
 - Ask questions to clarify information about a text that has been read independently.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure
 - Identify basic features and what they mean, including title, author, table of contents, chapter headings and captions.
 - Understand and use words and phrases from a text that has been read independently.
 - Compare and contrast similarities and differences within a single text or between multiple texts read independently.
 - Make personal connections to events or experiences in a text that has been read independently and /or make connections among several texts that have been read independently.
- Integrate information and evaluate evidence. (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding of the text.)
 - Make predictions prior to and while reading, based on the title, pictures and/or text heard thus far and then compare the actual outcomes to the predictions.
 - Answer questions that require making interpretations, forming judgements or giving opinions about what is heard in a read aloud, including answering 'why' questions that require recognising cause/effect relationships.
 - Interpret information that is read independently and then ask additional questions to clarify this information.
 - Identify who is telling a story or providing information in a text.
 - Identify temporal words that link and sequence events, i.e., *first, next, then*, etc.
 - Identify words that link ideas, i.e., *for example, also, in addition*.
 - Identify words that contrast ideas, i.e., *however, but*.

B. READING COMPREHENSION: FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters, setting(s) and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to or using dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale or myth.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories:
 - Author
 - Illustrator
 - Characters
 - Setting
 - Plot
 - Dialogue
 - Personification
 - Simile
 - Metaphor
- Identify repetitions in phrases, refrains or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events
- Describe the use of rhyme, rhythm and sensory images used in poetry.

C. READING COMPREHENSION: NON-FICTION AND INFORMATIONAL TEXT

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a non-fiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish text that describes events that happened long ago from those that describe contemporary or current events.

III. WRITING

Teachers: Pupils develop ever-increasing code knowledge and fluency in reading during Year 3 and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing.

Teachers should, however, have age-appropriate expectations about what Year 3 pupil writing should resemble. Pupils' spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the pupils will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word.

For example, a pupil who writes *coller* for *collar*, *wate* for *wait* or *weight* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this year. This should be seen as acceptable spelling for this stage of literacy acquisition. With continued writing practice, pupils should begin to include more dictionary-correct spellings for words that they read and write frequently. Dictionary correct spelling as the rule will be a realistic goal when pupils have learned more spellings, have had repeated writing practice opportunities and have learned how to use a dictionary to check spelling.

For Year 3 children, teachers should continue to model the use of a writing process, such as 'Plan-Draft-Edit', as pupils learn to write in various genres. It is important, though, not to dampen pupil enthusiasm for writing by rigidly insisting that *all* of a pupil's writing be edited over and over again to bring the text to 'publication' stage. In Year 3, teachers should achieve a sensible balance that encourages children to use their current level of skills when writing, as well as a simple editing rubric for review, without stifling creative expression.

A. WRITING TO REFLECT AUDIENCE, PURPOSE AND TASK

- Add details to writing.
- Begin to use tools, including technology, to plan, draft and edit writing.

B. CONDUCTING RESEARCH

- Gather information from experiences or provided text sources

C. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

D. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including beginning and concluding sentences, facts and examples relevant to the topic and specific steps (if writing explanatory text).
- Group similar information into paragraphs.
- Use linking words such as *also*, *another*, *and*, etc. to connect ideas within a paragraph.

E. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as *because*, *also*, *another*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. LANGUAGE CONVENTIONS

A. SPELLING

- Apply basic spelling conventions.
- Use basic capitalisation and punctuation in sentences to convey meaning.
- Write phonemically plausible spellings for words using current knowledge, e.g. write *coller* for *collar*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetise words to the second letter.
- Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones and compound words.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Form sentences and paragraphs to communicate thoughts and ideas.
- Recognise, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognise, identify and use common and proper nouns, orally, in written text and in own writing.
- Recognise, identify and use the articles *a* and *an* appropriately orally, in written text and in own writing.

- Recognise, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognise, identify and use selected regular and irregular past, present and future tense verbs orally, in written text and in own writing.
- Recognise, identify and use subject, object and possessive pronouns, orally, in written text and in own writing.
 - For example: *I, me, mine, you, yours, he, him, his, she, her, hers, it, its, they, them, theirs*
- Recognise, identify and use adjectives orally, in written text, and in own writing.
- Recognise, identify and use possessive pronouns that function as adjectives, orally, in written text and in own writing.
 - For example: *my, your, his, her, its, their*
- Recognise, identify and use adverbs orally, in written text and in own writing.
- Recognise, identify and use subjects and predicates, orally, in written text and in own writing.
 - For example (subject is in bold and predicate is in italics): **Anna** *scored a goal.*
- Recognise, identify and use statements, questions, and exclamations orally, in written text and in own writing.
- Recognise, identify and use complete simple and compound sentences.

C. CAPITALISATION AND PUNCTUATION

- Capitalise the first word in a sentence, the pronoun 'I', and proper nouns (e.g. names and places), months, days of the week, titles of people and addresses.
- Recognise, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people and addresses.
- Identify and use end punctuation, including full stops, question marks and exclamation marks.
- Use commas appropriately in greetings and closings of letters, dates, items in a series and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., dog's paw.
- Use speech marks appropriately to designate direct speech.

V. POETRY

- Become familiar with the following works:
 - Bee! I'm Expecting You (Emily Dickinson)
 - Caterpillars (Aileen Fisher)
 - Conch Shell (Federico Garcia Lorca)
 - Discovery (Harry Behn)
 - Five Friendly Farmers (Anon)
 - How To Find My House (Roger Stevens)
 - Hurt No Living Thing (Christina Rossetti)
 - The Answer (Allan Ahlberg)
 - The Night Before Christmas (Clement Clarke Moore)
 - On the Ning Nang Nong (Spike Milligan)
 - Rickety Train Ride (Tony Mitton)
 - Sing a Song of Sixpence (traditional)
 - Something Told the Wild Geese (Rachel Field)
 - There Is a Young Lady, Whose Nose (Edward Lear)
 - There Was an Old Man with a Beard (Edward Lear)

VI. FICTION

Teachers: The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte’s Web* or ‘How the Camel Got His Hump’. It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help children practise decoding skills. Texts, which children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that goes beyond the limits of age-appropriate reading texts is an important part of developing an increasingly sophisticated verbal sense.

The titles below constitute a core of stories for Year 3. Expose children to as many more stories as possible, including classic picture books, books to be read aloud, etc. (In schools, teachers across the year groups should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose—biographies, books on science and history and books on art and music—and they should be given opportunities to tell and write their own stories. We will also explore Ancient Greek myths and British tall tales.

A. STORIES

- Become familiar with the following works:
 - Beauty and the Beast (traditional)
 - A Christmas Carol (Charles Dickens)
 - The Emperor’s New Clothes (Hans Christian Andersen)
 - The Fisherman and His Wife (Brothers Grimm)
 - How the Camel Got His Hump (a ‘Just So’ story by Rudyard Kipling)
 - The Magic Paintbrush (a Chinese folktale)
 - Please Look After this Bear (Michael Bond)
 - Selections from *Peter Pan* (James M. Barrie)
 - The Story of the Seventh Daughter (a folktale from Bengal)
 - Talk (a West African folktale)
 - The Tongue-Cut Sparrow (a folktale from Japan)

B. MYTHOLOGY OF ANCIENT GREECE

[Builds on World History and Geography from Year 2: The Ancient Greek Civilisation.]

- Become familiar with the following Gods of Ancient Greece (and Rome):
 - Zeus (Jupiter)
 - Hera (Juno)
 - Apollo (Apollo)
 - Artemis (Diana)
 - Poseidon (Neptune)
 - Aphrodite (Venus)
 - Demeter (Ceres)
 - Ares (Mars)
 - Hermes (Mercury)
 - Athena (Minerva)
 - Hephaestus (Vulcan)
 - Dionysus (Bacchus)
 - Hades (Pluto)
- Become familiar with Mount Olympus, the home of the gods.
- Become familiar with mythological creatures and characters:
 - Centaurs
 - Cerberus
 - Pegasus

- Pan
- Become familiar with Greek Myths
 - Prometheus (how he brought fire from the gods to men)
 - Pandora's Box
 - Oedipus and the Sphinx
 - Theseus and the Minotaur
 - Daedalus and Icarus
 - Arachne the weaver
 - Swift-footed Atalanta
 - Demeter and Persephone
 - Hercules (Heracles) and the Labours of Hercules

C. BRITISH FOLK HEROES AND TALL TALES

[Builds on St George and King Arthur, which were introduced in Year 1.]

- Become familiar with the following folk heroes and tall tales
 - Albion and Brutus
 - Dick Whittington, Lord Mayor of London
 - King Arthur
 - The Sword Excalibur
 - Guinevere
 - Merlin and the Lady of the Lake
 - Sir Lancelot
 - Robin Hood

D. LITERARY TERMS

- Become familiar with the following terms:
 - Limerick
 - Myth
 - Tall tale

VII. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section on sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Back to the drawing board
 - Better late than never
 - Cold feet
 - Don't cry over spilt milk
 - Easier said than done
 - Eaten out of house and home
 - Get a taste of your own medicine
 - Get out of the wrong side of the bed
 - In hot water
 - Keep your fingers crossed
 - Practise what you preach
 - Turn over a new leaf

- Two heads are better than one
- Where there's a will there's a way
- You can't teach an old dog new tricks



The Core Knowledge Sequence UK

English Language and Literature: Year 4

I. READING AND WRITING

Teachers: Many of the following objectives and outcomes are designed to help children achieve the overall goal for reading in Year 4: to be able to read (both aloud and silently) with fluency, accuracy and comprehension any story or other text appropriately written for Year 4.

In Year 4, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, prefixes and suffixes to decode multi-syllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for Years 1, 2 and 3.

A. READING COMPREHENSION AND RESPONSE

- Independently read and comprehend longer works of fiction ('chapter books') and non-fiction appropriately written for Year 4 children or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarise main points from fiction and non-fiction read-alouds.
- Ask and pose plausible answers to how, why and what-if questions in interpreting texts, both fiction and non-fiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which the child is unfamiliar.
- Know how to use a table of contents and index to locate information.

B. WRITING

Teachers: Children should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The following guidelines build on the Year 3 guidelines: please refer to these guidelines to review and reinforce them as necessary to ensure children's mastery in Year 4.

- Produce a variety of types of writing—such as stories, reports, poems, letters and descriptions—and make reasonable judgements about what to include in children's own written work, based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children's encyclopaedia), and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: layout, heading, salutation (greeting), closing and signature.
- Produce written work with a beginning, middle and end.
- Organise material in paragraphs and understand the following:
 - How to use an introductory sentence
 - How to develop a paragraph with examples and details
 - That each new paragraph is indented
- In some writings, proceed with guidance through a process of gathering information, organising thoughts, composing a draft, revising to clarify and refine the child's meaning and proofreading with attention to spelling, grammar and presentation of a final draft.

C. SPELLING, GRAMMAR AND USAGE

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is.
 - Identify main clause and subordinate clause in a sentence.
 - For example (main clause in bold) *When I am older I will ride in a hot air balloon.*
 - Distinguish complete sentences from fragments.
- Identify and use different sentence types:
 - Declarative (makes a statement)
 - Interrogative (asks a question)
 - Imperative (gives a command)
 - Exclamatory (for example: 'what a shot!')
- Know the following parts of speech and how they are used
 - Nouns (common, proper, collective, compound and abstract)
 - Pronouns (singular and plural)
 - Verbs: action verbs and auxiliary (helping) verbs
 - Adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
 - Adverbs
- Know how to use the following punctuation:
 - End punctuation: full stop, question mark or exclamation mark
 - Comma: between city and county in an address; in a series; after *yes* and *no*)
 - Apostrophe: in contractions; in singular and plural possessive nouns
- Recognise and avoid the double negative.

D. VOCABULARY

- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes:
 - *re* meaning 'again' (as in 'reuse', 'refill')
 - *un* meaning 'not' (as in 'unfriendly', 'unpleasant')
 - *dis* meaning 'not' (as in 'dishonest', 'disobey')
 - *un* meaning 'opposite of' or 'reversing in action' (as in 'untie', 'unlock')
 - *dis* meaning 'opposite of' or 'reversing in action' (as in 'disappear', 'dismount')
- Suffixes:
 - *er* and *or* (as in 'singer', 'painter' and 'actor')
 - *less* (as in 'careless', 'hopeless')
 - *ly*, (as in 'quickly', 'calmly')
- Know what homophones are (for example: by, buy; hole, whole) and correct usage of homophones that commonly cause problems:
 - There, their, they're
 - Your, you're
 - Its, it's
 - Here, hear
 - To, two, too
- Recognise common abbreviations (for example, St., Rd., Mr., Mrs., Dr., U.K., ft., in., km., kg.) [Cross-curricular link with Year 3 and Year 4 Mathematics]

II. POETRY

Teachers: The poems listed here constitute a core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this age, poetry should be a source of delight; technical analysis should be delayed until later years.

- Become familiar with the following works:
 - At the Zoo (William Makepeace Thackeray)
 - By Myself (Eloise Greenfield)
 - Catch a Little Rhyme (Eve Merriam)
 - Colonel Fazackerley (Charles Causley)
 - The Crocodile (Lewis Carroll) [In Alice in Wonderland]
 - The Dragon on the Playground (Kenn Nesbitt)
 - Daddy Fell into the Pond (Alfred Noyes)
 - Dream Variations (Langston Hughes)
 - Ducks' Ditty (Kenneth Grahame) [Cross-curricular connection to 'Wind in the Willows' story]
 - Eletelephony (Laura Richards)
 - Father William (Lewis Carroll) [In Alice in Wonderland]
 - For want of a nail, the shoe was lost... (traditional)
 - Happiness (A. A. Milne)
 - Topsy-Turvy World (William Brighty Rands)
 - Trees (Sergeant Joyce Kilmer)

III. FICTION

Teachers: The titles here constitute a selected core of stories for this year group. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the following works, such as *Alice in Wonderland* and *The Wind in the Willows*, lend themselves to reading aloud to children.

A. STORIES

- Become familiar with the following works:
 - *Alice in Wonderland* (Lewis Carroll)
 - The Arabian Nights: Ali Baba and Aladdin (traditional)
 - The Butterfly Lion (Michael Morpurgo)
 - The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
 - The Legend of Finn MacCool (traditional Irish story)
 - The Little Match Girl (Hans Christian Andersen)
 - William Tell (traditional)
 - Selections from the *Wind in the Willows*: 'The River Bank' and 'The Open Road' (Kenneth Grahame)

B. MYTHS AND MYTHICAL CHARACTERS

- Become familiar with the following from Norse Mythology:
 - Asgard (home of the gods)
 - Valhalla (heaven or afterlife)
 - Hel (Underworld)
 - Odin
 - Thor
 - Trolls
 - Loki and the Gift from the Gods
 - Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]
- Become familiar with additional myths and legends of Ancient Greece and Rome [Builds on English Language and Literature from Year 3 and World History and Geography from Year 2: The Ancient Greek Civilisation.]
 - Jason and the Golden Fleece
 - Perseus and Medusa
 - Orpheus and Eurydice
 - The Sword of Damocles
 - Damon and Pythias
 - Androcles and the Lion
 - Horatius at the Bridge

C. LITERARY TERMS

- Become familiar with and able to use the following literary terms:
 - Biography and autobiography
 - Fiction and non-fiction

IV. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section on sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Actions speak louder than words.
 - His bark is worse than his bite.
 - Beat around the bush
 - Beggars can't be choosers.
 - Clean bill of health
 - Cold shoulder
 - Crossing the Rubicon [found in Year 4 World History: Ancient Rome]
 - *Et tu, Brute?* [found in Year 4 World History: Ancient Rome]
 - A feather in your cap
 - Last straw
 - Let bygones be bygones.
 - One rotten apple spoils the whole barrel.
 - On its last legs
 - Rule the roost
 - The show must go on.
 - Touch and go

- When in Rome do as the Romans do. [cross-curricular connection with Year 4 World History: Ancient Rome]
- Rome wasn't built in a day. [cross-curricular connection with Year 4 World History: Ancient Rome]
- A stitch in time saves nine.
- The writing is on the wall
- *Veni vidi vici* (I came, I saw, I conquered) [cross-curricular connection with Year 4 World History: Ancient Rome]



The Core Knowledge Sequence UK

English Language and Literature: Year 5

I. WRITING, GRAMMAR, AND USAGE

Teachers: Children should be given many opportunities for writing, both imaginative and expository, but place a stronger emphasis than in previous years on expository writing, including, for example, summaries, book reports and descriptive essays. Provide guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Children should be given more responsibility for (and guidance in) editing for organisation and development of ideas and proofreading to correct errors in spelling, usage and mechanics. In Year 5, children should be able to spell most words or provide a highly probable spelling, and know how to use a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems and letters—with a coherent structure of storyline.
- Know how to gather information from different sources (such as in encyclopaedias, magazines, interviews, observations, atlases and the Internet), and write short reports presenting the information in his or her own words.
 - Understand the purpose and audience of the writing.
 - Define a main idea and stick to it.
 - Provide an introduction and a conclusion.
 - Organise material in coherent paragraphs.
 - Document sources in a rudimentary bibliography.
- Organise material in paragraphs and understand the following:
 - How to use a topic sentence
 - How to develop a paragraph with examples and details
 - That each new paragraph is indented

B. GRAMMAR AND USAGE

- Understand the components of a complete sentence.
 - Identify the subject and predicate in single-clause sentences.
 - For example (subject is in bold and predicate is in italics): **Anna** *scored a goal*.
 - Distinguish complete sentences from fragments.
- Identify the subject and verb in a sentence and understand that they must agree.
- Identify active and passive verbs
- Identify and use different sentence types: declarative, interrogative, imperative and exclamatory.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (*and, but, or*), prepositions and interjections.
- Know how to use the following punctuation:
 - End punctuation: full stop, question mark or exclamation mark
 - Colons and semi colons: causing a break in a sentence, linking ideas together

- Comma: between city and county in an address, in a series, after *yes* and *no*, before conjunctions that combine sentences, inside speech marks in dialogue.
- Apostrophe: in contractions, in singular and plural possessive nouns
- Quotation marks: for titles of poems, songs, short stories and magazine articles.
- Speech marks for dialogue/direct speech
- Understand what synonyms and antonyms are, and provide synonyms and antonyms for given words.
- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes
 - *im, in* (as in 'impossible', 'incorrect')
 - *non* (as in 'non-fiction', 'non-violent')
 - *mis* (as in 'misbehave', 'misspell')
 - *en* (as in 'enable', 'endanger')
 - *pre* (as in 'prehistoric', 'premature')
- Suffixes
 - *ily, y* (as in 'easily', 'speedily', 'tricky')
 - *ful* (as in 'thoughtful', 'wonderful')
 - *able, ible* (as in 'washable', 'flexible')
 - *ment* (as in 'agreement', 'amazement')
- Correct usage of problematic homophones [Review from Year 4]
 - There, their, they're
 - Your, you're
 - Its, it's
 - Here, hear
 - To, too, two

II. POETRY

Teachers: The poems listed here constitute a selected core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage children to read it aloud so they can experience the music in the words. At this age, poetry should be a source of delight; technical analysis should be delayed until later years.

A. POEMS

- Become familiar with the following works:
 - Dreams (Langston Hughes)
 - Fog (Carl Sandburg)
 - The Lady of Shallot (Alfred, Lord Tennyson)
 - Monday's Child Is Fair of Face (traditional)
 - The Pobble Who Has No Toes (Edward Lear)
 - The Rhinoceros (Ogden Nash)
 - Sky in the Pie (Roger McGough)
 - A Tragic Story (William Makepeace Thackeray)

B. LITERARY TERMS

- Become familiar with and able to use the following literary terms:
 - Stanza and line
 - Rhythm
 - Rhyme
 - Mood

III. FICTION

Teachers: In Year 5, children should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the children to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Children should read outside school for at least 20 minutes daily.

The titles below constitute a selected core of stories for this year group. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below, such as *Gulliver's Travels* and *Robinson Crusoe*, are available in editions adapted for younger readers.

A. STORIES

- Become familiar with the following works:
 - The Fire on the Mountain (an Ethiopian folktale)
 - 'A voyage to Lilliput' from *Gulliver's Travels* (Jonathan Swift)
 - The Happy Prince (Oscar Wilde)
 - The Wonderful Chuang Brocade (a Chinese folktale)
 - *Robinson Crusoe* (Daniel Defoe)
 - *Treasure Island* (Robert Louis Stephenson)

B. MYTHS AND MYTHICAL CHARACTERS

- Become familiar with the following works:
 - Sir Gawain and the Green Knight

V. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section of sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Prevention is better than cure.
 - As the crow flies
 - Beauty is only skin deep.
 - The bigger they are, the harder they fall.
 - Birds of a feather flock together.
 - Blow hot and cold
 - Break the ice
 - Bull in a china shop
 - Bury the hatchet
 - Can't hold a candle to
 - Don't count all your chickens before they hatch.
 - Don't put all your eggs in one basket.
 - Gone to pot
 - Half a loaf is better than none.
 - More haste less speed

- Laugh and the world laughs with you.
- Lightning never strikes twice in the same place.
- Live and let live.
- Make ends meet.
- Make hay while the sun shines.
- Money burning a hole in your pocket.
- Once in a blue moon
- One picture is worth a thousand words.
- Run-of-the-mill
- Seeing is believing.
- Shipshape and Bristol fashion
- Through thick and thin
- To go to Timbuktu
- It never rains but it pours
- You can lead a horse to water, but you can't make it drink.



The Core Knowledge Sequence UK

English Language and Literature: Year 6

I. WRITING, GRAMMAR, AND USAGE

Teachers: Children should be given many opportunities for writing with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The teacher must continue to develop imaginative writing but place a stronger emphasis than in previous years on expository writing including, for example, summaries, book reports, essays that explain a process and descriptive essays. In Year 6, it is appropriate to place a greater emphasis on revision, with the expectation that pupils will revise and edit to produce (in some cases) a finished product that is thoughtful; well-organised; and reasonably correct in grammar, mechanics and spelling. In Year 6, pupils should be reasonably competent spellers and in the habit of using a dictionary to check and correct words that present difficulty. They should regularly practise vocabulary enrichment.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, informative and persuasive writing, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopaedia, magazines, interviews, observations, atlas, and the Internet) and write short reports synthesising information from at least three different sources, presenting the information in his or her own words.
 - Understand the purpose and audience of the writing.
 - Define a main idea and stick to it.
 - Provide an introduction and a conclusion.
 - Organise material in coherent paragraphs.
 - Illustrate points with relevant examples.
 - Document sources in a rudimentary bibliography.

B. GRAMMAR AND USAGE

- Understand the components of a complete sentence.
- Identify the subject and verb in a sentence and understand that they must agree.
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, prepositions and interjections.
- Understand that pronouns must agree with their antecedents in case (nominative, objective and possessive), number and gender.
- Correctly use punctuation studied in earlier years, as well as the colon before a list.
- Categories of nouns
- Verbs and objects
- Interjections
- Personal pronouns
 - Agreement in case
 - Possessive case
 - Agreement in gender
 - Agreement in number

- Punctuation: commas and brackets
- Prefixes and suffixes

C. VOCABULARY

- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes:
 - *anti* (as in 'anti-social', 'anti-bacterial')
 - *co* (as in 'co-education', 'co-worker')
 - *fore* (as in 'forefather', 'foresee')
 - *il, ir* (as in 'illegal', 'irregular')
 - *inter* (as in 'interact', 'interchange')
 - *mid* (as in 'midnight', 'midway')
 - *post* (as in 'postpone', 'postwar')
 - *semi* (as in 'semicircle', 'semi-precious')
- Suffixes
 - *ist* (as in 'artist', 'pianist')
 - *ish* (as in 'stylish', 'foolish')
 - *ness* (as in 'forgiveness', 'happiness')
 - *tion, sion* (as in 'relation', 'extension')

II. POETRY

Teachers: The poems listed here constitute a selected core of poetry for this year group. Expose children to more poetry, old and new, and have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this age, poetry should be primarily a source of delight. This is also an appropriate age at which to begin looking at poems in more detail, asking questions about the poet's use of language, noting the use of devices such as simile, metaphor, alliteration, etc.

A. POEMS

- Become familiar with the following works:
 - A Ballad of London (Richard Le Gallienne)
 - The Eagle (Alfred Lord Tennyson)
 - If (Rudyard Kipling)
 - Into My Heart an Air that Kills (A. E. Housman)
 - Jabberwocky (Lewis Carroll)
 - The Listeners (Walter de la Mare)
 - Little Red Riding Hood and the Wolf (Roald Dahl)
 - Macavity - The Mystery Cat (T. S. Eliot)
 - Some Opposites (Richard Wilbur)
 - The Tiger (William Blake)

B. LITERARY TERMS

- Become familiar with the following literary terms:
 - Onomatopoeia
 - Alliteration

III. FICTION AND DRAMA

Teachers: In Year 6, pupils should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Pupils should read outside of school for at least 30 minutes daily. The titles below constitute a selected core of stories for Year 6. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Some of the works below, such as *Kidnapped* and *A Midsummer Night's Dream* are available in editions adapted for younger readers. There are also some versions that are graphic novels.

A. STORIES

- Become familiar with the following works:
 - *Don Quixote* (Miguel de Cervantes)
 - *The Secret Garden* (Frances Hodgson Burnett)
 - *Oliver Twist* (Charles Dickens)
 - *The Death of Arthur* (Sir Thomas Malory)

B. DRAMA

- Become familiar with the following works:
 - *A Midsummer Night's Dream* (William Shakespeare)
 - *The Tempest* (William Shakespeare)
- Become familiar with the following literary terms:
 - Tragedy and comedy
 - Shakespeare's language

C. MYTHS AND LEGENDS

- Become familiar with the following:
 - The Samurai's Daughter (Japanese)

D. LITERARY TERMS

- Become familiar with the literary term:
 - Pseudonym (pen name)
- Become familiar with the following literal and figurative language terms:
 - Imagery
 - Metaphor and simile
 - Symbol
 - Personification

V. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section of sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:

- Birthday suit
- Bite the hand that feeds you
- Chip on your shoulder
- Count your blessings
- Eleventh hour
- Eureka!
- Every cloud has a silver lining
- Few and far between
- Forty winks
- The grass is always greener
- To kill two birds with one stone
- Lock, stock and barrel
- Make a mountain out of a molehill
- A miss is as good as a mile
- It's never too late to mend
- Out of the frying pan and into the fire
- A penny saved is a penny earned
- Read between the lines
- Sit on the fence
- Steal his/her thunder
- Take the bull by the horns
- 'Till the cows come home
- Time heals all wounds
- Tom, Dick and Harry
- Vice versa
- A watched pot never boils
- Well begun is half done
- What will be will be