

## **Collège Français Bilingue de Londres**

### **("CFBL" or the "School")**

#### **Teaching and Learning Policy**

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#### **A bilingual and bicultural learning environment**

CFBL's fundamental goal is the well-being of each and every pupil in our care. We provide a stimulating learning environment that allows pupils to not only make progress academically, but to develop into bilingual and bicultural citizens who are responsible, well rounded and thoughtful.

Bilingualism and biculturalism are at the heart of our establishment and learning is organised with this in mind. We enable pupils to acquire knowledge and skills in both French and English in all subject areas. This bilingual and bicultural dimension will serve them usefully in their future careers and lives.

#### **Taking the best of both systems**

CFBL aims to take the best qualities of both the English and French educational systems and teaching methodologies to create a unique environment. We recruit teachers whose profiles demonstrate a strong interest and background in languages and other cultures. Most teachers have a good working knowledge of both French and English even if they are not fluent in their non-teaching language. There is also the possibility for some teachers to benefit from free French lessons with the Institut Français to allow them to develop their language skills further.

Teachers are encouraged to continue to teach using their native teaching styles to allow pupils to benefit from seeing two culturally different approaches to learning. Pupils will therefore sometimes be shown two different strategies of how to arrive at the same answer for a particular calculation from their two class teachers. This allows pupils to experience two solutions and to choose the one that seems the most logical and efficient for their way of working.

Learning in a bilingual environment gives pupils greater mental flexibility, allowing them to adapt more quickly to new situations they encounter as they move into adulthood and beyond.

#### **How the curriculum is divided between French and English**

In Primary, each year group is composed of two parallel classes who share between them an English and a French class teacher. The French curriculum of Maths, French language, History, Geography and Science (or 'Questionner le monde' as these three subjects are known for Cycle 2) and Art are divided

as equally as possible by the two class teachers. English class teachers teach the parts of the French language programme, as well as CFBL's supplementary English programme described in Appendix 1. Music, singing, ICT, Sport and Library are taught by specialist teachers. (Please see below).

It may be decided that each subject is divided into topics, the French class teacher doing some of these and the English class teacher others. It may equally be decided that both class teachers will work on different elements of the same topic at the same time. In some classes, teachers have decided that the French teacher will teach more History since it relates to France and the English teacher will cover more Geography or Science. Freedom of choice is left to teachers to make the most of each teacher's strengths.

Our aim is to give pupils the best vocabulary base in all subjects in both languages by the end of Primary. Across Key Stages (or 'Cycles') therefore, teachers try to plan wherever possible that a particular topic seen in French in one year is seen in English in a subsequent year.

In Secondary, pupils can study for the international option of the Diplome National du Brevet by studying part of the history and geography curriculum in English rather than French.

Each year group in Secondary is divided in three non-streamed classes, depending on year groups. Pupils change rooms for each subject. Most of the learning sessions are organised for groups of 30 pupils, but Science, Foreign Languages, Art and ICT are taught in smaller groups. Foreign languages groups are non-streamed groups. Some of the subjects are taught in English only, others only in French and some are taught in both. All Secondary teachers are specialist teachers.

### **Primary English at CFBL**

Although the French curriculum is followed, a supplementary English programme is also in place in Primary to address the fact that the majority of pupils at CFBL have a very high level of written and spoken English, which extends far beyond the level of a French child in France.

English class teachers teach content from all sections of the French language programme (reading, writing, oral, grammar, spelling and vocabulary) that is transferable. For example punctuation, word classification, literary genres and so on, plus a programme based on the English National Curriculum, focusing on key areas that set English apart from French (spelling, phonics and some areas of grammar in particular).

### **Cross-CFBL English Literature Learning**

Throughout CFBL, pupils are exposed to a wide range of key cultural and literary texts, including traditional tales and Shakespeare.

### **Specialist teaching in Primary**

At CFBL, we believe it is important that from a very early age, pupils should benefit from being taught by experts in their respective fields to offer the best quality education possible. At Primary level, this is organised as follows:

<b>Subject taught by specialist teacher</b>	<b>Year group</b>	<b>Language in which subject is taught</b>
Music	Nursery – 6	English and French
ICT	Yrs 3 – 6 (Yr 2 taught by class teachers) Nursery– 6	English
Library Sport	Yrs 1 - 6	French English and French

### **Language support**

In Primary, we also benefit from 2 specialist EAL and FLE teachers (English as an additional language and French as an additional language) to support beginners of English (and in French for pupils entering Yr 1). The EAL/FLE teacher teaches basic, functional vocabulary and sentence structures for beginners to allow them to integrate as rapidly as possible into day-to-day life.

Once this stage is passed, the EAL/FLE teacher works in close collaboration with class teachers to pre-teach vocabulary on topics being seen in class or to follow up on class work with consolidation activities so the content is fully understood. Our aim is to integrate pupils as quickly as possible into being able to cope in the classroom full time.

In Secondary, all pupils must have a minimum level of French to enrol, nevertheless CFBL provides support lessons in years 7 and 8. The English programme is adapted to the levels and needs of the students within non-streamed groups. All students are following the International curriculum. In order to help the less-able, support classes are provided for each year group.

### **SEND support and challenge**

Teachers are asked to provide differentiated tasks and outcomes for all students in all subjects as standard practice. In addition to this:

In Primary, pupils with special educational needs benefit from regular small group teaching to support Literacy and Numeracy. Such teaching is usually done during the time when a specialist teacher is taking half of the class. At other moments, the year group is streamed so that ability-grouped learning can take place. All Literacy and Numeracy work is differentiated and teachers always set and mark work based on their knowledge of the individual capabilities of the child.

In Secondary, provision is made for learning support in French, Maths and English. Sessions are conducted in small groups. Sessions take place during the school day and are taught by the subject teachers concerned.

### **For pupils with a PPRE, PAP or PPS in place (the equivalent of an IEP)**

For Primary and Secondary, teachers set specific termly targets that are realistic for the pupil's capabilities, and conduct specific progress meetings to keep parents informed and to give suggestions of how they can support the pupil at home. Following professional diagnosis of a condition, it may be decided that the pupil receives one-to-one support in class (on a part-time or full-time basis), but this

can only be done on the recommendation of the teachers and at the expense of the parents. In very rare cases where the child has not reached the required level of learning across the curriculum, the decision may be taken for the child to repeat the year.

Gifted and talented pupils are offered differentiated work and also have a PPRE if appropriate to allow them to feel suitably stimulated.

### **APC - for Primary only (Activités Pédagogiques complémentaires)**

Our French curriculum allows children to get 30 minutes to 1 hour teaching per week on top of the allocated 24 to 26 weekly hours. This time can be used to help some children acquire better learning strategies, to support some others with any difficulty they may encounter in their learning or to offer challenges to the most able. Most children would benefit from this extra time at some point or another in their learning journey.

### **Creating an effective learning and teaching environment**

We have high expectations of our pupils and teachers to ensure a dynamic and productive classroom atmosphere. Behaviour is very good and pupils are motivated to learn and to work hard. Pupils are taught to be courteous to all and to respect the thoughts and beliefs of others. CFBL is a non-religious school, but we place a high level of importance on morality and choosing the right option. We encourage our pupils to be creative thinkers and to be inquisitive about the world around them.

In its recruitment process, CFBL strives to employ highly motivated teachers, who are encouraged to organise exciting and challenging programmes of study with trips and visitors. Staff and pupils devise and participate in cross-year group and cross-school projects to build our community of learners.

### **Homework**

In Primary, homework is mainly focused on pupils improving their reading skills and learning spellings and key facts and researching topics being studied in class. In Secondary, homework is focused on the skills of memorising, researching and completing practice exercises and evaluations.

### **Use of ICT in Learning**

CFBL strongly encourages all members of its teaching staff to include the regular use of ICT in lessons. Each classroom is fitted with an interactive board (SMART boards in Primary and Mimio Teach in Secondary). Pupils from CE1 and up have their ICT lesson with the school's specialist teacher in the ICT suite. In Secondary, pupils are encouraged to use computers in the self-study room to research projects and prepare for assemblies, etc. In Primary, there are two mobile racks of laptops that can be used during class time. Pupils are also learning about radio technology with our Radio Recré project.

## **Appendix 1 - CFBL's supplementary English programme (Primary section)**



COLLÈGE FRANÇAIS  
BILINGUE DE LONDRES



**aefe**  
Agence pour  
l'enseignement français  
à l'étranger

# **English Programme For Primary**

**2020 – 2021**

## Foreword

CFBL is a French-English bilingual school based in London that follows the French National Curriculum. Since the vast majority of its pupils are bilingual, the French National Curriculum for the study of a foreign language is too basic. To address this, CFBL has designed its own language programme for teaching English that is a hybrid of the French and English National Curricula and which also allows teachers to concentrate on targeting certain issues commonly present in bilingual or multilingual young learners.

In each year group, pupils benefit from English and French class teachers and time is divided equally between them. First and foremost, it is the duty of each English class teacher to share the content of the French language syllabus wherever transfer is possible. (For example: being able to use a dictionary competently, or use of a particular piece of punctuation...)

This transfer is more possible in some areas of the language programme than in others. In some parts of the language programme, it will be necessary for both teachers to work in their own language with pupils and to assess them in both languages. In the interests of time management and efficiency, teachers should be watchful that this occurs only when necessary.

In this supplementary programme, a summary of what is expected in primary schools following the new National Curriculum in England is given from Year 1 to Year 6. Teachers at CFBL are to deliver as much of the content for their corresponding year group as time practically allows, with priority being given to the phonics, spelling, grammar content. The supplementary programme also takes into consideration guidelines from The Hamilton Trust for writing genres typically visited in each year group. Teachers should aim to study some of the genres listed for their year group, but not necessarily in the same term as appears in the Trust's guidelines. Time spent on each of these genres will be considerably less than in monolingual British schools since English teachers see pupils for only 50 per cent of the week and also have much French content to impart to pupils.

MSM (Nursery – Reception) will follow the Letters and Sounds programme (phases 1-2), and children will learn according to the guidance provided by the 2017 statutory framework for EYFS.

GSM classes (Reception-Year 1) will follow the Letters and Sounds programme (phases 2-3). Pupils joining CFBL come from many different academic backgrounds from all over the world. All are at different stages : some come from Nursery (English, French or bilingual), some from Reception and a few from Year 1. Precedence in GSM, therefore, is given to homogenising the year group as much as possible.

CP classes (Year 1-2 equivalent) follow the content of Year 2 of the new National Curriculum as a guide, CE1 (Year 2-3) follow Year 3, CE2 (Year 3-4) follow the Year 4 syllabus, but for each level the two-year programme is condensed into one year and only the most salient material selected. The aim is that pupils, should they need to transfer to a monolingual British school teaching the National Curriculum in England, should be able to do so without difficulty from the end of CE2 onwards. CM1 (Year 5) and CM2 (Year 6) follow the Years 5 and 6 programmes of the National Curriculum in England. In spelling in each Year group, the first period of the year is devoted to reinforcing those from the previous Year programmes.

French cursive handwriting is taught from CP at CFBL, so the handwriting guidelines from the new National Curriculum in England have been omitted from this supplementary programme.

## Resources/ References

### SPELLING LISTS

CFBL has designed its own Spelling programme for High Frequency Words –common words–, using belts to track children’s progress. As for all other spelling lists, each year group teacher will adapt provided Spelling lists (pages) of this supplementary programme.

### PHONICS LISTS

For comprehensive list of all phonics to be studied, refer to Letters and Sounds at :

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

From MS up to CE2, children’s knowledge of phonics will be recorded on their individual “letters and sounds booklet”, which will follow them throughout their learning journey. Children will be tested at least twice a year.

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## CFBL PSM ENGLISH LANGUAGE PROGRAMME

Communication and language		
Listening and attention	Understanding	Speaking
<p>Children can :</p> <ul style="list-style-type: none"> <li>listen and identify sounds from their environment : recall sounds heard, discriminate between sounds, describe and name them...</li> <li>listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds...</li> <li>listen and identify sounds from their body : breath, body percussion, vocal sounds... – Identify their own voice, including recorded</li> <li>listen to short stories</li> <li>listen to an adult or a peer talking during collective activities.</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>understand and follow simple instructions given individually</li> <li>express general impressions about a story read</li> <li>question the meaning of unknown words</li> <li>recall main elements of a story (characters, events, beginning and end), with the support of illustrations</li> <li>answer basic questions about the story</li> <li>order pictures from familiar stories</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>join in with simple rhymes and songs</li> <li>express their needs (physiological...)</li> <li>repeat simple words and sentences accurately</li> <li>take part in class discussions</li> <li>answer simple questions</li> <li>describe what they are doing</li> <li>participate in role play</li> <li>remember and start using vocabulary linked to topics studied</li> </ul>

Literacy	
Reading (Letters and Sounds)	Writing (Talk for Writing process)
<p>Children can :</p> <ul style="list-style-type: none"> <li>point out text and discuss what it may say in connection with illustrations</li> <li>recall the beginning, the main characters and events, the end of a story read/studied</li> <li>recognise own name in capital letters</li> </ul> <p>Practise activities from Letters and sounds Phase 1 (Aspect 1 to 7) daily.</p> <ul style="list-style-type: none"> <li>recite nursery rhymes</li> <li>repeat / create alliterative phrases (tongue / twisters)</li> <li>articulate speech sounds intelligibly</li> <li>identify initial / final sounds in words</li> <li>segment VC, CVC words into phonemes</li> <li>blend phonemes orally in simple VC words</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>Discriminate between writing and other marks (drawing, paintings, logos...)</li> <li>Give meaning to marks made (drawing, painting...) through dictation to adults</li> <li>Take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)</li> <li>Form some letters legibly with aid (capital letters)</li> <li>Copy their own name in capital letters</li> </ul>

## TRADITIONAL TALES TO BE READ IN MSM (2 sets)

The Gingerbread Man

Tom Thumb

The Three Little Pigs

Jack And The Beanstalk

The Little Red Hen

The Mitten

The Stone Soup

Little Red Riding Hood

The Turnip (Grimm)



## CFBL MSM ENGLISH LANGUAGE PROGRAMME

### Communication and language

Listening and attention	Understanding	Speaking
Children can : <ul style="list-style-type: none"><li>• listen and identify sounds from their environment : recall sounds heard, discriminate between sounds, describe and name them...</li><li>• listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds...</li><li>• listen and identify sounds from their body : breath, body percussion, vocal sounds... – Identify their own voice, including recorded</li><li>• listen to age adapted short then longer stories</li><li>• listen to an adult, a peer or a group of children talking during collective activities.</li></ul>	Children can : <ul style="list-style-type: none"><li>• understand and follow simple instructions given individually or collectively</li><li>• express general impressions about a story read</li><li>• question the meaning of unknown words</li><li>• respond to simple questions about a story (main characters "<i>who?</i>", main events "<i>what?</i>", beginning and end of the story), with the support of illustrations if needed<ul style="list-style-type: none"><li>• answer basic <i>where</i> and <i>when</i> questions, if relevant</li></ul></li><li>• recall some details of a simple story</li><li>• sequence pictures from familiar stories</li></ul>	Children can : <ul style="list-style-type: none"><li>• join in with simple rhymes and songs</li><li>• express their needs clearly (physiological, material...)</li><li>• start expressing their misunderstanding</li><li>• repeat simple words and short sentences accurately</li><li>• talk about their personal interests</li><li>• answer/ask simple questions</li><li>• describe what they are doing, recall what they did</li><li>• speak in role play situations and small group</li><li>• remember and use vocabulary linked to topics studied</li></ul>

### TRADITIONAL TALES TO BE READ IN MSM (2 sets)

The Gingerbread Man

Jack And The Beanstalk

The Stone Soup

Tom Thumb

The Little Red Hen

Little Red Riding Hood

The Three Little Pigs

The Mitten

The Turnip (Grimm)

## Literacy

### Reading (Letters and Sounds)

Children can :

- recognise various types of texts related to topics studied (posters, letters, stories, recipes, documentaries...)
- point out text and discuss what it may say in connection with illustrations
- recall the beginning of a story, predict what happens next, imagine the end of a story
- segment oral phrases and identify words (clapping out, counting...)
- recognise own name in capital letters / in script
- recognise a few words from class bank

Practise activities from Letters and sounds Phase 1 (Aspect 1 to 7) daily.

- recite nursery rhymes
- repeat / create alliterative phrases (tongue / twisters)
- articulate speech sounds intelligibly
- identify initial / final sounds in words
- segment words into phonemes, count phonemes in VC, CVC words
- blend phonemes in simple VC, CVC words

Practise activities from Letters and sounds Phase 2.

- recognise and recall letters from set 1, 2 and 3 and phonemes associated
- segment words into their constituent phonemes (chosen amongst suggested words from letters and sounds, phases 2, set 1-3)
- blend phonemes in simple VC, CVC words (chosen amongst those suggested in Letters and sounds, phases 2, set 1-3)

### Writing (Talk for Writing process)

Children can :

- Discriminate between writing and other marks (drawing, paintings, logos...)
- Discriminate between letters and other signs (figures, pictograms...)
- Give meaning to marks made (drawing, painting...) through dictation to adults
- Write story from sequence of pictures (3 to 5) through dictation to adults
- Take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)
- Write words, phrases and very short sentences following a pattern and using class word bank
- Form their letters legibly with / without aid
- Copy then write own name in capital letters
- Copy words from class word bank ( capital letters)
- Start spelling some CVC words using studied phonemes (phase 2 letters and sounds; set 1-3)

## CFBL GSM ENGLISH LANGUAGE PROGRAMME

Communication and language		
Listening and attention	Understanding	Speaking
<p>Children can :</p> <ul style="list-style-type: none"> <li>listen and identify sounds from their environment : recall sounds heard, discriminate between sounds, describe and name them...</li> <li>listen and identify sounds from objects, instruments : start and stop at a signal, remember and repeat a rhythm, discriminate and reproduce quiet and loud sounds...</li> <li>listen and identify sounds from their body : breath, body percussion, vocal sounds...</li> <li>listen to age-adapted stories</li> <li>listen to an adult, a peer or a group of children talking during collective activities.</li> <li>identify their own and other's voices including recorded voices (Radio récré)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>Understand and follow instructions given individually or collectively</li> <li>Follow instructions involving a two-part sequence</li> <li>Express general impressions about a story read</li> <li>Question their own understanding of a story</li> <li>Question the meaning of unknown words</li> <li>Respond to simple questions about a story (main and secondary characters, main events, beginning and end of the story) without using the illustrations</li> <li>Answer <i>where, when and how</i> questions, if relevant</li> <li>Recall details of a simple story</li> <li>Sequence pictures from familiar stories</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>join in with rhymes and songs</li> <li>Express their needs clearly (physiological, material...)</li> <li>express their emotions and feelings</li> <li>tell an adult what they did not understand</li> <li>repeat longer sentences, more complex words</li> <li>rephrase what an adult said</li> <li>talk about topics studied in class / topics chosen individually</li> <li>answer/ask simple questions</li> <li>explain what they are doing, what they did, what they will do</li> <li>justify their opinion, their choices</li> <li>speak in role play situations and small group</li> <li>speak with confidence in front of an audience (classmates, children from upper levels...)</li> <li>remember and use vocabulary linked to topics studied</li> </ul>

Literacy	
Reading (Letters and Sounds)	Writing (Talk for Writing process)
<p>Children can :</p> <ul style="list-style-type: none"> <li>• recognise various types of texts related to topics studied (posters, letters, stories, recipes, documentaries...)</li> <li>• discuss what a text may say in connection with illustrations</li> <li>• recall the beginning of a story, predict what happens next, imagine the end of a story</li> <li>• identify similarities between stories studied or heard (characters, phrases...)</li> <li>• segment oral phrases and identify words (clapping out, counting...)</li> <li>• read own name, other children's names in capital letters and cursive</li> <li>• recognise more words from class bank</li> <li>• articulate phonemes intelligibly</li> <li>• segment words into phonemes, count phonemes in words</li> <li>• recognise letters from phase 2 , and phase 3 (sets 6 and 7) and phonemes associated</li> <li>• segment words into their constituent phonemes (chosen amongst suggested words from letters and sounds, phases 2 and 3 up to set 7)</li> <li>• blend phonemes in simple VC, CVC words (chosen amongst suggested words from letters and sounds, phases 2 and 3 up to set 7)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• discriminate between letters and other signs (figures, pictograms...)</li> <li>• identify similarities in familiar words</li> <li>• interpret tracks made (drawing, painting...) and dictate to adults</li> <li>• write story from sequence of pictures (5+) through dictation to adults</li> <li>• take part in writing collective texts related to topics/ stories studied (posters, letters, stories, recipes, documentaries...)</li> <li>• write independently simple sentences following a pattern and using class words bank</li> <li>• form their letters legibly without aid</li> <li>• write own name in French cursive</li> <li>• copy words from class word bank ( capital letters / French cursive)</li> <li>• spell VC and CVC words using studied phonemes (letters and sounds phase 2– revision -phases 3 sets 6 and 7)</li> <li>• spell first common words accurately (see HFW spelling belts)</li> </ul>

## TRADITIONAL TALES TO BE READ IN GSM

Cinderella

The Magic Porridge Pot

Three Billy Goats Gruff

The Ugly Duckling

Hansel and Gretel

## CFBL CP ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> <li>• maintain their focus for a longer period of time</li> <li>• identify and memorise relevant information in a story heard or in somebody's speech</li> <li>• respond appropriately to simple class instructions</li> <li>• recall longer stories and traditional tales read aloud by an adult</li> <li>• listen to and understand peer presentations</li> <li>• take part in class discussions, assuring they stay on topic</li> <li>• present their point during class debates</li> <li>• participate in role plays in link with books read</li> <li>• express themselves smoothly during monthly presentation</li> <li>• start organising their speech</li> <li>• read out loud words and sentences more fluently (daily practice)</li> <li>• memorise rhymes, poems or short texts</li> <li>• speak to be heard (Radio récré, presentations to peers or other class groups...)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• recognise and read easily graphemes from phase 3 (revision + new sets) and 5</li> <li>• blend CVC, CCVC and CVCC words using these graphemes</li> <li>• use their knowledge to read two syllables words</li> <li>• read quickly common words from phase 3-5 + words from texts read as a class</li> <li>• read short texts independently (Oxford Reading Scheme)</li> <li>• show their understanding of texts read collectively in various reading comprehension exercises (T/F, multiple choice, words, full sentences...). Differentiated comprehension activities to be practised at least once a week.</li> <li>• read for various purposes (instructions, stories, non-fiction texts/books...)</li> </ul>

## TRADITIONAL TALES TO BE READ IN CP

The Elves and The Shoemaker

The Snowqueen

The Enormous Turnip

The Hare and The Tortoise

Town Mouse and Country Mouse

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> <li>• scribe all letters in French cursive handwriting</li> <li>• link letters to write words using French cursive handwriting</li> <li>• copy a word, a sentence without forgetting any letter or any word</li> <li>• respect presentation</li> <li>• produce sentences in link with texts studied or class events</li> <li>• produce a short text (up to 5 sentences)</li> <li>• Write for a variety of purposes (letter, invitation, short message, answers for comprehension questions, recount, story, poem, recipe...)</li> </ul>	<p>When speaking and writing, children can :</p> <ul style="list-style-type: none"> <li>• order words to create meaningful sentences</li> <li>• use "and" to join two clauses</li> <li>• respect subject-verb agreement</li> <li>• use simple tenses correctly (past, present and future)</li> <li>• use preposition of place (in, on under, between...)</li> <li>• choose between a/an</li> <li>• use adjectives to describe and place them correctly (A+N, as opposed to French N+A)</li> <li>• add -s to plural nouns or verbs with third person singular (present tense)</li> <li>• use capital letter for first names, I days of the week, months of the year and at the beginning of a sentence</li> <li>• use full stop and question mark at the end of a sentence</li> <li>• separate introductory element in a sentence using comma (Last Monday, I went to the market.)</li> <li>• write new words phonetically using graphemes studied</li> <li>• spell studied common words (see Spelling programme attached and HFW belts)</li> <li>• memorise and use topic-related vocabulary</li> </ul>



## CFBL CE1 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> <li>• maintain their focus for a longer period of time</li> <li>• identify and memorise relevant information in a story heard or in somebody's speech</li> <li>• answer questions regarding a text heard (fortnightly listening exercises)</li> <li>• respond to and rephrase simple class instructions</li> <li>• recall stories and traditional tales read aloud by an adult or a peer</li> <li>• listen to and understand peer presentations</li> <li>• take part in class discussions, assuring they stay on topic</li> <li>• present and argue their point during class debates</li> <li>• give their opinion on a story heard, a book read, a topic discussed...</li> <li>• participate in role plays in link with books read</li> <li>• express themselves smoothly during monthly presentation (book reviews...)</li> <li>• start organising their speech</li> <li>• read texts for others to understand them</li> <li>• memorise rhymes, poems or short texts</li> <li>• adapt their speech to their audience (Radio créé, presentations...)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• recognise and read easily graphemes from phases 5 (revision) and 6</li> <li>• blend CVC, CCVC and CVCC words using these graphemes</li> <li>• use their knowledge to read longer words</li> <li>• read quickly common words from phase 6 and from texts read as a class</li> <li>• read short texts independently (Oxford Reading Scheme)</li> <li>• show their understanding of texts read collectively through various reading activities (T/F, multiple choice, word answers, full sentences answers...).</li> </ul> <p>Differentiated comprehension activities to be practised at least once a week.</p> <ul style="list-style-type: none"> <li>• start identifying in the text specific elements to prove understanding</li> <li>• read for various purposes (instructions, stories, non-fiction texts/books...)</li> <li>• read out loud more and more fluently (daily practice, guided reading, class readers...)</li> </ul>

## TRADITIONAL TALES TO BE READ IN CE1

Sleeping Beauty

The Crow and the Jug

The Emperor's New Clothes

Little Red Riding Hood

Rapunzel

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> <li>• scribe capital letters in French cursive handwriting</li> <li>• link letters to write longer words using French cursive handwriting</li> <li>• copy sentences without forgetting any letter or any word</li> <li>• copy a short text (up to 10 sentences) respecting presentation</li> <li>• sequence sentences to form short narratives</li> <li>• practise different types of writing (</li> <li>• write for a variety of purposes (answers for comprehension questions, letter, diary, story, poem, ...)</li> <li>• produce creative writing pieces regularly, in link with texts or grammar studied</li> <li>• start planning with help</li> <li>• check their production for meaning</li> <li>• start using a check list to proof-read their work</li> <li>• produce a short text (up to 5 sentences)</li> </ul>	<p>When speaking and writing, children can :</p> <ul style="list-style-type: none"> <li>• understand concept of single and plural (for nouns) and use in simple cases</li> <li>• identify the difference between a common and a proper noun</li> <li>• expand noun phrases for description and details (a blue dress, the man in the moon, ...)</li> <li>• establish personal pronouns : I, you; it/she/he; we, they and understand differences with French</li> <li>• understand and use possessive adjectives : my, your, his/her/its (difference with French), their</li> <li>• understand and apply subject-verb agreement (3rd person singular for present + to be)</li> <li>• use "or, and, but" to join clauses (coordination)</li> <li>• use "when, if, that, because" to join clauses (subordination)</li> <li>• use progressive form of present and past to express actions in progress (she is/was running...)</li> <li>• use simple past (regular verbs)</li> <li>• use capital letter for people's names, I, days of the week, months of the year, places and at the beginning of a sentence</li> <li>• use full stop and question mark, exclamation mark at the end of a sentence</li> <li>• separate items of a list using comma (There are apples, pears, plums and peaches in the orchard.)</li> <li>• use apostrophe for contraction (I'm, you don't... )</li> <li>• start using apostrophe for possession (my mum's phone) – only for singular</li> <li>• write new words phonetically using graphemes studied (phase 6)</li> <li>• spell studied common words (see Spelling programme attached and HFW belts)</li> <li>• apply usual rules to choose between -s/-es for plural of nouns, or verbs with third person singular (present tense)</li> <li>• understand root words and words' morphology (root word / prefix/ suffix)</li> <li>• use and spell common compound words</li> <li>• add suffixes to create new words (-ment, -ness, -ful, -less, -ly)</li> <li>• add prefixes to change the meaning of a word (un-)</li> <li>• memorise and use topic-related vocabulary</li> <li>• start using a dictionary to understand the meaning of a word</li> </ul>

## CFBL CE2 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> <li>• maintain their focus for a longer period of time according to purpose</li> <li>• identify and memorise relevant information in a story heard or in somebody's speech, linking them together to make sense</li> <li>• start questioning what they misunderstood</li> <li>• answer questions regarding a text heard, rephrase, recount, summarise, change the end... (fortnightly listening exercises)</li> <li>• respond to and explain simple class instructions</li> <li>• listen to and understand peer presentations</li> <li>• take part in class discussions, assuring they wait for their turn to speak and stay on topic</li> <li>• start identifying breaks in class discussions' rules</li> <li>• present and argue their point during class debates</li> <li>• give their opinion on a story heard, a book read, a topic discussed...</li> <li>• express themselves smoothly during monthly presentation (book review...)</li> <li>• start organising their speech</li> <li>• read texts for others to understand them, including personal texts</li> <li>• memorise and recite poems or short texts</li> <li>• adapt their speech to their audience (Radio récré, performance...)</li> <li>• perform in front of a larger audience (short sketches or skits...)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• use their knowledge of phonics to decipher new words</li> <li>• read quickly common words from texts read as a class</li> <li>• read fluently adapted texts (90 words per minute)</li> <li>• read stories independently (Oxford Reading Scheme)</li> <li>• show their understanding of texts read collectively and individually. Differentiated comprehension activities to be practised at least once a week (questionnaire with full sentence answers, recount, summary, rewriting, book review...).</li> <li>• justify their understanding in support of the text read (highlighting specific elements - explicit)</li> <li>• start linking cultural knowledge to elements of text to further their understanding (implicit)</li> <li>• start identifying parts of the texts they did not understand (vocabulary, complex sentences, missing information...)</li> <li>• read for various purposes (fiction and non-fiction texts of all genres – read to make something, to learn something new, to recount, to enhance vocabulary, for pleasure...)</li> <li>• read out loud smoothly, taking care of punctuation and starting to convey meaning through expressive reading (daily practice, guided reading, class readers...)</li> </ul>

## TRADITIONAL TALES TO BE READ IN CE2

Cinderella

The Lion And The Mouse

Midas And the Golden Touch

The Steadfast Tin Soldier

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> <li>• scribe neatly using French cursive handwriting</li> <li>• use strategies to copy faster and without mistakes</li> <li>• copy longer texts (up to 10 lines) respecting presentation</li> <li>• type a short text (up to 5 lines) using adapted word processing software</li> <li>• produce a longer text (up to 10 sentences)</li> <li>• write texts of various genres, in link with texts read and grammar studied in class</li> <li>• write for a variety of purposes and audiences, including personal objectives</li> <li>• start using constructive process with help (brainstorming ideas, organising them, planning, building up and writing sentences...)</li> <li>• introduce paragraphs to group related sentences</li> <li>• choose appropriate noun phrases and pronouns within and across sentences to aid cohesion and avoid repetition</li> <li>• start using a success criteria list to check their production relates to instructions</li> <li>• start identifying his mistakes with teacher's help (inconsistencies, omissions, repetitions...)</li> <li>• use a check list to proof-read their work</li> </ul>	<p>When writing, children can :</p> <ul style="list-style-type: none"> <li>• use irregular plural (child/children, mouse/mice, fish/fish...)</li> <li>• understand the difference between plural and possessive –s and use accordingly</li> <li>• use apostrophe for possession (my mum's phone, the boys' bag...) for singular and plural nouns</li> <li>• understand and apply subject-verb agreement</li> <li>• expand noun phrases for description and details (the strict maths teacher with curly hair, ...)</li> <li>• use conjunctions (when, before, while...), adverbs (next, soon...) and prepositions (before, in, because of...) to express time, place and cause</li> <li>• use fronted adverbials (Later that day, ...)</li> <li>• use simple past (regular and irregular verbs)</li> <li>• use present perfect as opposed to simple past in simple cases (for, since (duration)/ago, date (precise moment))</li> <li>• spell studied common words (see Spelling programme attached and HFW belts) + words from studied vocabulary</li> <li>• use full stop and question mark, exclamation mark at the end of a sentence</li> <li>• use comma after fronted adverbials</li> <li>• start using speech marks and other punctuation for direct speech (The conductor shouted, "Sit down!")</li> <li>• add a range of prefixes to change meaning or grammatical nature</li> <li>• memorise and use topic-related vocabulary</li> <li>• use a dictionary with ease to understand the meaning of a word</li> </ul>

## CFBL CM1 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> <li>• stay focus for more than 10 minutes and recall speech / story / information heard</li> <li>• identify and memorise relevant information in speeches and various textes read aloud (fortnightly listening exercises)</li> <li>• understand and explain class instructions</li> <li>• identify accurately elements they didn't understand in speeches/texts heard</li> <li>• accurately report group discussions and outcomes</li> <li>• use their personal notes/plan (mind map...) to organise their speech</li> <li>• memorise and recite poems or short texts</li> <li>• perform in front of a variety of audiences</li> <li>• take part in verbal exchanges, waiting for their turn, adding new points to the topic</li> <li>• make use of new words learnt in class in their speech</li> <li>• adapt their speech to their audience</li> <li>• recall rules during verbal exchanges</li> <li>• improve their speech after listening to the recording (Radio créé, poems...)</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• read aloud short texts after preparation, without any mistakes</li> <li>• read easily more common and irregular words</li> <li>• read independently long texts (1 page+)</li> <li>• take punctuation into account when reading aloud</li> <li>• reads fluently (110words/min +)</li> <li>• identify explicit information and point out missing information when reading</li> <li>• show their understanding of texts read collectively and individually through full sentences' answers. Differentiated comprehension activities to be practised at least once a week (questionnaire, recount, summary, rewriting, book review...).</li> <li>• justify their understanding, quoting from the text read (highlighting specific elements)</li> <li>• discriminate between different types of text, using page layout (play, poem, narrative...)</li> <li>• link a new text to others previously studied</li> <li>• provide the nature and the source of the document</li> <li>• identify various types of documents (text, image, table, graph, photo...) and use them to find relevant information</li> <li>• read for various purposes (fiction and non-fiction texts of all genre)</li> </ul>

## TRADITIONAL TALES TO BE READ IN CM1

Beauty and the Beast

The Legend of King Arthur

The Hare And The Tortoise

Theseus And The Minotaur

The Little Mermaid

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> <li>• scribe neatly using French cursive handwriting</li> <li>• copy efficiently texts (up to half a page) respecting presentation</li> <li>• use strategies to copy without mistakes</li> <li>• type and layout short texts (up to 5 lines) using a keyboard</li> <li>• use their notes/drafts to rephrase, write their procedures and outcomes in an individual or group research</li> <li>• write a summary and express their opinion about a book, choose and copy short passages</li> <li>• summarise relevant information in a sentence, write a short lesson using their notes</li> <li>• use a draft to brainstorm ideas, plan...</li> <li>• write a variety of texts' genres, respecting paragraphing and presentation</li> <li>• write for a variety of purposes and audiences, including personal objectives</li> <li>• use given success criteria to ensure relevance of their text</li> <li>• follow learnt steps to write texts, using provided support</li> <li>• use a check list to proof-read their work</li> </ul>	<p>When writing, children can :</p> <ul style="list-style-type: none"> <li>• expand nouns using relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</li> <li>• indicate degrees of probability using adverbs (perhaps, surely...) or modal verbs (might, may, will, must...)</li> <li>• express time, place and cause using adverbials (later, nearby...)</li> <li>• use past tenses (simple past, progressive past, present perfect, past perfect)</li> <li>• use apostrophe for contraction and possession (all cases)</li> <li>• spell studied common words (see Spelling programme attached and HFW belts) + words from studied vocabulary</li> <li>• use full stop and question mark, exclamation mark at the end of a sentence</li> <li>• use comma after fronted adverbials, for lists and to separate direct speech from the rest of the sentence.</li> <li>• use all punctuation needed for direct speech</li> <li>• add a range of suffixes to change words' meaning or grammatical nature (from dj/verb to noun/adv and reverse)</li> <li>• memorise and use topic-related vocabulary</li> <li>• use dictionaries with ease to understand the meaning of a word</li> <li>• find words' synonyms and antonyms using a Thesaurus</li> </ul>

## CFBL CM2 ENGLISH LANGUAGE PROGRAMME

Spoken language	Reading and Understanding
<p>Children can:</p> <ul style="list-style-type: none"> <li>• stay focus for more than 15 minutes and recall speech / story / information heard</li> <li>• identify and memorise explicit information in various speech genres, link them chronologically and deduce implicit information (weekly listening activities)</li> <li>• identify accurately elements they didn't understand in speeches/texts heard and use a second listening to find answers</li> <li>• use their voice and body (gestures) to ensure others' understanding and attention</li> <li>• use their personal notes/plan (mind map...) to organise their speech in various situations</li> <li>• memorise and recite poems and longer texts</li> <li>• perform in front of a variety of audiences</li> <li>• take part in verbal exchanges, reacting to others' words, acknowledging or giving a different opinion, always related to topic</li> <li>• make use of new expressions of argumentation learnt in class in their speech</li> <li>• adapt their speech to their audience</li> <li>• recall rules during verbal exchanges</li> <li>• improve their speech after listening to the recording (Radio créé, poems...), using peers' or teacher's advice</li> <li>• differentiate between a verbal and written message and transpose from one code to the other</li> </ul>	<p>Children can :</p> <ul style="list-style-type: none"> <li>• read aloud long texts after preparation, without any mistakes</li> <li>• take punctuation and words' grouping into account when reading aloud</li> <li>• reads fluently (120words/min +)</li> <li>• read independently long texts and books they chose</li> <li>• identify explicit and implicit information when reading</li> <li>• show their understanding of texts read collectively and individually through full sentences' answers. Differentiated comprehension activities to be practised at least once a week (questionnaire, recount, summary, rewriting, book review...).</li> <li>• justify their understanding, quoting from the text read (highlighting specific elements)</li> <li>• discriminate between different types of text, identifying specific criteria for each</li> <li>• link a new text to others previously studied and to collective or individual cultural elements</li> <li>• provide the nature and the source of the document</li> <li>• identify various types of documents (text, image, table, graph, photo...) and use them to find relevant information</li> <li>• use their personal knowledge to make inferences and understand implicit information in documents</li> <li>• read for various purposes (fiction and non-fiction texts of all genres)</li> </ul>

## TRADITIONAL TALES TO BE READ IN CM1

The Trojan Horse

Narcissus

Sir Gaiwin And The Green Night

Writing	Language study
<p>Children can :</p> <ul style="list-style-type: none"> <li>• scribe neatly using French cursive handwriting</li> <li>• copy efficiently texts (15 lines+), respecting presentation</li> <li>• use strategies to copy without mistakes</li> <li>• type and layout short texts (up to 10 lines) using a keyboard</li> <li>• use a word processing software to correct and improve their text</li> <li>• take notes during oral presentations, visits, class meetings...</li> <li>• use their notes/drafts to write lessons, summarise a text heard...</li> <li>• write a summary and express their opinion about a book, choose and copy short passages</li> <li>• use a draft to brainstorm ideas, plan...</li> <li>• write a variety of texts' genres, respecting paragraphing and presentation, using headings and sub-headings when necessary</li> <li>• write for a variety of purposes and audiences, including personal objectives</li> <li>• use given success criteria to ensure relevance of their text</li> <li>• follow learnt steps to write texts, using provided support</li> <li>• use a check list to proof-read their work</li> </ul>	<p>When writing, children can :</p> <ul style="list-style-type: none"> <li>• expand nouns using relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</li> <li>• indicate degrees of probability using adverbs (perhaps, surely...) or modal verbs (might, may, will, must...)</li> <li>• use passive forms to describe (The window in the greenhouse was broken)</li> <li>• start using subjunctive form (If I were... / Were they to come, ...)</li> <li>• use past tenses (simple past, present perfect, past perfect)</li> <li>• use progressive present and past to express on-going actions as opposed to simple present and past to express general or sudden actions.</li> <li>• use apostrophe for contraction and possession (all cases)</li> <li>• spell studied common words (see Spelling programme attached and HFW belts) + words from studied vocabulary</li> <li>• use usual punctuation at the end and in the middle of a sentence</li> <li>• use colon to introduce a list or an example</li> <li>• start using commas to indicate parenthesis</li> <li>• add a range of prefixes and suffixes to change words' meaning or grammatical nature (from dj/verb to noun/adv and reverse)</li> <li>• understand and apply relations between words (family words : root words, prefixes and suffixes, synonyms, antonyms...)</li> <li>• use various levels of language (from informal to formal)</li> <li>• enhance written texts using metaphor, simile, analogy, imagery...</li> <li>• memorise and use topic-related vocabulary</li> <li>• use dictionaries with ease to understand the meaning of a word</li> <li>• find words' synonyms and antonyms using a Thesaurus</li> </ul>



## CFBL SPELLING PROGRAMME

	GSM (year 1)	CP (Year2)	CE1 (Year 3)	CE2 (Year 4)	CM1 (Year 5)	CM2 (Year 6)
common words	X	days of the week numbers : <b>zero to twenty</b> colours	CP revision +  months of the year : numbers <b>twenty to a hundred, ordinal numbers to 31 (first, second...)</b>	Revisions + topic based words		
High frequency words (tricky words)	See HFW Spelling belts					

GSM (Year1)		
phonics	[æ]	<b>at</b> , sat, pat, map, man, <b>dad</b> , <b>am</b> , <b>bad</b> , cap, <b>cat</b> , sad, mad, nap, tag, has, bag, fan, rat, back, sack, jam, van, taxi, quack
	[i]	<b>it</b> , <b>is</b> , in, if, sit, sip, tin, dip, <b>pig</b> , kid, <b>sick</b> , him, big, fill, kiss, visit, win, mix, <b>six</b> , zip, quick
	[ɒ]	<b>on</b> , pot, top, <b>dog</b> , cot, sock, hot, fog, lot, doll, jog, <b>box</b>
	[e]	pet, <b>ten</b> , neck, <b>hen</b> , pen, <b>red</b> , bed, leg, bell, tell, jet, vet, web, <b>yes</b> , yell
	[ʌ]	<b>up</b> , <b>mum</b> , run, cup, sun, tuck, rug, hug, but, <b>fun</b> , dull, fuss, bug, <b>bus</b> , buzz, yum

CP (Year2)		
phonics / rules	[f], [l], [s], [z] and [k] spelt -ff, -ll, -ss, -zz and -ck	<b>off</b> , full, <b>yellow</b> , <b>miss</b> , <b>black</b> , <b>back</b> , pull, well, buzz...
	[ŋ] spelt -nk	<b>pink</b> , <b>thank</b> (you), bank, think, honk, sunk
	[tʃ] spelt -tch	<b>kitchen</b> , catch, fetch, notch, hutch, witch
	The [v] sound at the end of words	<b>have</b> , live, give
	[ei] spelt -ai, -ay	<b>today</b> , <b>Monday</b> , <b>Tuesday</b> , <b>Thursday</b> , <b>Friday</b> , <b>Saturday</b> , <b>Sunday</b> , <b>afraid</b> , play, say
	[oi] spelt -oi, -oy	<b>boy</b> , <b>coin</b> , enjoy, point
	a-e, e-e, i-e, o-e, u-e	<b>make</b> , <b>cake</b> , <b>these</b> , <b>like</b> , <b>five</b> , <b>nine</b> , <b>white</b> , <b>home</b> , <b>some</b> , <b>come</b> , <b>use</b> , same, came, take, rude, tube, June
	[ɑ:] spelt -ar	<b>car</b> , <b>start</b> , park, arm, garden
	[i:] spelt -ee, -ea, -ie	<b>three</b> , <b>green</b> , <b>see</b> , <b>tree</b> , <b>eat</b> , <b>piece</b> , week, meet, dream, read, sea, each, meat, field, thief, chief...
	[ɛ] spelt -ea	<b>head</b> , bread, meant, instead
	[ɜ:] spelt -er, -ir, -ur	<b>her</b> , <b>girl</b> , <b>thirteen</b> , <b>Thursday</b> , term, verb, person, bird, shirt, first, third, turn, hurt, burst
	[ə] spelt -er	<b>under</b> , summer, winter, sister, better, water, after
	[u:] spelt -oo, -ue, -ew	<b>too</b> , <b>school</b> , <b>blue</b> , moon, food, pool, soon, zoo, true, clue, grew, flew, drew
	[ʊ] spelt -oo	<b>look</b> , <b>good</b> , book, foot, took, wood
	[əʊ] spelt -oa, -oe, -ow	<b>boat</b> , <b>toe</b> , <b>snow</b> , <b>grow</b> , coat, road, coach, goal, (he/she) goes, show, blow, know
	[aʊ] spelt -ou	<b>out</b> , <b>house</b> , about, mouth, around, sound
	[au] spelt -ow	<b>now</b> , <b>brown</b> , down, how, town
	[ai] spelt -ie, -igh	<b>pie</b> , <b>night</b> , tie, lie, cried, tried, dried, high, right, light, bright
	[ju:] spelt -ue, -ew	<b>Tuesday</b> , <b>new</b> , rescue, few
	[ɔ:] spelt -or, -ore, -aw, -au	<b>for</b> , <b>horse</b> , <b>more</b> , <b>saw</b> , <b>author</b> , short, born, morning, score, before, wore, shore, draw, yawn, crawl, August, dinosaur, astronaut
	[ɛə] spelt -air, -ear, -are	<b>chair</b> , <b>bear</b> , <b>scared</b> , air, fair, pair, hair, pear, wear, bare, dare, care, share
	[iə] spelt -ear	<b>year</b> , dear, beard, hear, near
	[i:] or [ɪ] : words ending with -y	<b>twenty</b> , very, happy, funny, party, family
	[f] spelt -ph-	<b>dolphin</b> , alphabet, phonics, elephant
	[w] spelt wh-	<b>white</b> , when, what, where, wheel, which
	[k] spelt -k before e, i, y	<b>like</b> , Kent, sketch, kit, skin, frisky
	Division of words into syllables	x
	Adding -s to words (plural of nouns and the third person singular of verbs)	cat/ cats, dog/dogs... he thanks, she makes, he lives, she enjoys...

CE1 (Year3)		
phonics / rules	[dʒ] spelt –ge or –dge at the end of words, and as g elsewhere in words before e, i and y + exceptions	<b>badge, bridge, edge, age, change, huge, giant, village, giraffe, magic, energy, jacket, join,</b> fudge, dodge, charge, courage, bulge, gem, jar, jog, adjust
	[s] spelt –c before e, i, y (link with French)	<b>place, ice, space, nice, city, circle, fancy,</b> cell, lace, rice, pace, cinema, circus, mercy, race
	[n] spelt –kn and gn at the beginning of words	<b>knee/kneel, knock, know/knew/known, knight, gnome,</b> knob, knowledge, knapsack, knuckle, knead, knot, gnat, gnaw, gnash
	[r] spelt –wr at the beginning of words	<b>write/wrote, wrong, answer, sword, wrap/wrapping/wrapped,</b> written, wrestle, wrist, wren, wring, wreck, wriggle
	[l]/[əl] spelt –le at the end of words	<b>table, apple, bottle, little, middle, castle, people, uncle,</b> puzzle, candle, staple, ripple, topple, sample, cable, tumble, eagle, angle, jungle
	[l]/[əl] spelt –el at the end of words	<b>label, model, hotel, cruel, level, tunnel,</b> wheel, jewel, camel, squirrel, towel, tinsel, angel
	[l]/[əl] spelt –al at the end of words	<b>capital, hospital, animal, total, local,</b> metal, pedal, vocal, legal, mental, petal
	[l]/[əl] spelt –il at the end of words	<b>pencil, pupil, April,</b> fossil, nostril, basil, peril, stencil, civil, gerbil, lentil, evil, devil
	[ai] spelt –y at the end of words	<b>fly, cry, try, sky, July, shy, why,</b> dry, fry, sly, defy, reply...
	[ɔ:] spelt –a before l and ll	<b>all, ball, call, small, walk, talk, always,</b> tall, mall, wall, fall
	[ʌ] spelt –o	<b>Monday, mother, nothing, other, love, come, money, above, some,</b> brother, dozen, glove, honey, done
	[i:] spelt –ey	<b>key, money, monkey,</b> valley, donkey, alley, chimney, jersey, hockey, smiley
	[ɒ] spelt –a after qu / w	<b>want/wanted, watch, what, was, quantity,</b> wander, wash, wallet, quarrel, squad, squash
	[ɜ:] spelt –or after w	<b>word, work, world, worth,</b> worm, worthy
	[ɔ:] spelt –ar after w	<b>war, warm,</b> warble, warmth, towards
	[ʒ] spelt –s	<b>usual, treasure</b>
	Compound words	<b>football, playground, bedroom,</b> farmyard, blackberry
	Adding the prefix –un where no change is needed to the root word	happy/unhappy, do/undo, load/unload, fair/unfair, lock/unlock...
	Adding –ing, –ed and –er to verbs where no change is needed to the root word	jump/jumping/jumper/jumped, hunt/hunting/hunter/hunted, play/player/playing/played...

Adding –er and –est to adjectives where no change is needed to the root word	old/older/oldest, small/smaller/smallest, long/longer/longest, fresh/fresher/freshest...
Changing the ending -y into -i when adding –ing, –ed, –er, and -est	<b>happy/happier/happiest, try/tried/trying, cry/cried/crying, worry/worried/worrying, carry/carried/carrying, copy/copier/copying...</b>
Adding suffixes – ment, -ness, -ful, -less and –ly with no changes to the root word	sad/sadness, play/playful, bad/badly, hope/hopeless, enjoy/enjoyment...
Adding -s and -es to words (plural of nouns and the third person singular of verbs)	Revision CP + Eg : fox/foxes, bus/buses, hero/heroes, I go/he goes, I watch / he watches...
Changing the ending -y into -i when adding -es	Eg : <b>baby/babies, city/cities, fly/flies, try/tries, diary/diaries, reply/replies, carry/carries, lolly/lollies, copy/copies, party/parties, army/armies, jelly/jellies, fairy/fairies...</b>
Homophones and near homophones	<b>there/they're/their, here/hear, you're / your, he's / his, to/too/two, quite/quiet, see/sea, bare/bear, one/won, sun/son, be/bee, blue/blew, night/knight</b>
Contractions	<b>can / can't, did/didn't, it is/it's, he is /he's, she is / she's, they are/they're, we are/we're, I am / I'm, I will/I'll, I have/I've, has/hasn't, could/couldn't</b>
The possessive apostrophe (singular nouns)	Megan's; the boy's...

CE2 (Year4)		
phonics / rules	[ɪ] spelt -y inside words	<b>mystery, pyramid</b> , rhythm, system, myth, Egypt, cygnet, lyric, syrup, typical, hymn, crystal...
	[ʌ] spelt -ou	<b>young, country, courage, double</b> , cousin, touch, trouble, couple, flourish, nourish, encourage...
	[k] spelt -ch (Greek in origin)	<b>character, choir, scheme</b> , ache, chorus, orchestra, chemist, echo, orchid, architect, stomach, mechanic
	[ʃ] spelt -ch (French in origin)	<b>machine, chef</b> , brochure, chalet, parachute, chute
	[g] spelt -gue and [k] spelt -que (French in origin)	<b>tongue, dialogue, vague, unique</b> , catalogue, epilogue, league, rogue, antique, boutique, picturesque, mosque, cheque
	[s] spelt -sc (Latin in origin)	<b>science, scissors, scene</b> , discipline, fascinate, crescent, descend, ascent...
	[ei] spelt -ei, -eigh, -ey	<b>vein, weigh/weight, eight, neighbour, they, obey, grey</b> , sleigh, neigh, convey
	[aun] spelt -oun	<b>found, ground, pound, round, sound, country, count/account/accountant/discount, mountain</b> , fountain
	[kw] spelt -qu	<b>question, quarter, quote, quite, quiet, quantity</b> , quaint, qualify, enquire, quarry, quality Exception : <b>quay</b>
	Words ending in -tion	<b>station, fiction, nation/ national, addition, multiplication</b> , motion, section
	Dropping the ending -e when adding -ing, -ed, -er, -est and -y to words	<b>write/writing/writer, nice/nicer/nicest</b> , hike/hiking/hiked/hiker, shine/shiny/shining...
	Doubling the last consonant when adding -ing, -ed, -er, -est and -y to words of one syllable (except -x)	drop/dropping/dropped, <b>run/runner, running, sad/sadder/saddest, fat/fatter/fattest</b> ... Exceptions : mix/mixing/mixed
	Adding the prefixes in-, im-, il-, ir- (link with French)	active/inactive, complete/incomplete, possible/impossible, mortal/immortal, legal/illegal, relevant/irrelevant...
	Adding the prefixes dis-, mis-	like/dislike, honest/dishonest, place/misplace, behave/misbehave...
	Adding the prefixes re- (link with French)	build/rebuild, cycle/recycle, write/rewrite...
	Adding the prefixes sub-	submarine...
	Adding the prefixes inter- (link with French)	national/international...
	Adding the prefixes super- (link with French)	man/superman, hero/superhero...
	Adding the prefixes anti- (link with French)	social/antisocial, septic/antiseptic
	Adding the prefixes auto- (link with French)	automobile, autograph...
	Adding -ing, -ed, -er, -est all rules	Revision CE1 + CE2
	Adding -s and -es to words (plural of nouns and the third person singular of verbs) all rules	Revision CE1 + irregular plurals : <b>man/men, child/children, foot/feet, tooth/teeth, mouse/mice, fish/fish, sheep/sheep</b> ... Revision rules present tense

	Words with silent letters	WH family : <b>who, whose, when, where, why, what, white, whole, whale, whisper</b> , wheel, whisk, whisker, whistle, whirl
	Homophones and near homophones	Revision CE1 + brake/break, <b>here/hear</b> , heel/he'll/heal, main/mane, meat/meet, peace/piece, scene/seen, <b>whose/who's, quite/quiet...</b>
	The possessive apostrophe (singular nouns)	Revision CE1
	The possessive apostrophe (plural nouns)	girls', boys', children's, mice's...

CM1 (Year 5)		
phonics / rules	Dropping the ending –e when adding –ing, –ed, –er, –est and –y to words	Revision CE2 + <b>write/writing/written</b>
	Doubling the last consonant when adding –ing, –ed, –er, –est and –y to words of one syllable	Revision CE2 + <b>whip/whipped</b>
	Adding suffixes beginning with a vowel to words of more than one syllable ending with a consonant (rules)	last consonant doubled : <b>forgetting/forgotten, beginning / beginner, prefer / preferred, wrap/wrapped/wrapper</b> , knit/knitting ... last consonant not doubled : <b>gardening/gardener, limiting / limited...</b>
	Words with endings sounding like [ʒə] spelt -sure	<b>treasure, measure, pleasure</b>
	Words with endings sounding like [tʃə] spelt -ture or -(t)cher	<b>creature, picture, furniture, adventure, nature</b> Exceptions : <b>teacher, richer, catcher, stretcher</b>
	Words with endings sounding like [ʒən] spelt -sion	<b>television, division, confusion, decision, invasion...</b>
	Words with endings sounding like [ʒən] spelt –tion, -sion, -ssion, -cian	<b>sensation/sensational, action</b> , invention, addition, subtraction, multiplication, <b>expression, discussion, permission</b> , admission, <b>comprehension, tension</b> , extension, <b>musician, magician, politician</b> , electrician, optician, mathematician
	Words with endings sounding like [ʃəs] spelt –cious or -tious	<b>grace/gracious, space/spacious, delicious, precious, pretentious, ambitious, nutritious</b> , infectious, malice/malicious, conscious, fictitious <u>Exception</u> : <b>anxious</b>
	Doubling the last consonant or not when adding suffixes	<b>to address/ addressed, to interest / interested / interesting, to mention / mentioned / mentioning, to travel / travelling / travelled, to commit / committing/committed, to forget / forgetting / forgotten, to begin / beginning / beginner, to prefer / preferring / preferred, to garden / gardening / gardener, to limit/limiting/limited</b>
	Adding the suffixe –ation to verbs to form a noun	<b>inform/information, prepare/preparation, admire / admiration</b>
	Adding the suffixe –ly rules	<b>actual / actually, certain / certainly, extreme / extremely, recent / recently, desperate / desperately, immediate / immediately, individual / individually, physical / physically, gentle / gently, simple / simply</b> , apparent / apparently, naughty / naughtily, dramatic / dramatically, Exceptions : <b>truly, duly, wholly</b>
	Adding the suffixe –ous rules	<b>dangerous, famous, various, jealous, enormous, courageous, gorgeous, serious, curious, obvious</b> , poisonous, mountainous, tremendous, humorous, glamorous, armorous, endeavourous, harborous, honourous, vigorous, outrageous, advantageous, hideous, spontaneous, courteous
	Doubling the last r or not when adding suffixes beginning with vowel letters to words ending in –fer (rules)	<b>prefer/ preferred, preferring – interfere / interfered, interfering – offer / offered, offering – suffer / suffered, suffering – differ / differed, differing – refer / referred, referring</b>



	Words with silent letters	<p>Revision CE2 +</p> <p>KN family : <b>know/knew/known/knowledge, knife/knives, knee/ kneel, knight, knock, knot, knit/knitting, knuckle</b></p> <p>WR family : <b>wrap/wrapped/wrapper, wrong, write/wrote/written, wrinkled, wrist, wreck, wrestle/wrestler, wriggle, wretched</b></p> <p>GU family : <b>guess, guilt/guilty, disguise, guest, guard/guardian, guide/guidance, guinea-pig, guarantee, guava</b></p>
	Homophones and near homophones	<p>Revision CE2 + <b>aloud/allowed, advice/advise, device/devise, licence/license, practice/practise, root/route, accept/except, affect/effect, plain / plane, rain/rein/reign, weather/whether, past/passed, cereal/serial, complement/compliment</b></p>

CM2 (Year 6)		
phonics / rules	Words with endings sounding like [ʒə] spelt -sure	Revision CM1 +
	Words with endings sounding like [tʃə] spelt -ture or -(t)cher	Revision CM1 +
	Words with endings sounding like [ʒən] spelt -sion	Revision CM1 +
	Words with endings sounding like [ʒən] spelt -tion, -sion, -ssion, -cian	Revision CM1 +
	Words with endings sounding like [ʃəs] spelt -cious or -tious	Revision CM1 +
	Doubling the last r or not when adding suffixes beginning with vowel letters to words ending in -fer	<b>prefer, preference</b> / preferred, preferring – <b>interfere, interference</b> / interfered, interfering – <b>differ, difference</b> / differed, differing – <b>refer, reference</b> / referred, referring – transfer / transferred, transferring – pilfer / pilfered, pilfering
	Words with endings sounding like [ʃəs] spelt -cial or -tial	<b>official, special, social, essential, residential, racial, initial</b> , artificial, glacial, preferential, influential, beneficial, substantial, confidential
	Words with the [i:] sound spelt -ei after c	<b>niece, piece, brief, to achieve / achievement, relief / relieved, belief / to believe, deceit / to deceive (deceived) / deception, receipt / receive / reception, , ceiling</b> , grief / to grieve, mischief, conceited, sieve. <u>Exceptions</u> : <b>protein, seize, either, neither</b>
	Words containing the letter-string -ough	<b>bought, brought, thought, fought, though, although, thorough, borough, through, rough, enough, cough, tough</b>
	Words ending in -ant, -ance/ancy	<b>important / importance, elegant / elegance, reluctant / reluctance, tolerant / tolerance, ignorant / ignorance, vacant / vacancy</b> , hesitant/hesitancy (hesitation), extravagant / extravagance, performant / performance, relevant / relevance, pregnant/pregnancy, significant/significance...
	Words ending in -ent, -ence/-ency	<b>intelligent / intelligence, different / difference, frequent/frequency, confident/confidence, independent/independence, fluent / fluency, efficient/efficiency</b> , innocent / innocence, (im)patient/(im)patience, obedient/obedience, decent / decency, current/currency, convenient/convenient, violent/violence, inconsistent/inconsistency...
	Words ending in -able/-ably	<b>probable/probably, reasonable/reasonably, noticeable/noticeably, preferable/preferably, miserable/miserably</b> , remarkable/remarkably, reliable/reliably, understandable/understandably, inevitable/inevitably, changeable
	Words ending in -ible/ibly	<b>horrible/horribly, possible/possibly, sensible/sensibly, terrible/terribly, incredible/incredibly</b> , responsible/responsibly, visible/visibly, incredible/incredibly
	Words with silent letters	Revision CM1 + WH family : <b>which, while, whether</b> -IGH family : <b>high/height, weigh/weight, sleigh, fight, sight, light/lighten/lightening, night,</b>

		<p><b>might, right, delight/delighted, fright/frighten/frightening, thigh</b></p> <p>-OUGH family : <b>cough, rough, tough, though, although, trough, throughout, thorough, ought, bought, brought, fought, thought, plough</b></p> <p>-AUGH family : <b>laugh/laughter, caught, taught, naughty</b></p>
	Homophones and near homophones	Revision CM1 + <b>guessed/guest, led/lead, loose/lose, piece/peace</b>