



ST ANNE'S COPP COPP CHURCH OF ENGLAND
SCHOOL GREAT ECCLESTON
ENGLISH CURRICULUM



"Let us love, not in word, but in truth and action." (1 John 3:18)

Writing Programme of study
EYFS – Y6

<u>EYFS</u>	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s.
Writing transcription - Handwriting	<ul style="list-style-type: none"> • Form lower case and capital letters correctly
Writing – Composition	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

<u>Year 1</u>	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> • Spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un- ○ using -ing, -ed, -er and -est where no change is needed in the spelling of the root words (e.g. helping, helped, helper, eating, quicker and quickest) ○ apply simple spelling rules and guidance, as listed in National Curriculum English Appendix 1 ○ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing transcription - Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these
Writing – Composition	<ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in National Curriculum English Appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using and ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ○ learning the grammar for Year 1 National Curriculum English Appendix 2

National Curriculum English Appendix 2	Word
Year 1 content	<p>Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing; untie the boat)</p> <p>Sentence</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>

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	<p><u>Text</u> Sequencing sentences to form short narratives</p> <p><u>Punctuation</u> Separation of words with spaces Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun /</p> <p><u>Terminology</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
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Year 2	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> • Spell by: <ul style="list-style-type: none"> ○ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ Learning to spell common exception words ○ Learning to spell more words with contracted forms ○ Learning the possessive apostrophe (singular) e.g. the girl’s book ○ Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • Apply spelling rules and guidance, as listed in National Curriculum English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • Common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
Writing transcription - Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters
Writing – Composition	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ Writing narratives about personal experiences and those of others (real and fictional) ○ Writing about real events ○ Writing poetry ○ Writing for different purposes • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ Planning or saying out loud what they are going to write about ○ Writing down ideas and/or key words, including new vocabulary ○ Encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ Evaluating their writing with the teacher and other pupils ○ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in National Curriculum English Appendix 2 by: <ul style="list-style-type: none"> ○ Learning how to use both familiar and new punctuation correctly (see National Curriculum English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: <ul style="list-style-type: none"> ○ Sentences with different forms: statement, question, exclamation, command ○ Expanded noun phrases to describe and specify (e.g. the blue butterfly) ○ The present and past tenses correctly and consistently including the progressive form ○ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ The grammar for year 2 in National Curriculum English Appendix 2 ○ Some features of written Standard English • Use and understand the grammatical terminology in National Curriculum English Appendix 2 in discussing their writing
National Curriculum English Appendix 2 Year 2 content	<p>Word Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less, (A fuller list of suffixes can be found on page 46 in the year 2 spelling section of the National Curriculum English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p>

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. she is drumming, he was shouting)

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Apostrophes to mark where letters are missing in spellings and to mark singular possession in nouns (e.g. the girl's name)

Terminology

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 3	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add the – see National Curriculum English Appendix 1 Spell further homophones Spell words that are often misspelt – see National Curriculum English Appendix 1 Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys',) and in words with irregular plurals (for example children's) Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Writing transcription - Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
Writing – Composition	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – National Curriculum English Appendix 2 Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (for example, headings and sub-headings) Evaluate and edit by: <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Develop their understanding of concepts set out in the National Curriculum English Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, though Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesions to avoid repetition Using conjunctions, adverbs and preposition to express time and cause Using fronted adverbials Learning the grammar for year 3 (see content below) Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing their writing and reading
National Curriculum English Appendix 2 Year 3 content	<p>Word Formation of nouns using a range of prefixes (for example super-, anti-, auto-). Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (for example, a rock, <u>an</u> open box).</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).</p> <p>Sentence Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in because of).</p> <p>Text Introduction to paragraphs as a way to group related material. Heading and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>

Punctuation

Introduction to inverted commas to **punctuate** direct speech

Terminology

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel letter, Inverted commas (or 'speech marks').

Year 4	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add the – see National Curriculum English Appendix 1 Spell further homophones Spell words that are often misspelt – see National Curriculum English Appendix 1 Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys',) and in words with irregular plurals (for example children's) Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Writing transcription - Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
Writing – Composition	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures – National Curriculum English Appendix 2 Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (for example, headings and sub-headings) Evaluate and edit by: <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Develop their understanding of concepts set out in the National Curriculum English Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, though Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition Using conjunctions, adverbs and preposition to express time and cause Using fronted adverbials Learning the grammar for year 4 (see content below) Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing their writing and reading
National Curriculum English Appendix 2 Year 4 content	<p>Word The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>)</p> <p>Text Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (for example, the girl's name, the girls' names)</p>

	<p>Use of commas after fronted adverbials.</p> <p><u>Terminology</u> Determiner, pronoun, possessive pronoun, adverbial</p>
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Year 5	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with ‘silent’ letters (for example, knight, psalm, solemn) • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, as listed in the National Curriculum English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus
Writing transcription - Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose the writing implement that is best suited for a task
Writing – Composition	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ○ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writings as models for their own ○ Noting and developing initial ideas, drawing on reading and research where necessary ○ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: <ul style="list-style-type: none"> ○ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ Precising longer passages ○ Using a wide range of devices to build cohesion within and across paragraphs ○ Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) • Evaluate and edit by: <ul style="list-style-type: none"> ○ Assessing the effectiveness of their own and others’ writing ○ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ Ensuring the consistent and correct use of tense throughout a piece of writing ○ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in the National Curriculum English Appendix 2: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ Use passive verbs to affect the presentations of information in a sentence ○ Use the perfect form of verbs to mark relationships of time and cause ○ Use expanded noun phrases to convey complicated information concisely ○ Use modal verbs or adverbs to indicate degrees of possibility ○ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ Learning the grammar for year 5 (see content below) • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing ○ Using hyphens to avoid ambiguity ○ Using brackets, dashes or commas to indicate parenthesis ○ Using semicolons, colons or dashes to mark boundaries between independent clauses ○ Using a colon to introduce a list ○ Punctuating bullet points consistently • Use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately in discussing their writing and reading
National Curriculum English Appendix 2 Year 5 content	<p>Word Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify) Verb prefixes (for example, dis-, de-, mis-, over- and re-)</p> <p>Sentence Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun. Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)</p> <p>Text</p>

	<p>Devices to build cohesion within a paragraph (for example, then, after, that, this, firstly). Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example he <i>had</i> seen her before)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p> <p><u>Terminology</u> Modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
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*This is the POS for Y5/6 and therefore is shared between the two year groups – the content in the bottom box is specific to Y5.

Year 6	
	Pupils should be taught to:
Writing transcription – Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with ‘silent’ letters (for example, knight, psalm, solemn) • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, as listed in the National Curriculum English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus
Writing transcription - Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose the writing implement that is best suited for a task
Writing – Composition	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ○ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writings as models for their own ○ Noting and developing initial ideas, drawing on reading and research where necessary ○ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Draft and write by: <ul style="list-style-type: none"> ○ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ Precising longer passages ○ Using a wide range of devices to build cohesion within and across paragraphs ○ Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) • Evaluate and edit by: <ul style="list-style-type: none"> ○ Assessing the effectiveness of their own and others’ writing ○ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ Ensuring the consistent and correct use of tense throughout a piece of writing ○ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in the National Curriculum English Appendix 2: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ Use passive verbs to affect the presentations of information in a sentence ○ Use the perfect form of verbs to mark relationships of time and cause ○ Use expanded noun phrases to convey complicated information concisely ○ Use modal verbs or adverbs to indicate degrees of possibility ○ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ Learning the grammar for year 6 (see content below) • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing ○ Using hyphens to avoid ambiguity ○ Using brackets, dashes or commas to indicate parenthesis ○ Using semicolons, colons or dashes to mark boundaries between independent clauses ○ Using a colon to introduce a list ○ Punctuating bullet points consistently • Use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately in discussing their writing and reading
National Curriculum English Appendix 2 Year 6 content	<p><u>Word</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out-discover; ask for – request; go in – enter). How words are related by meaning as synonyms and antonyms (for example, big, large, little)</p> <p><u>Sentence</u> Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> verses <i>The window in the greenhouse was broken (by me)</i>).</p>

	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in some very formal writing and speech</i>)</p> <p>Text Linking ideas across paragraphs under a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis. Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up). Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (for example, man eating shark verses man-eating shark, or recover verses re-cover).</p> <p>Terminology Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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*This is the POS for Y5/6 and therefore is shared between the two year groups – the content in the bottom box is specific to Y6.