

FS2 40-60 months		Knows that print carries meaning and, in English, is read from left to right and top to bottom.		Good pencil control						
		Continues a rhyming string.		Gives meaning to marks they make as they draw, write and paint.	Writes own name.	Begins to break the flow of speech into words.		Maintain attention, concentrate + sit quietly.	Respond to two part instruction.	Extend vocab
		Hears and says the initial sounds in words.		Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Hears and says the initial sounds in words.	Continues a rhyming string.		Two – channelled attention – can listen + do for short span	Understand humour	Use language to imagine.
		Can segment the sounds in simple words and blend them together and knows which letters represent some of them.		Different ways of moving.	Can segment the sounds in simple words and blend them together.	Writes things such as captions and labels.			Follows story without pics	Links statements
		Links sounds to letters, naming and sounding the letters of the alphabet.		Jumps off object	Link sounds to letters, naming and sounding the letters of the alphabet.	Attempts to write short sentences in meaningful contexts.			Listens/respond to ideas from others.	Use talk to organise ideas
		Begins to read words and simple sentences.		Negotiates space						Introduce storyline in play
		Uses vocab and forms of speech that are increasingly influenced by their experiences of books.		Travels confidently						
		Enjoys and increasing range of books.		Controls object						
		Knows that info can be retrieved from books and computers.		Effects change						
				Use tools safely						
			Dominant hand, form recognisable letters.							

FS2 - ELG		Children read and understand simple sentences.	They demonstrate understanding when talking to others about what they have read.	Children show good control and coordination in large and small movements.	Children use their phonic knowledge to write words in ways which match their spoken sounds.			Children listen attentively in a range of situations.	Children follow instructions involving several ideas or actions.	Children express themselves effectively, showing awareness of listeners' needs.
		They use phonic knowledge to decide regular words,		They move confidently in a range of ways, safely negotiating space.	They also write some irregular common words.			They listen to stories, accurately anticipating key events.	They answer 'how' and 'why' questions about their experiences and in response to stories or events.	They use past, present and future forms accurately.
		And read them aloud accurately.		They handle equipment and tools effectively, including pencils for writing.	They write simple sentences which can be read by themselves and others.			They can respond to what they hear with relevant comments, questions or actions.		Talk about events that have happened or are to happen in the future.
		They also read some common irregular words.			Some words are spelt correctly and others are phonetically plausible.			They give their attention to what others say and respond appropriately, while engaged in another activity.		They develop their own narratives and explanations by connecting ideas or events.
Year 1		Apply phonic knowledge and skills as the route to decode words.	Listen to and discussing a wide range of texts at a level beyond that at which they can read independently	Sit correctly at a table, holding a pencil comfortably and correctly.	Words containing each of the 40+ phonemes already taught. (end of phase 3)	*Rehearse sentences orally including language rich vocabulary (from text.)	Know how words can combine to make a sentence	Participate in discussion about what is read to them, taking turns and listening to what others say	Explain clearly their understanding of what is read to them.	Recite rhymes and poetry by heart.
		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Begin to link what they read or hear read to their own experiences	Begin to form lower case letters in the correct direction starting and finishing in the correct place	Common exception words	*Discussing how the text (read) is similar to the one they are planning to write	Leave spaces between words.	Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part.	New words should be introduced to pupils before they read on their own, so as to develop comprehension and children's early skills of inference.	Pupils' vocabulary should be developed by listening to books and discuss what they have heard.
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Recognise and join in with predictable phrases	Form capital letters.	Say out loud what they are going to write about.	Sequencing sentences to form short narratives.	Begin to demarcate sentences with a capital letter and full stop.	Extensive listening to, sharing and discussing a wide range of high-quality books with others to engender a love of reading.	Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.	Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures, this will lead into pupils drawing on grammar in their own writing.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Form digits 0-9.	Spell the days of the week.	Re-reading what has been written to check that it makes sense.	Leave spaces between words.	Listen frequently to stories, poems and non-fiction, which will help pupils to understand how written language can be structured in order.		
Practice at reading by blending to build confidence in their decoding skills and thus develop pupils' vocabulary.	Discuss the significance of the title and events	Understand which letters belong to letter families (letter which are formed in similar ways and practise these.)	Begin to demarcate sentences with an exclamation mark.	Discuss what they have written with the teacher or other pupils.	Begin to demarcate sentences with a capital letter and full stop.	Listen to and discuss information books and other non-fiction establishes the foundations for their learning in other subjects.		
Read other words of more than one syllable that contain taught GPCs.	Learn to appreciate rhymes and poems, and to recite some by heart	Form capital letters.	Using letter names to distinguish between alternative spellings of the same sound	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Join words and clauses using 'and'.	Pupils should be helped to consider the opinions of others.		
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Understand by drawing on what they already know or on background information and vocabulary provided by the teacher		Suffixes – ing, ed, er	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.				
Fluent word reading greatly assists comprehension, especially when pupils come to read longer books. (blue books+)	Check the text makes sense to them as they read and correcting inaccurate reading		Prefixes - un					
Read words with suffixes by being helped to build on the root words that they can read already.	Make inferences on the basis of what is being said and done		Plurals					
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –ect endings	Predict what might happen on the basis of what has been read so far							
Re-read books to build up their fluency and confidence in word reading.	Participate in discussion about what is read to them, taking turns and listening to what others say							

		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Explain clearly their understanding of what is read to them.							
		Suffixes – ing, ed, er	Discussing word meanings, linking new meanings to those already known							
		Prefixes - un	Pupils should be shown some of the processes for finding out information.							
		Plurals	Learn to appreciate rhymes and poetry, and to recite some by heart.							
			Learn to appreciate rhymes and poetry, and to recite some by heart.							
YEAR 2		Continue to apply phonic knowledge to decode words until automatic decoding has become embedded and reading is fluent	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Form lower-case letters of the correct size relative to one another.	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly	Write narratives about personal experiences and those of others (real and fictional)	Capital letters, full stops, question marks and exclamation marks	Rules for effective discussions should be agreed with and demonstrated for pupils.	Extensive listening to, sharing and discussing a wide range of high-quality books with others to engender a love of reading.	Pupils' vocabulary should be developed by listening to books and discuss what they have heard.

Read words containing common suffixes	Discuss events in books and how items of information are related.	Write capital letters and digits of the correct size, orientation and relationship to one	Learn new ways of spelling phonemes	Plan by saying out loud what they are going to write about.	Adjective (ful, less suffixes)	They should help to develop and evaluate them, with the expectation that everyone takes part.	Listen frequently to stories, poems and non-fiction, which will help pupils to understand how written language can be structured in order.	New words should be introduced to pupils, so as to develop comprehension and a children's early skills of inference.
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Become familiar with and retell a wider range of stories, fairy stories and traditional tales.	Use spacing between words that reflects the size of the letters.	Learn to spell common exception words.	Evaluating their writing with the teacher and other pupils.	Suffixes er, est		Listen to and discuss information books and other non-fiction establishes the foundations for their learning in other subjects.	Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures, this will lead into grammar in their own writing.
Read accurately words of two or more syllables that contain the same graphemes.	Being introduced to non-fiction books that are structured in different ways	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,	Spellings patterns that are already known, and learn some words with each spelling, including a few common homophones	Re-reading to check that their writing makes sense and make corrections. Use verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Noun, noun phrase		Role-play can help pupils to identify with and explore characters and to try out the language they have	Pupils should be helped to consider the opinions of others. listened to.

	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Discussing their favourite words and phrases		Distinguish between homophones and near-homophones	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Expanded noun phrases			Read aloud what they have written with appropriate intonation.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Drawing on what they already know or on background information and vocabulary provided by the teacher		Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write poetry	Statement, question, exclamation, command			
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Check that the text makes sense and correcting inaccurate reading		Learn to spell more words with contracted forms	Write for different purposes (instructions, persuasion, non-chronological report)	Subordination (when, if, that, because)			

Re-read books to build up their fluency and confidence in word reading.	Make inferences on the basis of what is being said and done		Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Write ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence	Co-ordination (or, and, but)			
	Answer and ask questions				Present tense, past tense			
	Predict on the basis of what has been read so far.				Progressive verbs in present and past tense (she is drumming, he was shouting)			
	Participate in discussion about books, poems and other works that are read, taking turns and listening to what others say.				Apostrophes to show missing letters and for possession			
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				Commas in a list			
	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary				Compound word, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			

			Recognising simple recurring literary language in stories and poetry					Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]			
			Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear					Learning the possessive apostrophe (singular) [for example, the girl's book]			
Year 3		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Use the diagonal and horizontal strokes that are needed to join letters.	Use further prefixes and suffixes and understand how to add them	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Listen and respond appropriately to adults and their peers	Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary	Articulate and justify answers, arguments and opinions	
		Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read	Understand which letters, when adjacent to one another, are best left not joined.	Spell further homophones	Discussing and recording ideas	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Give well-structured descriptions explanations and narratives for different purposes, including for expressing feelings	

		Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Increase the legibility of their handwriting by ensuring that the down-strokes of letters are parallel and evenly spaced.	Spell words that are often misspelt	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		Select and use appropriate registers for effective communication.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
		Identifying themes and conventions in a wide range of books	Leave enough space between letters so that the ascenders and descenders of letters do not touch.		Organising paragraphs around a theme	Using the present perfect form of verbs in contrast to the past tense			speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates
		Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			In narratives, creating settings, characters and plot	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			Gain, maintain and monitor the interest of the listener(s)

		Discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]			In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Using conjunctions, adverbs and prepositions to express time and cause			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			Assessing the effectiveness of their own and others' writing and suggesting improvements	Using fronted adverbials			
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Using commas after fronted adverbials			

		Predicting what might happen from details stated and implied			Proof-read for spelling and punctuation errors	Indicating possession by using the possessive apostrophe with plural nouns			
		Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction				Using and punctuating direct speech			
		Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.							

Year 4

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Use the diagonal and horizontal strokes that are needed to join letters into words.	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Assessing the effectiveness of their own and others' writing and suggesting improvements	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Listen and respond appropriately to adults and their peers
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read	Understand which letters, when adjacent to one another, are best left unjoined	Spell further homophones	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Using the present perfect form of verbs in contrast to the past tense	Participate in discussions, presentations, performances, role play, improvisations debates	Select and use appropriate registers for effective communication.	Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary
	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Increase the legibility, consistency and quality of their handwriting.	Spell words that are often miss-pelt	Proof-read for spelling and punctuation errors	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			Articulate and justify answers, arguments and opinions

		Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	When writing paragraphs, create lines of writing that are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Using conjunctions, adverbs and prepositions to express time and cause			Give well-structured descriptions, explanations and narratives for including for expressing feelings
		Identifying themes and conventions in a wide range of books	Use the down-strokes of letters to ensure that they are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Using fronted adverbials			Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
		Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			Discussing and recording ideas	Using commas after fronted adverbials			Speak audibly and fluently with an increasing command of Standard English

		Discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example free verse, narrative poetry)			Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Indicating possession by using the possessive apostrophe with plural nouns			Gain, maintain and monitor the interest of the listener(s)
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			Organising paragraphs around a theme	Using and punctuating direct speech			
		Asking questions to improve their understanding of a text			In narratives, creating settings, characters and plot	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]			

		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			In non-narrative material, using simple organisational devices (for example, headings and sub-headings)				
		Predicting what might happen from details stated and implied							
		Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction							

Year 5

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<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Listen and respond appropriately to adults and their peers</p>	<p>Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary</p>	<p>Articulate and justify answers, arguments and opinions</p>
	<p>Reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Choosing the writing implement that is best suited for a task.</p>	<p>Continue to distinguish between homophones and other words which are often confused</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Using hyphens to avoid ambiguity</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>
	<p>Recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p>		<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p>			<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>

			Learning a wider range of poetry by heart		Use dictionaries to check the spelling and meaning of words	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using semi-colons, colons or dashes to mark boundaries between independent clauses			Speak audibly and fluently with an increasing command of Standard English
			Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.		Use further prefixes and suffixes and understand the guidance for adding them	In narratives, describing settings, characters and integrating dialogue to convey character and advance the action	Using a colon to introduce a list			participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)
			Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			Summarising longer passages	Punctuating bullet points consistently			Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

			Asking questions to improve their understanding			Using a wide range of devices to build cohesion within and across paragraphs	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			
			Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Using passive verbs to affect the presentation of information in a sentence			
			Predicting what might happen from details stated and implied			Assessing the effectiveness of their own and others' writing	Using the perfect form of verbs to mark relationships of time and cause			

		Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Using expanded noun phrases to convey complicated information concisely			
		Identifying how language, structure and presentation contribute to meaning			Ensuring the consistent and correct use of tense throughout a piece of writing	Using modal verbs or adverbs to indicate degrees of possibility			
		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			

		Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction			Proof-read for spelling and punctuation errors					
		Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously								
		Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications								

Year 6

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Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.	Maintain positive attitudes to reading and understanding of what they read by:	Write legibly, fluently and with increasing speed.	Use further prefixes and suffixes and understand the guidance for adding them	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Using passive verbs to affect the presentation of information in a sentence	Listen and respond appropriately to adults and their peers	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Ask relevant questions to extend their understanding and knowledge
Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Spell some words with 'silent' letters [for example, knight, psalm, solemn]	Noting and developing initial ideas, drawing on reading and research where necessary	Using the perfect form of verbs to mark relationships of time and cause	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Use relevant strategies to build their vocabulary
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Reading books that are structured in different ways and reading for a range of purposes	Choosing the writing implement that is best suited for a task.	Continue to distinguish between homophones and other words which are often confused	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Using expanded noun phrases to convey complicated information concisely	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Articulate and justify answers, arguments and opinions

		Retrieve, record and present information from non-fiction	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using modal verbs or adverbs to indicate degrees of possibility			Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
			Recommending books that they have read to their peers, giving reasons for their choices		Use dictionaries to check the spelling and meaning of words	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
			Identifying and discussing themes and conventions in and across a wide range of writing		Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Summarising longer passages	Using commas to clarify meaning or avoid ambiguity in writing			Speak audibly and fluently with an increasing command of Standard English

			Making comparisons within and across books		Use a thesaurus.	Using a wide range of devices to build cohesion within and across paragraphs	Using hyphens to avoid ambiguity			Participate in discussions, presentations, performances, role play, improvisations and debates
			Learning a wider range of poetry by heart			Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Using brackets, dashes or commas to indicate parenthesis			Gain, maintain and monitor the interest of the listener(s)
			Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.			Assessing the effectiveness of their own and others' writing	Using semi-colons, colons or dashes to mark boundaries between independent clauses			Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

		Distinguish between statements of fact and opinion			Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Using a colon to introduce a list			
		Asking questions to improve their understanding			Ensuring the consistent and correct use of tense throughout a piece of writing	Punctuating bullet points consistently			
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Pupil can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.			

			Predicting what might happen from details stated and implied			Proof-read for spelling and punctuation errors				
			Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			Pperform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
			Identifying how language, structure and presentation contribute to meaning							

			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader							
			Provide reasoned justifications for their views.							
Year 7	2	Develop a broad knowledge of grammatical terminology and some more literary terminology	Make relevant comments	Writing is legible and fluent and quality is sustained when writing at a sustained, efficient speed.	Spelling: Revise, consolidate and secure an understanding of vowel choices including unstressed vowels, doubling consonants, the soft C (Objective 1)	Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects	Use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech	Identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers	Comment on the effectiveness of the different dramatic conventions and techniques used	Tailor the structure and vocabulary of talk to clarify ideas

		<p>Make inferences with more challenging, literary texts and those from less familiar contexts</p>	<p>Begin to explore how texts relate to other texts first by exploring differing personal responses, then increasingly by looking for differences in content, ideas, and the techniques writers choose to use</p>	<p>Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods.</p>	<p>Pupils should revise, consolidate and secure pluralisation, including es endings, and words ending in y, f and vowels and irregular plurals (objective 2)</p>	<p>Draw on the conventions of written forms to plan writing and develop ideas to fit a specific task</p>	<p>Vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader</p>	<p>Sift and summarise the most important points or key ideas from a talk or discussion</p>	<p>Recognise different conventions and forms in speech</p>	<p>Use some verbal and non-verbal techniques to make talk interesting for listeners</p>
		<p>Show some understanding of how writers use language to present characters, themes and ideas</p>	<p>Students explain their points clearly using discourse markers.</p>		<p>Pupils should revise, consolidate and secure word endings, including vowel suffixes such as ing; consonant suffixes such as ful; modifying words ending in y or e; making choices between similar endings such as cian, sion and tion.</p>	<p>Make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases</p>	<p>Pupils consitely write using the correct tense. They can sometimes deliberately change tense for effect.</p>	<p>Tailor the structure and vocabulary of talk to clarify ideas</p>		<p>Use the main conventions of standard English when appropriate</p>
		<p>Identify the effects of deliberate choices made by writers</p>	<p>Expresses personal response clearly although this may be generalised or limited, eg broadly positive or negative responses to text.</p>			<p>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</p>	<p>Pupils always use expanded noun phrases to present complex information concisely.</p>	<p>Use some verbal and non-verbal techniques to make talk interesting for listeners</p>		<p>Make clear and relevant contributions to group discussion</p>

		Identify grammatical structures and explore the possible impact of these structures on the reader	Ideas are inconsistently supported with relevant, but basic, references to the text.			Pupils can describe settings, characters, atmosphere and accurately integrate dialogue using standard and non-standard English	Pupils always confidently use prefixes to generate new verbs.	Help discussions succeed by acknowledging and responding to the contributions of others		Contribute to discussions in different ways such as promoting, opposing, exploring and questioning
			Show some understanding of how writers use language to present characters, themes and ideas			Pupils select appropriate vocabulary	Pupils always use modal verbs to indicate degrees of possibility.	Contribute to discussions in different ways such as promoting, opposing, exploring and questioning		Explore ideas, texts and issues through a variety of dramatic approaches and conventions
			Generally identifies the writer's likely intention and intended audience. Can distinguish between fact and less obviously signposted opinion.							Work on their own and with others to develop dramatic processes, narratives, performances or roles

Year 8	3	Use subject terminology accurately	Shows critical awareness of a range of key points identified across a text, with some attempt to summarise and synthesise points from different places in the text.	Writing is fluent and quality is upheld at all times in all books.	Pupils should revise, consolidate and secure prefixes, including antonym prefixes, e.g. ir, un.	Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and by using strategies and resources to extend their available choices	Pupils consistently write using the correct tense and confidently change tense for effect with some understanding of the active and passive voice.	Listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	Analyse and explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement	Use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes
		Read and respond to texts that are related, by their genre, context, theme, purpose or form	Consistently makes links and connections to context in sometimes with other texts: eg. Using context, relationship with more familiar words etc.		Pupils should revise, consolidate and secure the spellings of high-frequency words, including common homophones	Explore, problemsolve, connect and shape ideas, and identify the most appropriate approach to planning their writing	A range of expanded noun phrases are embedded into independent writing.	Effectively summarise the most important points or key ideas from a talk or discussion	Interpret and make inferences from speech in a variety of contexts	Develop and sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles

		Can explore layers of meaning in words and texts.	Well sequenced ideas are usually supported with relevant reference to the text.		Pupils should revise, consolidate and secure the use of the apostrophe, including: omissions; the possessive apostrophe; apostrophising plurals, e.g. ladies' coats, and words ending in s; the exception of possessive pronouns.	Use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs	A range of prefixes are used to generate low- frequency verbs such as, pre-determine.	Make valid and sensible contributions to discussions in different ways such as promoting, opposing, exploring and questioning	Evaluate the impact and effectiveness of a range of dramatic conventions and techniques	Engage listeners' attention and interest by using a range of different verbal and non-verbal techniques
		Identify the effects of a range of writer's methods.	Make implicit meanings drawn from several sources of evidence and synthesise.			Experiment with different ways of presenting texts, drawing on a range of modes, formats and media with the needs of the reader in mind	Pupils select a range of modal verbs to indicate degrees of possibility and certainty.			Make some appropriate selections from a range of conventions and forms in speech

		Can confidently distinguish between fact and opinion and recognise bias.	Widen their knowledge of the structural elements of texts beyond sentence level to explore narrative viewpoint, shifts in focus, content sequencing and pacing and how a reader's viewpoint can be manipulated by all of these elements			Pupils confidently describe setting, characters, atmosphere and effectively integrate dialogue using standard and non-standard English	Draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects.			Use standard English, adapting the level of formality to different situations
			Can identify the writer's likely overall intention and audience with supporting evidence.			Plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions	Draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to create a range of effects.			Make a sustained contribution to group discussion, and illustrate and explain their ideas
			Make a range of points exemplified by relevant references from the text							Take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions

			A focused response to texts is regularly expressed with confidence and clarity.								Take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions
Year 9	4	Expectation, monitoring and evaluation of reading and reading skills are finely tuned and largely automatic.	Inferences and deductions are consistently and securely founded in close reading of the text.	Writing is fluent and quality is upheld at all times.	To continue learning, constructing and checking spellings, pupils should be able to sound out words phonemically and by syllables.	Plan and write effectively, making well-judged choices and adaptations to suit particular tasks, purposes and audiences through their knowledge of a range of conventions and forms	Deploy appropriately in their own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects	Respond to speakers and give constructive feedback, referring to skills, subject matter, intended listeners and the purpose of talk	Use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes	Use sustained standard English with the degree of formality suited to listeners and purpose	
		Sound understanding of the text	Develop an understanding of texts which will demand that both meaning and critical response draw on knowledge of the contexts in which texts are written and set		To continue learning, constructing and checking spellings, pupils should be able to draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns	Pupils confidently describe setting, characters, atmosphere and effectively intergrade dialogue using standard, non-standard English and dialect.	Pupils precisely select modal verbs to support their arguments and overall ideas.	Make valid and sensitive contributions to discussions in different ways such as promoting, opposing, exploring and questioning	Analyse the underlying themes or issues in a range of different contexts, identifying implied and explicit meanings	Recognise strengths and identify areas for development in their own and others' contributions	

		Explores the connections between contexts, concepts and genre, so that they are comfortable with the idea that there can be different interpretations of the same text, according to a reader's own context, ideas and viewpoints		To continue learning, constructing and checking spellings, pupils should be able to identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features	Select the most appropriate text format, layout and presentation to create impact and engage the reader	Pupils precisely select prefixes to generate low frequency verbs.	Move a discussion forward by developing and drawing together ideas arising from discussion	analyse and explain, in and out of role, the use, impact and effect of different dramatic conventions and techniques	Select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts
		Consistently develops expectations of text while reading to make connections with other texts: eg. Using context, relationship with more familiar words etc.			Shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind	Precisely selected expanded noun phrases are independently embedded into writing.			Develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners
		Transpose their critical reading dialogue in to well-structured and argued prose that is supported by evidence			Link their selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience and the individuality of their own writing	Pupils consistently write using the correct tense and effectively change tense for effect such as, confidently applying the active and passive voice.			Choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions

		Explore the interplay between contexts, concepts and genre, so that they are comfortable with the idea that there can be different interpretations of the same text according to a reader's own context, ideas and viewpoints			Select words carefully from within and beyond their own vocabulary, considering how their choices will create precise or more subtle meanings according to task, purpose and reader				Use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts
		Sound knowledge and understanding of the text.							Develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles
		Beginning to develop awareness of, and make some comment on, the impact of the writer's broader structural choices on the reader.							

Year 10	5	Demonstrate an understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form	Identify and use relevant examples from a text e.g poetry.	Writing is fluent and quality is upheld at all times in all work.	To continue learning, constructing and checking spellings, pupils should be able to make effective use of a spellchecker, recognising where it might not be sufficient or appropriate when completing coursework	Shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and reader	Select from the wide range of sentence structures used by writers, and shape, craft and adapt them in their own writing for particular effect with clear consideration given to the variety of audiences, tasks and purposes	listen and respond appropriately in conversation	Evaluates the impact of words of others in group tasks and in speeches	present facts, ideas and opinions in an order which interests the audience	
		Understand and apply appropriate literary terminology	Show a close understanding of the relationships between texts and the contexts in which they were written.			Draw efficiently on and adapt a range of possible ways to generate, plan and shape ideas for impact, according to task, purpose and audience				communicate clearly using fluent language	

		Demonstrate an understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form	Make relevant comparisons between poems, including use of language, structure and form			Draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular literary, transactional or rhetorical effects with purpose and audience in mind				use register appropriate to context
			Show a close understanding the influence of contextual factors on the interpretation of texts.			Shape, craft and adapt form, organisation, layout and presentation in a range of contexts, in ways that have a clear purpose and effect				
			Develop a critical style.			Pupils confidently describe setting, characters, atmosphere and intergrate dialogue which is developed, enagaing and effective.				

						Select from a wide range of conventions and forms, adapting or synthesising their distinctive features as appropriate to achieve particular effects and impact in their writing				
						Shape and craft writing which draws on their understanding of how writers use punctuation as an integral and appropriate part of the intended effect, with clear consideration given to task, purpose and audience				
						Shape and craft writing which draws on their understanding of how writers use punctuation as an integral and appropriate part of the intended effect, with clear consideration given to task, purpose and audience				

Year 11	6	Demonstrate a close understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form	Identify and use a range of relevant and supporting examples from a text e.g poetry.	Writing is fluent and quality is upheld at all times, even when working at speed.	Make accurate use of spelling, punctuation and grammar.	Articulate experience and express what is thought, felt and imagined	Language is mostly fluent and there is clarity of expression.	Listen and respond appropriately in conversation	Demonstrates sound understanding of a range of topics and sources	Present facts, ideas and opinions in a cohesive order which sustains the audience's interest
		Understand and apply a range of appropriate literary terminology	Sound understanding of language, form and structure.	Uses intervention exercises for handwriting from exemplar model answers	Spelling is always accurate as previous analogies, derivations, word families, morphology and spelling patterns are embedded into their knowledge	Organise and structure ideas and opinions for deliberate effect	Errors in grammar are used for effect e.g. to show a voice of a character or group people or matched to a genre or historical period			Communicate clearly and purposefully using fluent language
		Demonstrate a close understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form	Beginning to build expectations of texts' form and purpose before reading using a range of strategies: eg. Comparison with familiar models.			Use a range of vocabulary and sentence structures appropriate to context				Use register appropriate to context

		Maintain a critical style			Use register appropriate to context				
		Make precise comparisons between poems, including use of language, structure and form.			Exploit the full range, forms and combinations of vocabulary to create levels of meaning from the subtle to the more explicit in order to create particular effects according to task, audience and purpose				
		Show a close understanding of the relationships between texts and the contexts in which they were written.			Respond flexibly and imaginatively to a range of familiar and less familiar tasks and contexts for writing by selecting from and adapting appropriate forms and planning methods for impact				

		<p>Show a close understanding the influence of contextual factors on the interpretation of texts.</p>			<p>Exploit the full range of structures, styles, links and combinations of paragraphs to achieve specific literary, transactional or rhetorical effects with a planned impact according to task, audience and purpose</p>				
		<p>A range of key points identified, with increasing skill in summary and synthesis of points from different places in the text, and from different texts.</p>			<p>Exploit the full range of potential forms, types of organisation, layout and presentation in creative and appropriate ways, maintaining a clear sense of purpose and effect</p>				
					<p>Pupils confidently articulate and describe setting, characters, atmosphere and intergrate dialogue which is complex, engaging and effective.</p>				

						Shape audience response by handling and planning content with inventiveness and originality, subtly exploiting or subverting the conventions of text types and genres for a range of effects and impac				
	7	Sound understanding of the range of language, form and structure used by the writer and links these to their effect on the reader.	Use of precise and clear relevant examples to support ideas and arguments.	Writing is fluent and quality is upheld at all times in all work.	To ensure that spelling is always accurate, students should have embedded previous analogies, derivations, word families, morphology and familiar spelling patterns developed throughout KS3 and KS4.	Awareness of an appropriate register for audience and purpose.	Language is fluent and there is clarity of expression.	Delivery may occasionally be stilted but often attempts to engage the audience.	Can probe and investigate group talk, speeches and multimedia input	Present facts, ideas and opinions in an engaging order which sustains the audience's interest
		Compare and contrast a range of points and considers some similarities and/or differences between the poems.	Show relevant personal engagement and an appropriate critical style.		A range of vocabulary, used with some precision.	Select from a wide repertoire of planning strategies and formats in order to shape ideas and structure content effectively, efficiently and inventively, reflecting a clear sense of purpose, audience and intended impact		Mainly appropriate and accurate use of language.	Evidences sound understanding of even sophisticated topics	Communicate articulately and purposefully using fluent language

		Is able to evaluate the significance of unfamiliar language in the context of whole text comprehension and respond accordingly.	There is a detailed awareness of the relationship between text and contexts.			Sufficient range of vocabulary to express ideas with subtlety and precision.		Mainly natural and fluent in conversation		Always uses register appropriate to context
		Explores layers of meaning at word level; may identify cumulative inferences at sentence or whole text level: eg. a range of vocabulary, imagery or symbolism with shared implications.	Thorough knowledge and understanding of the text			Well structured and well sequenced.		Consistently responds appropriately and in extended detail to questions and prompts; deals appropriately with most of the changes in the direction of the conversation.		
			Sustained analysis of language, form and structure			Assured personal engagement and a perceptive critical style.				

		Consistently considers expectations of texts' form and purpose before reading. Monitors understanding consistently and selects from a widening range of strategies to counter misunderstanding: eg. adjusting reading speed, re-reading, considering immediate and broader context, using a dictionary, etc.			Secure overall structure, organised to help the reader.				
		Key points are summarised and synthesised with some perceptive connections made between them.			Effective register for audience and purpose.				
		Increasingly unlikely to lose comprehension and monitors understanding while reading, evaluates against expectations gathered before reading.							

			Some successful evaluation of ideas and opinions, both explicit and implicit.							
8	A focused and detailed analysis of analysis of the language, form and structure used by the writer and the effect on the reader is sustained.	Use of fully relevant and precise examples to support ideas and arguments.	Always legible and neat.	A wide range of sophisticated vocabulary is precisely used and consistently spelled accurately. Previous spelling knowledge is embedded.	clear awareness of an appropriate register for audience and purpose.	Language is consistently fluent and there is clarity of expression.	Consistently responds appropriately to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation	Appropriate and accurate use of language.	Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and eloquently.	
	Compare and contrast poetry perceptively with a varied and comprehensive range of similarities and/or differences between the poems.	Show thorough personal engagement and a sustained critical style.			Ideas are expressed in a range of effective and/or interesting language.				Natural and fluent in conversation	

			There is a detailed awareness of the relationship between text and context.			Structure and sequence are sound throughout.				
			Evaluates breadth of prior knowledge and comprehension before and while reading and may formulate questions and/or identify gaps in knowledge or understanding based on expectation, actively seeking answers in the text.			Effective Style				
			Perceptive critical thinking supports confident exploration of a personal response to the text, and a detailed evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness.			Secure overall structure, organised to help the reader.				

		Thorough knowledge and understanding of the text.			Effective register for audience and purpose.					
		Appropriate and fully integrated use of literary and linguistic terminology.								
		Beginning to identify multiple readings of texts.								

9

The response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader.	Discriminating use of relevant examples to support the response.	Legible and neat even at speed.	Spelling of a wide range of sophisticated vocabulary is always accurate including low frequency words.	Highly effective register for audience and purpose.	The language of the response sounds convincing, fluent and consistently appropriate.	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation	Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and eloquently.	Lively delivery which fully engages the audience.
The response compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between the poems.	Assured knowledge and understanding of the text.			Ideas are firmly expressed in a wide range of effective and/or interesting language.	Spelling, punctuation and grammar always accurate.			Sustained, appropriate and accurate use of language throughout.
	The response shows assured personal engagement and a perceptive critical style.			Structure and sequence are sound and effective throughout.				

		Understanding of the relationship between text and context is integrated convincingly into the response.			Highly effective style capable of conveying subtle meaning				
		Cohesive evaluation language, form and structure			Carefully structured for benefit of the reader.				
		Expectation, monitoring and evaluation of reading and reading skills are finely tuned and largely automatic.			Highly effective register for audience and purpose.				

			Key points are summarised and synthesised with a range of perceptive connections leading to an astute and sometimes original interpretation.								
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