



# English

## Year 1 - Spoken Language

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

## Year 1 - writing

### Transcription

#### Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

#### Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

## Foundation Stage - reading

- I can read and understand simple sentences.
- I can use my phonic knowledge to decode regular words and read them aloud accurately.
- I can read some common irregular words.
- I can talk about what I have read.

## Foundation Stage - writing

- I can use my phonic knowledge to write words in ways which match their spoken sounds.
- I can write some irregular common words.
- I can write simple sentences which can be read by others.
- I can write words spelt correctly and others are phonetically plausible.

## Year 1 - word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's', -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

## Year 1 - comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.

# Year 1

## Year 1 - writing

### Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

## Year 1 - writing

### Grammar and punctuation

#### Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

#### Text structure

- I can sequence sentences to form a narrative.

#### Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

## Year 2 – spoken language

- I can ask questions to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

## Year 2 - reading

### Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

## Year 2 – reading

### Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and

## Year 2 - writing

### Transcription

#### Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

#### Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

## Year 2

## Year 2 – writing

### Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation..

## Year 2 - writing

### Grammar and punctuation

#### Sentence structure

- I can use subordination and co-ordination.
  - I can use expanded noun phrases.
  - I can say how the grammatical patterns in a sentence indicate its function.
- #### Text structure
- I consistently use the present tense and past tense correctly.
  - I can use the progressive forms of verbs in the present and past tense.

#### Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks.
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

## Year 3 - spoken language

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

## Year 3 - reading

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## Year 3

## Year 3 - writing

### Transcription

#### Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly misspelt words from the Y3/4 word list.
- I can identify the root in longer words.

#### Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

## Year 3 - writing

### Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

## Year 2 - reading

### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Year 3 - writing

### Grammar and punctuation

#### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

#### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

#### Punctuation

- I can use inverted commas to punctuate direct speech.

## Year 4 – spoken language

I ask questions to clarify or develop my understanding.  
I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.  
I show that I understand the main point and the details in a discussion.  
I adapt what I am saying to the needs of the listener or audience (increasingly).  
I show that I know that language choices vary in different contexts.  
I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.  
I can justify an answer by giving evidence.  
I use Standard English when it is required.  
I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

## Year 4 - reading

### Word reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  
I can read further exception words, noting the unusual correspondences between spelling and sound.  
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## Year 4 – reading

### Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.  
I can use a dictionary to check the meaning of unfamiliar words.  
I can discuss and record words and phrases that writers use to engage and impact on the reader.  
I can identify some of the literary conventions in different texts.  
I can identify the (simple) themes in texts.  
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.  
I can explain the meaning of words in context.  
I can ask relevant questions to improve my understanding of a text.  
I can infer meanings and begin to justify them with evidence from the text.  
I can predict what might happen from details stated and from the information I have deduced.  
I can identify where a writer has used precise word choices for effect to impact on the reader.  
I can identify some text type organisational features, for example, narrative, explanation and persuasion.  
I can retrieve information from non-fiction texts.  
I can build on others' ideas and opinions about a text in discussion.

## Year 4

## Year 4 - writing

### Transcription

#### Spelling

I can spell words with prefixes and suffixes and can add them to root words.  
I can recognise and spell homophones.  
I can use the first two or three letters of a word to check a spelling in a dictionary.  
I can spell the commonly mis-spelt words from the Y3/4 word list.

#### Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters.  
I understand which letters should be left unjoined.  
My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

## Year 4 – writing

### Composition

I can compose sentences using a range of sentence structures.  
I can orally rehearse a sentence or a sequence of sentences.  
I can write a narrative with a clear structure, setting and plot.  
I can improve my writing by changing grammar and vocabulary to improve consistency.  
I use a range of sentences which have more than one clause.  
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.  
I can use direct speech in my writing and punctuate it correctly.

## Year 4 - writing

### Grammar and punctuation

#### Sentence structure

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.  
I can use fronted adverbials.

#### Text structure

I can write in paragraphs.  
I make an appropriate choice of pronoun and noun within and across sentences.

#### Punctuation

I can use inverted commas and other punctuation to indicate direct speech.

## Year 5 - spoken language

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the context.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.

I begin to select the appropriate register according to the context.

## Year 5 - reading

### Word reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

## Year 5 - reading

### Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Year 5

## Year 5 - writing

### Transcription

#### Spelling

I can form verbs with prefixes.

I can convert nouns or adjectives into verbs by adding a suffix.

I understand the rules for adding prefixes and suffixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.

I can use a thesaurus.

I can use a range of spelling strategies.

#### Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

## Year 5 - writing

### Composition

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can establish a viewpoint as the writer through commenting on characters and events.

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

## Year 5 - writing

### Grammar and punctuation

#### Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

#### Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

## Year 6 – spoken language

I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.

I ask questions to develop ideas and take account of others' views.

I explain ideas and opinions giving reasons and evidence.

I take an active part in discussions and can take on different roles.

I listen to, and consider the opinions of, others in discussions.

I make contributions to discussions, evaluating others' ideas and respond to them.

I can sustain and argue a point of view in a debate, using the formal language of persuasion.

I can express possibilities using hypothetical and speculative language.

I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.

I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

## Year 6 - reading

### Word reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

## Year 6 – reading

### Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

I read accurately and check that I understand.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

I can identify and discuss the conventions in different text types.

I can identify the key points in a text.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Year 6

## Year 6 – writing

### Composition

I can identify the audience for and purpose of the writing.

I can choose the appropriate form and register for the audience and purpose of the writing.

I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I use a range of sentence starters to create specific effects.

I can use developed noun phrases to add detail to sentences.

I use the passive voice to present information with a different emphasis.

I use commas to mark phrases and clauses.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can summarise a text, conveying key information in writing.

## Year 6 - writing

### Grammar and punctuation

#### Sentence structure

I can use the passive voice.

I vary sentence structure depending whether formal or informal.

#### Text structure

I can use a variety of organisational and presentational devices correct to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and semi-colon within lists.

I can use a hyphen to avoid ambiguity.

## Year 3 - writing

### Transcription

#### Spelling

I can convert verbs into nouns by adding a suffix.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly misspelt words from the Y5/6 word list.

I understand that the spelling of some words need to be learnt specifically.

I can use any dictionary or thesaurus.

I use a range of spelling strategies.

#### Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.