



English Curriculum

Key Stage 1

English Skills Progression KS1	Reception	Year 1	Year 2
Reading Word structure (phonics)		<p>Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.</p> <p>Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold.</p> <p>Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. th, sh, ch; ai, ee; igh).</p> <p>Blend to identify the sounds represented by adjacent consonants, e.g. br, nd.</p> <p>Read verbs with endings -s, -ed and -ing.</p> <p>Use phonic knowledge to read decodable words.</p> <p>Use phonic knowledge to sound out some elements of unfamiliar words.</p> <p>Begin to recognise a range of common words on sight, including common exception words.</p>	<p>Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold.</p> <p>Read words with split digraphs, e.g. made, like. Read words with split digraphs, e.g. made, like.</p> <p>Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.</p> <p>Read familiar words quickly and accurately, usually without audible sounding and blending.</p> <p>Use phonic knowledge to decode unfamiliar words.</p> <p>Read multi-syllabic and compound words by segmenting them into syllables.</p> <p>Extend the range of common words recognised on sight, including homophones and near-homophones.</p>
Vocabulary and language		<p>Begin to show understanding of words and sentences encountered in reading.</p> <p>Use pictures in texts as cues to support understanding of unfamiliar words.</p> <p>Identify and record interesting and significant words from texts to inform own writing.</p> <p>Recite the alphabet in order.</p> <p>Explore sounds and words in texts, e.g. rhyming words, rhythm.</p>	<p>Identify possible meanings of unfamiliar words encountered in reading.</p> <p>Identify and record interesting and significant words from texts to inform own writing.</p> <p>Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries.</p> <p>Explore and comment on sounds and words in texts, including adjectives.</p> <p>Explore different ways of beginning sentences in texts, including using language of time.</p>
Grammar and punctuation		<p>Re-read text showing understanding of capital letters and full stops to indicate sentences, and simple grammatical links between words, e.g. [The girl] [is playing] with [her ball].</p>	<p>Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.</p> <p>Explore in texts, and understand, the differences in use of full stops and question marks.</p>



		<p>Explore in texts, and understand, the use of full stops and different uses of capital letters.</p> <p>Identify sentences in texts.</p> <p>Explore in texts sentences that contain and.</p> <p>Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.</p> <p>Explore in texts examples of nouns and verbs.</p>	<p>Explore in texts sentences that contain and, but, because, if, when.</p> <p>Explore in texts, and understand, the grammar of commands/instructions and questions.</p> <p>Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).</p> <p>Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.</p>
<p>Structure of Texts</p>		<p>Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story.</p> <p>Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.</p> <p>Explore and recognise parts of a book, including cover, title and contents.</p> <p>Explore and recognise how texts for different purposes look different, e.g. different uses of pictures.</p>	<p>Talk about the sequence of events or ideas in a text.</p> <p>Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.</p> <p>Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams.</p>
<p>Interpretation of Texts</p>		<p>Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.</p> <p>Identify the characteristics of simple stories.</p> <p>Read and explore a range of simple non-fiction text types.</p> <p>Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.</p> <p>Explore explicit meanings in simple texts.</p> <p>Retell a familiar story verbally, including most of the relevant information.</p> <p>Identify the main characters in a story and talk about what happens to them.</p> <p>Find information by reading labels, lists and captions.</p> <p>Explore implicit meanings in simple texts.</p>	<p>Begin to distinguish between fiction and non-fiction texts.</p> <p>Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.</p> <p>Identify the characteristics of simple stories.</p> <p>Read and explore a range of simple non-fiction text types.</p> <p>Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.</p> <p>Explore explicit meanings in simple texts.</p> <p>Identify and use the main events to retell a story verbally.</p> <p>Describe story settings and characters.</p> <p>Find information from simple visual sources, including tables and labelled diagrams.</p>



		<p>Anticipate what happens next in a story. Make simple inferences based on events in a text.</p> <p>Respond verbally to simple questions about texts read or heard.</p> <p>Answer questions about texts with some explanation of thinking.</p> <p>Show understanding of rhyme and repetition when joining in with reading familiar simple stories and poems.</p>	<p>Explore implicit meanings in simple texts. Predict story endings.</p> <p>Make simple inferences based on what is said or done in a text.</p> <p>Answer simple questions from reading a short text.</p> <p>Locate relevant information in texts, including using a contents page.</p> <p>Answer questions about texts with some explanation of thinking.</p> <p>Talk about patterns in simple stories and poems, e.g. rhyme, repetition.</p>
<p>Appreciation and reflection</p>		<p>Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.</p> <p>Join in with some words and phrases when reading familiar simple stories and poems together.</p> <p>Read aloud simple texts independently.</p> <p>Talk about texts heard or read, including making links with own experiences and expressing likes and dislikes.</p> <p>Begin to make choices about books to read or listen to for pleasure.</p> <p>Begin to identify how contexts and events in stories are the same as or different from real life.</p>	<p>Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.</p> <p>Begin to read texts silently as well as aloud.</p> <p>Discuss texts read or heard, including giving reasons for likes and dislikes.</p> <p>Make choices about books to read for pleasure. Recognise that stories may be from different times and places.</p>
<p>Writing Word structure (spelling)</p>		<p>Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.</p> <p>Identify letters (graphemes) for adjacent consonants (e.g. br, nd) and consonant digraphs, including th, ch and sh.</p> <p>Relate rhyme to shared spelling patterns, e.g. rock, clock, sock.</p> <p>Read verbs with endings -s, -ed and -ing.</p> <p>Use phonic knowledge to read decodable words.</p> <p>Use phonic knowledge to sound out some elements of unfamiliar words.</p>	<p>Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal.</p> <p>Explore and use spellings of words with split digraphs, e.g. made, like.</p> <p>Relate rhyme to known spelling patterns, e.g. whale, snail.</p> <p>Read familiar words quickly and accurately, usually without audible sounding and blending.</p> <p>Use phonic knowledge to decode unfamiliar words.</p> <p>Read multi-syllabic and compound words by segmenting them into syllables.</p>



		Begin to recognise a range of common words on sight, including common exception words.	Extend the range of common words recognised on sight, including homophones and near-homophones.
Vocabulary and language		<p>Use vocabulary relevant to a familiar topic.</p> <p>Begin to use some formulaic language, e.g. Once upon a time...</p> <p>Use own lists of interesting and significant words to extend the range of vocabulary used in written work.</p>	<p>Use vocabulary relevant to a familiar topic.</p> <p>In story writing, use a range of adjectives to describe characters and settings.</p> <p>Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...</p> <p>Choose and use interesting words and phrases, including to describe people and places.</p> <p>Use own lists of interesting and significant words to extend the range of vocabulary used in written work.</p>
Grammar and punctuation		<p>Use a capital letter and full stop to start and end a sentence.</p> <p>In more extended writing, end some sentences with a full stop.</p> <p>Use a capital letter for 'I', for proper nouns and to start some sentences in more extended writing.</p> <p>Write simple sentences.</p> <p>Use and to join words and clauses.</p> <p>Use articles the and a or an appropriately in sentences.</p>	<p>Use capital letters, full stops and question marks correctly in simple sentences.</p> <p>Explore and use commas to separate items in lists.</p> <p>Begin to include direct speech in writing, using a new line for each speaker.</p> <p>Write clear statements, commands/instructions and questions.</p> <p>Write simple sentences, and multi-clause sentences using and, but, or.</p> <p>Begin to write multi-clause sentences using simple connectives, e.g. because, if, when.</p> <p>Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences.</p> <p>Use simple quantifiers appropriately for the context, e.g. some, most, all.</p> <p>Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.</p> <p>Use common adjectives appropriately in sentences, including simple comparative and superlative forms.</p>
Structure of Texts		<p>Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.</p> <p>Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.</p>	<p>Write a sequence of events or ideas, including stories with a beginning, middle and end.</p> <p>Group together sentences relating to similar ideas.</p> <p>Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.</p>



<p>Creation of texts</p>		<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.</p> <p>Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.</p> <p>Begin to write for a purpose using basic language and features appropriate for the text type.</p> <p>Include some relevant information when writing simple non-fiction texts in familiar real-life contexts.</p>	<p>Begin to write simple stories and poems, including using the structures of familiar stories and poems.</p> <p>Plan writing through discussion, e.g. talking about the setting and characters before writing a story. Include simple descriptions of settings and characters when writing stories.</p> <p>Begin to write for a purpose using basic language and features appropriate for the text type.</p> <p>Include additional information to develop some ideas when writing non-fiction texts.</p>
<p>Presentation and Reflection</p>		<p>Develop a comfortable and efficient pencil grip. Form lower-case and upper-case letters correctly.</p> <p>Join some letters, including to support use of multi-letter graphemes.</p> <p>Record answers to simple questions about texts, e.g. in lists.</p> <p>Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.</p> <p>Read own writing aloud and talk about it.</p>	<p>Ensure consistency in the formation, size and proportion of letters, and the spacing of words.</p> <p>Know how to join letters and which letters are best left unjoined.</p> <p>Record key information drawn from a non-fiction text, e.g. listing key topic words.</p> <p>Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.</p> <p>Read own writing to others and share ideas for improvements.</p> <p>Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).</p>
<p>Speaking and Listening Making yourself understood</p>		<p>Speak audibly and clearly with familiar people.</p> <p>Provide relevant information, as needed.</p> <p>Use some relevant vocabulary to describe events and feelings.</p> <p>Show some use of non-verbal communication techniques.</p> <p>Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.</p>	<p>Speak clearly and confidently with familiar people.</p> <p>Provide relevant information with sufficient detail, as needed.</p> <p>Use relevant vocabulary to describe events and feelings.</p> <p>Show some use of non-verbal communication techniques.</p> <p>Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.</p>
<p>Showing and understanding</p>		<p>Listen and respond appropriately, including following a sequence of simple instructions.</p> <p>Ask simple questions about what is heard or read.</p>	<p>Listen and respond appropriately, including recalling the main points.</p>



			Ask questions about what is heard or read to improve understanding.
Groupwork and discussion		Work with others in a group. Show understanding of the opinions of others. During a discussion, listen to others without interrupting. Take turns in speaking, expressing own feelings and ideas.	Work with others in a group. Show understanding of the opinions of others. During a discussion, respond in a way that is relevant to the task. Take turns in speaking, adding relevant information.
Performance		Re-read sentences aloud with some fluency and expression. Recite simple poems, showing awareness of rhythm. Pause at full stops when reading aloud. Engage in imaginative play, enacting simple characters or situations.	Read familiar stories and poems aloud with fluency and expression. Show awareness of speech marks when reading aloud. Extend experiences and ideas about characters and situations through role-play.
Reflection and evaluation		Talk about own activities, including what they enjoyed. Suggest how someone's non-verbal communication reflects their feelings.	Talk about own activities, including why they made particular choices. Talk about others' presentations, including what they enjoyed and why. Identify whether someone's non-verbal communication matches their verbal communication.



Key Stage 2

English Skills Progression KS2	Year 3	Year 4	Year 5	Year 6
Reading Word structure (phonics)	<p>Identify less common ways in which graphemes can be pronounced, e.g. young, could; move, love.</p> <p>Read words with an apostrophe to mark omission of letters, e.g. can't, don't.</p> <p>Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.</p> <p>Extend the range of common words recognised on sight, including homophones and near-homophones.</p>	<p>Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.</p> <p>Identify stressed and unstressed syllables in multi-syllabic words.</p> <p>Extend the range of common words recognised on sight, including homophones and near-homophones.</p>		
Vocabulary and language	<p>Deduce the meanings of unfamiliar words from their context.</p> <p>Identify and record interesting and significant words, and synonyms, from texts to inform own writing.</p> <p>Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries.</p> <p>Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.</p> <p>Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning.</p> <p>Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...</p> <p>Identify simple figurative language in texts, including sound effects and simple onomatopoeia.</p>	<p>Use context to suggest synonyms for unfamiliar words.</p> <p>Explore words with common roots and compare their meanings.</p> <p>Identify and record interesting and significant words, and synonyms, from texts to inform own writing.</p> <p>Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.</p> <p>Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. rushed instead of went.</p> <p>Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).</p> <p>Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. as ... as ... Comment on the impact of figurative language in texts, including alliteration and similes.</p>	<p>Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes.</p> <p>Explore common idiomatic phrases and their meanings.</p> <p>Identify and record interesting and significant words, and synonyms, from texts to inform own writing.</p> <p>Locate words efficiently in alphabetically organised lists.</p> <p>Comment on a writer's choice of language, including how it conveys feeling and mood.</p>	<p>Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.</p> <p>Explore word origins and derivations, including the use of words from other languages.</p> <p>Identify and record interesting and significant words, and synonyms, from texts to inform own writing.</p> <p>Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.</p>
Grammar and punctuation	<p>Use knowledge of punctuation and grammar to read familiar texts with understanding.</p> <p>Explore in texts, and understand, the use of exclamation marks.</p>	<p>Use knowledge of punctuation and grammar to read unfamiliar texts with understanding.</p>	<p>Explore in texts, and understand, grammar and punctuation</p>	<p>Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetical commas, dashes and brackets.</p>



	<p>Explore in texts, and understand, the use of apostrophes to mark omission of letters in shortened forms, e.g. can't, don't.</p> <p>3Rg.04 Explore in texts, and understand, similarities and differences between the punctuation of narrative and direct speech.</p> <p>Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions and exclamations).</p> <p>Explore in texts, and understand, the grammar of multi-clause sentences, including conditional sentences.</p> <p>Explore the purpose and grammar of nouns, verbs and adjectives in sentences. Identify nouns, pronouns, verbs and adjectives in texts.</p> <p>Explore the different purposes of prepositions.</p> <p>Explore and identify past and present verb forms in texts, including irregular verbs. Identify common irregular verb forms in the past tense and relate them to the present tense.</p>	<p>Explore in texts, and understand, the use of commas and apostrophes.</p> <p>4Rg.03 Explore in texts, and understand, the standard layout and punctuation of direct speech. Explore in texts the use of different connectives in multi-clause sentences. Identify connectives in texts.</p> <p>Explore in texts a range of examples of quantifiers, e.g. either, neither, both.</p> <p>Explore in texts examples of adverbs and adverbial phrases, including their purposes.</p> <p>Identify adverbs in texts. Explore and understand how past, present and future verb forms are used in texts. Explore in texts, and understand, subject-verb agreement.</p>	<p>differences between direct and reported speech. Recognise different clauses within sentences and the connectives that link them.</p> <p>Explore and discuss different types of nouns, including abstract nouns, and how quantifiers (e.g. fewer, less) relate to countable and uncountable nouns.</p> <p>Explore in texts use of pronouns, including possessive pronouns (e.g. theirs, mine), to avoid repetition of nouns while still maintaining clarity.</p> <p>Explore how different modal verbs express degrees of possibility, e.g. should, would, could.</p>	<p>Identify the main clause and other clauses (subordinate clauses) in a complex sentence.</p> <p>Begin to show awareness of the impact of a writer's choices of sentence length and structure.</p> <p>Explore how different relative pronouns are used in texts to introduce additional detail.</p> <p>Identify different word classes in texts and understand their purposes.</p> <p>Explore, and understand, the use of active and passive verb forms.</p> <p>Explore differences between written and spoken English by comparing narrative and dialogue.</p> <p>Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.</p>
Structure of Texts	<p>Explore and describe how events or ideas in a text relate to earlier or later events or ideas.</p> <p>Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <p>Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.</p> <p>Explore and recognise how sentence openings in texts establish links between sentences, e.g. Later that day...</p>	<p>Explore and describe the main stages in a text from introduction to conclusion.</p> <p>Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <p>Explore and recognise how ideas are organised in paragraphs and sections.</p> <p>Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.</p>	<p>Explore and describe the progression of ideas in a text; compare the progression in different texts.</p> <p>Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <p>Explore and recognise how different effects can be achieved by sequencing sections and paragraphs in different ways.</p>	<p>Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).</p> <p>Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <p>Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of however and on the other hand to introduce a new paragraph in a balanced argument.</p>
Interpretation of Texts	<p>Understand the difference between fiction and non-fiction texts and locate books by classification.</p> <p>Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.</p>	<p>Understand the difference between fiction and non-fiction texts and locate books by classification.</p> <p>Read and explore a range of fiction genres, poems and playscripts,</p>	<p>Understand the difference between fiction and non-fiction texts and locate books by classification.</p> <p>Read and explore a range of fiction genres, poems and playscripts,</p>	<p>Understand the difference between fiction and non-fiction texts and locate books by classification.</p> <p>Read and explore a range of fiction genres, poems and playscripts, including identifying</p>



	<p>Identify, discuss and compare different fiction genres and their typical characteristics.</p> <p>Read and explore a range of non-fiction text types.</p> <p>Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.</p> <p>Explore explicit meanings in a range of texts.</p> <p>Identify the main points or gist from reading a text.</p> <p>Explain how settings and characters are developed in a story.</p> <p>Follow written instructions to carry out an activity.</p> <p>Explore implicit meanings in a range of texts.</p> <p>Predict story endings based on knowledge of other stories.</p> <p>Make inferences from texts, including about the feelings, thoughts, and motives of story characters.</p> <p>Begin to distinguish between fact and opinion in texts.</p> <p>Scan a text to find and use specific information to answer a question.</p> <p>Locate relevant information in texts, including using an index.</p> <p>Answer questions with some reference to single points in a text.</p> <p>Recognise the theme of a text, and common themes in different texts.</p>	<p>including identifying the contribution of any visual elements or multimedia.</p> <p>Identify, discuss and compare different fiction genres and their typical characteristics.</p> <p>Read and explore a range of non-fiction text types.</p> <p>Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.</p> <p>Explore explicit meanings in a range of texts.</p> <p>Identify key words and phrases that establish the main points in a text.</p> <p>Explain how settings and characters are developed, identifying key words and phrases from the story.</p> <p>Explore implicit meanings in a range of texts.</p> <p>Predict what happens next in a story based on previous events in the story.</p> <p>Make inferences from texts, including about story settings and characters.</p> <p>Begin to distinguish between fact and opinion in texts.</p> <p>Skim to gain an overall sense of a text.</p> <p>Locate and use relevant information from a text to answer questions.</p> <p>Answer questions with some reference to single points in a text. Recognise, compare and contrast the themes and features of texts.</p> <p>Identify the viewpoint from which a story is told.</p>	<p>including identifying the contribution of any visual elements or multimedia.</p> <p>Identify, discuss and compare different fiction genres and their typical characteristics.</p> <p>Read and explore a range of non-fiction text types.</p> <p>Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style.</p> <p>Explore explicit meanings in a range of texts.</p> <p>Extract main points from a text, and group and link ideas.</p> <p>Recognise and compare the dramatic conventions of playscripts and films, including how they contribute to the development of characters and settings.</p> <p>Explore implicit meanings in a range of texts.</p> <p>Use a range of types of clues in stories (e.g. personality of characters) to predict what might happen next.</p> <p>Make inferences from texts, including about the relationships between story characters.</p> <p>Distinguish between fact and opinion in a range of texts. Use scanning and skimming appropriately depending on the type of information required.</p> <p>Locate and use relevant information from a single text or different texts.</p>	<p>the contribution of any visual elements or multimedia.</p> <p>Identify, discuss and compare different fiction genres and their typical characteristics.</p> <p>Read and explore a range of non-fiction text types.</p> <p>Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments.</p> <p>Explore explicit meanings in a range of texts.</p> <p>Summarise explicit meanings drawn from more than one point in a text.</p> <p>Explore implicit meanings in a range of texts.</p> <p>Use evidence from more than one point in a story to support predictions about what might happen later in the story.</p> <p>Make a range of plausible inferences from texts.</p> <p>Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).</p> <p>Distinguish between fact and opinion in a range of texts.</p> <p>Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently.</p> <p>Support answers to questions with reference to, or quotations from, one or more points in a text.</p> <p>Recognise explicit and implicit ways in which the theme of a text is conveyed.</p>
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			<p>Support answers to questions with reference to, or quotations from, one or more points in a text.</p> <p>Recognise, compare and contrast the themes, features and language of texts.</p> <p>Comment on how a viewpoint is expressed in fiction and non-fiction texts.</p>	<p>Comment on how different viewpoints are expressed in fiction and non-fiction texts.</p> <p>Distinguish between texts with a writer's voice and texts with a narrator's voice.</p>
Appreciation and reflection	<p>Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.</p> <p>Read texts silently.</p> <p>Share a review of a text, summarising what it is about and expressing opinions about it.</p> <p>Make choices about books to read for pleasure, including based on blurbs and reviews.</p> <p>Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).</p>	<p>Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.</p> <p>Express personal responses to texts, including linking characters, settings and events to personal experience.</p> <p>Develop preferences about favourite books and share recommendations with others.</p> <p>Comment on how fiction reflects the time or context in which it is set.</p>	<p>Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.</p> <p>Express personal responses to texts, including predictions, opinions and reflections.</p> <p>Develop preferences about favourite writers and share recommendations with others.</p> <p>Begin to consider how readers might react differently to the same text, depending on where or when they are reading it.</p>	<p>Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.</p> <p>Express personal responses to texts, including preferences in terms of language, style and themes.</p> <p>Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading.</p> <p>Comment on how readers might react differently to the same text, depending on where or when they are reading it.</p>
Writing Word structure (spelling)	<p>Explore and use common ways in which consonant phonemes can be represented, e.g. jar, giraffe, age, bridge; cat, kitten, brick.</p> <p>Use recognition of long and short vowel sounds and spelling rules to add -s, -ed and -ing to verbs, including omitting -e before -ing, and doubling consonants where necessary.</p> <p>Spell words with a range of common prefixes and suffixes, including re-, in-, -ment, -ness and -less.</p> <p>Spell common homophones correctly to match their meaning, including to, two, too and right, write.</p> <p>Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words).</p> <p>Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.</p>	<p>Explore and use silent letters (e.g. knife, lamb) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: umbrella, young and love ('o' before 'v'); long vowel phonemes after 'w': want, war, water, word).</p> <p>Explore and use spelling patterns for pluralisation, including -s, -es, -y/-ies and -f/-ves.</p> <p>Spell words with a range of common prefixes and suffixes, including trans-, pre-, -ion, -ation and -ous.</p> <p>Explore and build words with related roots and meanings, e.g. medical, medicine; sign, signal, signature.</p> <p>Spell common homophones correctly to match their grammatical purpose, including they're, their, there.</p>	<p>Explore and use spellings of unstressed vowel phonemes at the end of words, e.g. /ɜ:/ ('er') at the end of butter, /i:/ ('ee') at the end of city.</p> <p>Explore and use 'silent' vowels and syllables in polysyllabic words, e.g. library, interest.</p> <p>Explore and use rules for single and double consonants, e.g. full, -ful, -fully.</p> <p>Spell words with a wide range of common prefixes and suffixes, including understanding ways of creating opposites, e.g. un-, im-.</p> <p>Explore and use spelling rules for suffixes that begin with vowels and suffixes that begin with consonants.</p>	<p>Explore and use different ways of representing consonants, e.g. -ck, -k, -ke, -que or -ch for /k/; -ch or -tch for /tʃ/; j-, g- or -dge for /dʒ/.</p> <p>Explore and spell words with different suffixes but similar pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.</p> <p>Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes.</p> <p>Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed; past, passed; advice, advise; desert, dessert.</p> <p>Explore a range of spelling rules and exceptions.</p> <p>Use effective strategies to spell a wide range of words correctly.</p>



		<p>Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough.</p> <p>Generate spelling rules from spelling patterns, and test them.</p> <p>Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly.</p> <p>Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.</p>	<p>Explore and use accurately words that have the same spelling but different meanings (homonyms), e.g. wave (hand gesture, hair curl, sea movement, etc.).</p> <p>Spell words with less common letter strings which may be pronounced differently, e.g. pour, hour; piece, pie.</p> <p>Explore exceptions to known spelling rules.</p> <p>Use effective strategies, including spelling rules and exceptions, and using known spellings to work out the spelling of related words, to spell a range of words correctly.</p> <p>Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.</p>	<p>Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.</p>
Vocabulary and language	<p>Use specialised vocabulary accurately to match a familiar topic.</p> <p>Explore and use synonyms for high frequency words, e.g. big, little, good.</p> <p>Explore and use different verbs for introducing and concluding dialogue, e.g. said, asked.</p> <p>Use a variety of sentence openings, including using language of time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...</p> <p>Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.</p> <p>Use simple figurative language, including sound effects and simple onomatopoeia.</p> <p>Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.</p>	<p>Use specialised vocabulary accurately to match a familiar topic.</p> <p>Explore and use alternatives for overused words and phrases.</p> <p>Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.</p> <p>Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing.</p> <p>Use simple figurative language, including alliteration and similes.</p> <p>4Wv.06 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.</p>	<p>Use specialised vocabulary accurately to match a familiar topic.</p> <p>Explore synonyms and words conveying shades of meaning, and use them accurately in own writing.</p> <p>Choose and use words and phrases carefully to convey feeling and mood.</p> <p>Begin to use figurative language to evoke an imaginative response from the reader.</p> <p>Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.</p>	<p>Use specialised vocabulary accurately to match a familiar topic.</p> <p>Explore and use words and phrases to convey shades of meaning appropriate to the context.</p> <p>Transform meaning with prefixes and suffixes.</p> <p>Choose and use vocabulary carefully to develop imaginative detail.</p> <p>Begin to use figurative language to evoke an imaginative response from the reader.</p> <p>Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.</p>
Grammar and punctuation	<p>Use full stops, question marks and exclamation marks correctly in different types of sentences.</p> <p>Use apostrophes to mark omission of letters in shortened forms, e.g. can't, don't.</p>	<p>Consistently use accurate end-of-sentence punctuation.</p> <p>Begin to use commas to make the meaning of sentences clearer.</p>	<p>Begin to use commas to separate clauses within sentences and clarify meaning in complex sentences.</p> <p>Use apostrophes accurately.</p>	<p>Use commas, dashes and brackets parenthetically.</p> <p>Punctuate direct and reported speech accurately.</p>



	<p>Use speech marks to punctuate direct speech.</p> <p>Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).</p> <p>Write multi-clause sentences using simple connectives of time, place and cause.</p> <p>Use regular present and past verb forms accurately and consistently across a text.</p> <p>Use common irregular verb forms accurately in the past tense.</p> <p>Use a range of prepositions accurately.</p>	<p>Use apostrophes for singular and plural possession.</p> <p>Begin to use other punctuation alongside speech marks to punctuate direct speech.</p> <p>Write multi-clause sentences using a range of connectives.</p> <p>Use past, present and future verb forms accurately.</p> <p>Experiment with varying verb forms in texts, including in direct speech.</p> <p>Use the verb to be accurately, including subject-verb agreement for different verb forms.</p> <p>Use a range of quantifiers appropriately for the context, e.g. either, neither, both.</p> <p>Use adverbs and adverbial phrases appropriately.</p>	<p>Punctuate direct speech accurately.</p> <p>Understand how to create multi-clause sentences by combining simple sentences and reordering clauses; use simple, compound and complex sentences.</p> <p>Use a wide range of modal verbs accurately to express degrees of possibility, e.g. should, would, could.</p> <p>Use pronouns, including possessive pronouns (e.g. theirs, mine), appropriately so it is clear to what or whom they refer.</p> <p>Form and use comparative and superlative adjectives and adverbs correctly, e.g. better, best; smaller, smallest; more quickly, most quickly.</p> <p>Use a wide range of adverbs and adverbial phrases.</p>	<p>Use punctuation effectively to clarify meaning in complex sentences.</p> <p>Use a variety of simple, compound and complex sentences chosen for effect.</p> <p>Use active and passive verb forms within sentences.</p> <p>Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer.</p> <p>Use relative pronouns to introduce additional detail.</p> <p>Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.</p>
Structure of Texts	<p>Write a logical sequence of events or ideas, e.g. to develop the plot of a story.</p> <p>Begin to organise similar ideas in paragraphs and sections.</p> <p>Use sentence openings that establish links between ideas in different sentences, e.g. Later that day ...</p> <p>Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.</p>	<p>Develop a logical sequence of ideas, making relationships between them clear.</p> <p>Use paragraphs and sections consistently to organise ideas.</p> <p>Use connectives to establish links between paragraphs, e.g. if, although.</p> <p>Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.</p>	<p>Begin to develop ideas cohesively across longer pieces of writing.</p> <p>Organise ideas in paragraphs and sections to achieve an appropriate effect.</p> <p>Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.</p>	<p>Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.</p> <p>Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence.</p> <p>Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of however and on the other hand to introduce counter-arguments in a balanced argument.</p> <p>6Ws.04 Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.</p>
Creation of Texts	<p>Develop creative writing in a range of different genres of fiction and types of poems.</p> <p>Plan and record main points and ideas before writing.</p>	<p>Develop creative writing in a range of different genres of fiction and types of poems.</p>	<p>Develop creative writing in a range of different genres of fiction and types of poems.</p>	<p>Develop creative writing in a range of different genres of fiction and types of poems.</p>



	<p>Develop descriptions of settings and characters when writing stories.</p> <p>Write a simple playscript based on a given narrative.</p> <p>Develop writing for a purpose using language and features appropriate for a range of text types.</p> <p>Develop writing of a range of text types for a specified audience, using appropriate content and language.</p>	<p>Explore and use different ways of planning to inform writing for particular purposes.</p> <p>Write character profiles to inform story writing.</p> <p>Develop descriptions of settings and characters to capture the reader's imagination.</p> <p>Write alternative beginnings and endings for stories.</p> <p>Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters.</p> <p>Write a simple original playscript.</p> <p>Develop writing for a purpose using language and features appropriate for a range of text types.</p> <p>Develop writing of a range of text types for a specified audience, using appropriate content and language.</p> <p>Adopt a viewpoint in non-fiction writing that is appropriate for the purpose and audience.</p>	<p>Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.</p> <p>Write new scenes or characters into a story; rewrite events from the viewpoint of another character.</p> <p>Express a viewpoint in fiction through a character's opinions about a setting or other characters.</p> <p>Write a playscript, including production notes and stage directions to guide performance.</p> <p>Develop writing for a purpose using language and features appropriate for a range of text types.</p> <p>Develop writing of a range of text types for a specified audience, using appropriate content and language.</p> <p>When writing non-fiction texts, present and justify a consistent viewpoint.</p>	<p>Use effective planning to inform the content and structure of extended writing, e.g. chapters.</p> <p>When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader.</p> <p>Include different viewpoints in fiction, e.g. when writing stories with flashbacks.</p> <p>Write a playscript using production notes, language and stage directions, to develop characters and settings.</p> <p>Develop writing for a purpose using language and features appropriate for a range of text types.</p> <p>Develop writing of a range of text types for a specified audience, using appropriate content and language.</p> <p>Write balanced arguments, developing points logically and convincingly.</p>
<p>Presentation and Reflection</p>	<p>Begin to write legibly and fluently.</p> <p>Complete a table or diagram to record information drawn from a text.</p> <p>Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).</p> <p>Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.</p> <p>Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Make short notes to record information from a text and use them to inform writing.</p> <p>Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).</p> <p>Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.</p> <p>Proofread for grammar, spelling and punctuation errors, and make</p>	<p>Write legibly and fluently for different purposes, including choosing the writing implement that is best suited for a task.</p> <p>Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing.</p> <p>Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).</p> <p>Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.</p>	<p>Develop a personal handwriting style to write legibly, fluently and with appropriate speed.</p> <p>Begin to decide when it is helpful to take notes and how to record them.</p> <p>Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).</p> <p>Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.</p> <p>Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.</p>



		corrections, including using on-screen tools.	Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.	
Speaking and Listening Making yourself understood	<p>Speak fluently and confidently in a range of familiar contexts.</p> <p>Select appropriate information, with appropriate detail, as needed.</p> <p>Use vocabulary appropriate to the situation.</p> <p>Use non-verbal communication techniques for different purposes.</p> <p>Show awareness of an audience, e.g. by adapting language and tone to engage them.</p>	<p>Speak with accuracy and sometimes at length in a range of familiar contexts.</p> <p>Sequence relevant information to aid the listener's understanding.</p> <p>Use vocabulary precisely to make the meaning clear.</p> <p>Use non-verbal communication techniques for different purposes.</p> <p>Show awareness of an audience, e.g. by adapting language and tone to engage them.</p>	<p>Speak precisely either with concision or at length, as appropriate to context.</p> <p>Structure relevant information in a way that supports the purpose and aids the listener's understanding.</p> <p>Use language to convey ideas and opinions, with some detail.</p> <p>Adapt non-verbal communication techniques for different purposes and contexts.</p> <p>Show awareness of different audiences, e.g. by using the appropriate register.</p>	<p>Adapt pace and tone of speech appropriately in formal and informal contexts.</p> <p>Structure information to aid the listener's understanding of the main and subsidiary points.</p> <p>Use language to convey ideas and opinions, with increasing clarity and detail.</p> <p>Adapt non-verbal communication techniques for different purposes and contexts.</p> <p>Show awareness of different audiences, e.g. by using the appropriate register.</p>
Showing and understanding	<p>Listen and respond appropriately, including following a sequence of instructions to carry out an activity.</p> <p>3SLs.02 Ask questions about what is heard or read that demonstrate understanding of the main points.</p>	<p>Listen and respond appropriately, including asking and answering questions to develop ideas.</p>	<p>Listen, reflect on what is heard and give a reasoned response.</p>	<p>Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.</p>
Groupwork and discussion	<p>Begin to take an assigned role within a group.</p> <p>Respond politely to another point of view with a personal point of view.</p> <p>Extend a discussion by contributing relevant comments.</p> <p>Take turns in a discussion, acknowledging what others have said.</p>	<p>Begin to take an assigned role within a group.</p> <p>Respond politely to another point of view with a personal point of view.</p> <p>Extend a discussion by contributing relevant comments and questions.</p> <p>Take turns in a discussion, making links with what others have said.</p>	<p>Take different assigned roles within groups, and begin to assign roles within a group.</p> <p>Show consideration of another point of view.</p> <p>Extend a discussion by asking and answering questions to refine ideas.</p> <p>Take turns in a discussion, building on what others have said.</p>	<p>Take different assigned roles within groups, and begin to assign roles within a group.</p> <p>Show consideration of another point of view.</p> <p>Extend a discussion by building on own and other's ideas.</p> <p>Encourage others to take turns in a discussion.</p>
Performance	<p>Read aloud with expression appropriate to the meaning and sound of the words.</p> <p>Show awareness of different voices when reading aloud.</p> <p>Use knowledge of punctuation and grammar to read familiar texts with accuracy.</p> <p>Use speech, gesture and movement to create a character in drama.</p>	<p>Read aloud with expression, adapting the pace and volume appropriate to the content.</p> <p>Read aloud with accuracy and fluency, showing awareness of punctuation.</p> <p>Adapt speech, gesture, and movement to portray a character in drama.</p>	<p>Read aloud with accuracy and increasing confidence and style.</p> <p>Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.</p> <p>Plan and deliver independent and group presentations confidently to a</p>	<p>Read aloud with accuracy and increasing confidence and style.</p> <p>Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.</p>



	Plan and deliver a presentation independently on a familiar subject in a familiar context.	Plan and deliver a group presentation on a familiar subject, including to a wider audience.	range of audiences, adapting presentations appropriately to the audience. Begin to make choices about the most appropriate media for a particular presentation.	Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience. Begin to make choices about the most appropriate media for a particular presentation.
Reflection and evaluation	Begin to evaluate own and others' talk, including what went well and what could be improved next time. Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.	Begin to evaluate own and others' talk, including what went well and what could be improved next time. Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.	Evaluate own and others' talk, including what went well and what could be improved next time. Comment on how and why communication varies in different contexts.	Evaluate own and others' talk, including what went well and what could be improved next time. Begin to explain variations in communication, including register.