

English Year 1

Speaking and listening	Reading (decoding)	Reading comprehension	Writing
<ul style="list-style-type: none"> Express feelings and ideas when speaking about matters of immediate interest. Talk in ways that are audible and intelligible to peers. Show some awareness of the listener by adjusting spoken language Listen attentively and engage with the speaker. Take turns in small group situations or with talk partner. Listen to what others in group suggest and then say what they agree and using body language. Retell stories, ordering events using story language Listen with sustained concentration 	<ul style="list-style-type: none"> Secure at Phase 5 Phonics, Letters and Sounds. Apply phonic knowledge & skills to decode words Re-read books to build up fluency and confidence in word reading Read with pace & expression, i.e. pause at full stop; raise voice for question Know the difference between fiction and non-fiction texts. From reading, identify basic story structures in narrative texts. Read and use information for e.g. signs, labels captions, lists and instructions. 	<ul style="list-style-type: none"> Make predictions on the basis of what has been read. Make inferences on basis of what is being said & done. Reading based on a wide range of high quality fiction, non-fiction and poetry. Relate reading to own experiences. Re-tell stories with considerable accuracy. Recite rhymes & simple poems; some by heart Discuss significance of title & events. Predict events and outcomes and compare character settings and themes. Finding evidence in the text. 	<ul style="list-style-type: none"> Writing should have a clear purpose, audience and form. Compose a sentence orally before writing Compose and write simple sentences which convey meaning Sequence sentences to form short narratives which include familiar plots, characters and settings. Write sentences punctuated by capital letters, full stops, question marks & exclamation marks. Write information e.g. labels, lists and instructions. Re-read what they have written to check that it makes sense Use 'and' to join ideas Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went. Use capital letters for names & personal pronoun 'I'. Use correct formation of lower case letters; finishing in the right place Form capital letters & digits 0 to 9 accurately

English Year 2

Speaking and listening	Reading (decoding)	Reading comprehension	Writing
<ul style="list-style-type: none"> • Listen to and build on the contribution of the previous speaker. • Tell real and imagined stories using the conventions of familiar story language • Recount experiences, giving some detail and using appropriate descriptive language. • Make specific vocabulary choices and use non-verbal features to engage the listener • Listen to others , ask relevant questions and follow instructions • Vary talk to hold listeners' attention. • Recognise the need to take equal turns in a group situation. • Make helpful contributions when speaking in turn. 	<ul style="list-style-type: none"> • Secure at Phase 6 Phonics • Pupils are developing reading independence through reading longer and less familiar texts with and without adults. • Read aloud with expression & intonation. • Read ahead to help with fluency & expression. • Use commas, question marks & exclamation marks to vary expression. • Recognise speech marks & contractions. • Pupils use research skills e.g. posing questions, scanning and skimming. They learn to make simple notes. • Use content and index to locate information. • Re-read books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> • Discuss & express views about a range of contemporary and classic poetry, stories and non-fiction texts they've listened to • Pupils consolidate their understanding of basic story structure. • Retell stories, fairy stories & traditional tales • Recount main themes & events • Pupils keep track of meaning in texts. • Make comments on structure of texts • Comment on plot, setting & characters in familiar & unfamiliar stories. • Pupils explain the reasons for particular events and why a character acted in a particular way drawing information from different parts of the text. • Make simple predictions • Discuss sequence of events 	<ul style="list-style-type: none"> • All writing has a clear purpose, audience and sustained form • Write narratives from their own and others' experiences • Stories include a descriptive setting, main characters and pupils begin to use dialogue between characters • Correct and consistent use of person and verb tenses • Pupils use quick planning devices to support extended pieces of writing. • Use expanded noun phrases to add description & specification. • Use subordination (when, if, that, because). • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list & use the apostrophe to show omission • Write different kinds of sentences: statement, question, exclamation, command. • Proof read writing for sense & errors • Form lower and upper case letters of correct size & orientation • Use correct spacing between words • Begin to use diagonal and horizontal strokes needed to join letters

English Year 3

Speaking and listening	Reading (decoding): Consolidate phase 6 phonics Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words Reading comprehension	Writing
<ul style="list-style-type: none"> Listen carefully and then make relevant comments in response to what has been said. Summarise the main issues of a talk they have listened to. Choose and prepare poems/stories for performance, showing understanding through appropriate expression, intonation, tone, volume and use of voices/sound & action Explain a process or present information, ensuring a clear sequence and inclusion of relevant detail Sustain conversation and discussions, giving reasons for their views/choices Develop ideas and feelings through sustained talk. Use special words linked to the topic being discussed. Participate in discussion about books, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Pupils listen to & discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read for a range of purposes Identify themes & conventions in a wide range of books Discuss the language and structural features of non-fiction texts. Draw inferences such as inferring characters' feelings, thoughts & motives from their actions & justify with evidence Comment on the way characters relate to one another. They know which words are essential in a sentence to retain meaning. Recognise how commas are used to give more meaning. Recognise: plurals, pronouns (and how they're used), collective nouns & adverbs Use dictionaries to check word meanings Explain the difference that adjectives and verbs make. Ask questions to improve understanding of a text Make simple predictions about what might happen from details stated and implied 	<ul style="list-style-type: none"> All writing has a clear audience, purpose and sustained form In narrative writing, pupils develop story structure and use openings, settings, events, character descriptions and dialogue. Over time they experiment with different endings. In non-fiction writing, pupils secure their knowledge and use of the six different text types and apply this across the curriculum. Group ideas into paragraphs around a theme. Pupils secure simple and compound sentences and begin to use complex sentences Use organisational features such as headings & sub-headings. Use wider range of conjunctions (when, before, after, if, while, so, because, although) Use adverbs (e.g. then, next, soon, therefore) Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd & 3rd person. Use of the present perfect form of verbs instead of the simple past tense e.g. <i>He has gone out to play</i> Introduce inverted commas to punctuate direct speech Increase the legibility, consistency and quality of their joined handwriting

English Year 4

Speaking and listening	Reading (decoding): Consolidate phase 6 phonics Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words	Writing
	Reading comprehension	
<ul style="list-style-type: none"> • Offer reasons and evidence for their views, considering alternative opinions • Respond appropriately to the contributions of others in the light of differing viewpoints • Tell stories effectively and convey detailed information coherently for listeners • Listen to a speaker and make notes to use in further work • Adapt talk to suit specific audiences e.g. adults, younger children • Speak with clear diction • Take on roles and responsibilities confidently • Make use of any resources to develop & illustrate ideas in a discussion 	<ul style="list-style-type: none"> • Pupils listen to & discuss a further range of fiction, poetry, plays, non-fiction and reference books or textbooks • Offer a personal response to a text • Read books structured in various ways • When accessing resources, for e.g researching in history, pupils pose their own questions to find information and answers to their enquiries • Pupils use reading to identify structure and linguistic features in both fiction and non-fiction texts. • Justify inferences with evidence • Predict what may happen based on details stated or implied • Use appropriate voices for characters in a story and when performing poetry & playscripts. • Use skimming & scanning skills to locate information and/or identify main ideas drawn from more than one paragraph and summarise these • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • All writing has a clear audience, purpose and sustained form • Narrative writing develops both in length and in structure with clear chronological stages organised into paragraphs. • Narrative writing continues to develop characterisation, through action and dialogue but focuses particularly on effects such as suspense or foreboding. • Varied sentence construction engages the reader. • Use adjectival phrases such as: biting cold wind • Make appropriate choice of nouns or pronouns • Use the apostrophe for singular and plural possession • Use commas to mark clauses and after fronted adverbials e.g. Later that day, I went to town • Use correct punctuation in direct speech • Use conjunctions to link paragraphs • In non-fiction writing pupils control structural organisation through paragraphs, headings and sub-headings. • Write consistently with neat, legible and joined handwriting. • Use Standard English for verb tenses e.g. I saw, not I seen

English Year 5		
Speaking and listening	Reading (decoding): Apply growing knowledge of root words, prefixes & suffixes to read & understand the meaning of new words	Writing
	Reading comprehension	
<ul style="list-style-type: none"> • Tell a story using notes designed to cue techniques, such as repetition, recap and humour • Present a spoken argument, sequencing points logically; defending views with evidence; making use of persuasive language & reaching a considered conclusion • Identify, use and explore different question types and evaluate their impact on an audience • Take extended turns to express their ideas/feelings • Reflect on the effect of the contributions of each member of a group in a discussion • Vary voice for direct & indirect speech 	<ul style="list-style-type: none"> • Pupils continue to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identify & discuss themes & conventions in & across texts • Pupils apply their developing repertoire of reading strategies for different purposes in reading for e.g. skimming, scanning, close reading. • Pupils develop a questioning response to texts. They have a growing awareness that texts have multiple meanings. • Pupils understand that characters can change over time. • Pupils continue to build their understanding of how authors create different effects in writing, e.g. dramatic and humorous effects. • Pupils can locate and retrieve information efficiently and can evaluate a range of materials. • Summarise the main points of an argument or discussion within reading & provide a personal response concerning issues raised • Appreciate the use of persuasive devices e.g. bias, pandering • Make comparisons between & within texts • Draw inferences & justify with evidence from the text • Use more than one source when carrying out research • Summarise reading & make notes 	<ul style="list-style-type: none"> • All writing has a clear audience, purpose and sustained form • In narrative writing, writing develops beyond the chronological linear structure, to include, flashbacks. • Pupils describe settings, characters and atmosphere and integrate dialogue to convey character & advance the action • Pupils have secure knowledge of the structure and language features of the main non-fiction text types. They are beginning to experiment with combining genres. • Add phrases to make sentences more precise & detailed • Use range of sentence openers depending on impact or effect required • Précis longer passages • Use brackets, dashes or commas to show parenthesis • Use commas to clarify meaning & avoid ambiguity e.g. eats shoots and leaves • Use a colon to introduce a list • Use relative clauses beginning with who, which, where, when, whose, that • Organise writing consistently into paragraphs • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices e.g. he <i>had</i> seen her before • Ensure correct subject-verb agreement • Use a legible & fluent handwriting style & adapt handwriting for specific purposes, for example printing, use of italics.

English Year 6		
Speaking and listening	Reading (decoding): Apply growing knowledge of root words, prefixes & suffixes to read & understand the meaning of new words	Writing
	Reading comprehension	
<ul style="list-style-type: none"> • Shape talk very deliberately for effect and clarity. • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including standard English • Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing • Use the techniques of dialogic talk to explore ideas, topics, issues • Make notes when listening for sustained periods and discuss how note-taking varies depending on context and purpose • Analyse and evaluate how speakers present points effectively through use of language and gesture 	<ul style="list-style-type: none"> • Pupils continue to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Pupils compare and contrast texts in order to find patterns. • Pupils recognise how authors use sophisticated devices such as rhetorical questions to influence the reader. • In non-fiction reading pupils consolidate research and study skills so they can locate, retrieve and record information efficiently. • Pupils evaluate the usefulness of materials according to their specific purpose and critically appraise them for bias and accuracy. • Distinguish between fact & opinion 	<ul style="list-style-type: none"> • All writing has a clear audience, purpose and sustained form • Pupils continue to be adventurous and experimental (e.g. stories within stories, flashbacks, beginning stories in the middle or at the end of events. • Pupils are secure in all non-fiction genres. They are able to adapt and combine genres effectively. • Pupils select sentences (simple, compound, complex) and vocabulary in order to create subtle effects of meaning. • Pupils secure coherence through paragraphs and cohesion through connectives in all writing. • Use subordinate clauses to write complex sentences. • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports' day). • Use the semi-colon, colon, dash to mark the boundary between independent clauses. E.g. It's raining; I'm fed up. • Use hyphens to avoid ambiguity. • Use wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person. • Use passive voice where appropriate. • Ensure correct subject-verb agreement • Use different styles of handwriting for different purposes with a range of media, developing a consistent fluent, legible and personal style.