

	2-Year-Olds & Nursery	Reception
Spoken Language	-Enjoys singing, music and toys that make sounds, sings a large repertoire of songs and rhymes. -Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm such as clapping and stamping. -Can listen and respond to simple instructions. -Uses gestures like waving and pointing to communicate. -Uses intonation, pitch and changing volume when talking, using a developing range of vocabulary to make meaning clear. -Makes themselves understood and can become frustrated when they cannot. Expresses a point of view and debates when they disagree with an adult or friend using words and actions. -Starts to say how they are feeling, using words as well as actions. -Starts to develop conversation, often jumping from topic to topic and paying attention to more than one thing at a time. -Develops pretend play, organising themselves and others in continuous provision. -Listens to simple stories and can remember what is happening, with the help of pictures, -Identifies familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. -Understands simple questions about 'who', 'what' and 'where', developing understanding of why questions in group discussions. -Uses of longer sentences of four to six words. -Retells a simple past event in correct order to logically talk about yesterday. -Uses vocabulary focused on objects and people that are of particular importance to them.	-Understands how to listen carefully and why listening is important, takes turns to speak and listen to others, showing awareness of listeners needs. -Learns new vocabulary, exploring the meaning and sounds of new words. -Asks questions to find out more and to check they understand what has been said to them. -Articulates their ideas and thoughts in well-formed sentences. -Connects one idea or action to another using a range of connectives, expresses a full idea in a complete sentence. -Describes events in some details, using talk to organise, sequence and clarify thinking, ideas, feelings and events. -Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Answers 'how' and 'why' questions about their experiences and in response to stories or events. -Uses language to imagine and recreate roles and experiences in play situations, introducing storylines and narratives. -Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future. -Uses emotive language in their continuous provision. ELG -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Reading: Word Reading	-Holds a book the correct way up and turns pages. -Handles books carefully. -Looks at books independently and enjoys sharing them with an adult. -Recognises familiar words and signs such as own name, advertising logos, a bus or a door number.	-Engages in story times. -Listens to and talk about stories to build familiarity and understanding. -retells the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Uses new vocabulary in different contexts. -Listens carefully to rhymes and songs paying attention to how they sound. -Learns rhymes, poems and songs. -Engages in non-fiction books. -Listens to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Hears and says the initial sound in words. -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. -Read individual letters by saying the sounds for them. -Blends sounds into words so they can read short words made up of know letter-sound correspondences.

		-Read some letter groups that represent one sound and say sounds for them. -Begins to read words and simple sentences. -Enjoys an increasing range of books, re-reading them to build confidence in word reading and fluency. -Knows that information can be retrieved from books. -Reads simple phrases and sentences. -Uses phonic knowledge to decode regular words and read them aloud accurately. -Reads some common exception words. ELG -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Comprehension	-Knows information can be relayed in the form of print. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. -The names of different parts of a book. -Sequences of pages. -Shows interest in illustrations and print in books and print in the environment, has favourite books and seeks them out. -Asks questions about the book, comments and shares ideas, extending ideas and learning new vocabulary. -Develops play around favourite stories using props. -Spots and suggests rhymes. -Counts and claps syllables in words. -Recognised words with the same initial sound.	-Knows that information can be retrieved from books and computers. -Reads and understand simple sentences. -Demonstrates understanding when talking with others about what they have read. ELG -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Writing Transcription: Handwriting	-Enjoys drawing freely. -Uses gross motor movements to paint and make marks. -Uses one handed tools and equipment, for example, making snips in paper with scissors. -Uses a comfortable grip with good control when holding pens and pencils. -Shows a preference for a dominant hand.	-Develops fine motor skills to use a range of tools competently, such as pencils for drawing and writing, paintbrushes, scissors. -Begins to form recognisable letters. -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. -Forms lower-case and capital letters correctly. -Develops the foundations of a handwriting style which is fast, accurate and efficient.
Writing Transcription: Spelling		-Uses their phonic knowledge to write words in ways which match their spoken sounds (CVC words) -Writes some words are spelt correctly, and others are phonetically plausible. -Writes some irregular common words (I, the, he, said, was)
Writing Transcription: Grammar & Punctuation		-Writes simple sentences using capital letters and full stops.
Writing: Composition	-Writes some or all their name, writing some letters accurately. -Adds marks to their drawings which they give meaning to.	-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

	-Makes marks on their pictures which stand for their name.	-Writes own name and other things such as labels, captions. -Attempts to write short sentences in meaningful contexts. -Writes short sentences with words using known sound-letter correspondences using capital letters and full stops. -Re-reads what they have written to check it makes sense. ELG -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.
Vocabulary & Terminology	word, letter, phoneme, book, page	sentence, phoneme, digraph, trigraph, grapheme, capital letter, full stop

	Year 1	Year 2
Spoken Language	Listen and respond appropriately to adults and peers. -Takes turns during discussion, using eye contact. Ask relevant questions to extend their understanding and knowledge. -Asks relevant questions. Use relevant strategies to build their vocabulary. -Uses their experiences to build their vocabulary. Articulate and justify answers, arguments and opinions. -Gives an opinion. Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Be able to express feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use talk partners to support discussion. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Using discussions to question, suggest and explore ideas.	Listen and respond appropriately to adults and peers. -Takes turns during discussion, attentively listening to others. Ask relevant questions to extend their understanding and knowledge. -Asks insightful questions that embed their understanding. Use relevant strategies to build their vocabulary. -Include gained vocabulary in their discussions and explanations. Articulate and justify answers, arguments and opinions. -Clearly explains opinions using evidence to support. Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Gives detailed descriptions and articulates feelings effectively. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use active listening and discussion in talk partners maintaining topic focus. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Using discussions to question, predict, suggest and explore ideas.

	Speak audibly and fluently with an increasing command of Standard English. -Speak in the past tense. Participate in discussions, presentations, performances, role play, improvisations and debates. -Speak audibly in front of a small group of peers. Gain, maintain and monitor the interest of the listeners(s). -Begin to use performance strategies: body language and eye contact. Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Uses others opinions to support my own. Select and use appropriate registers for effective communication. -Uses intonation, tone and volume to engage a small group of peers.	Speak audibly and fluently with an increasing command of Standard English. -Speak coherently in the past tense. Participate in discussions, presentations, performances, role play, improvisations and debates. -Speak audibly in front of an audience. Gain, maintain and monitor the interest of the listeners(s). -Use performance strategies including expression to maintain the attention of the audience. Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Consider others views when building their own views. Select and use appropriate registers for effective communication. -Uses intonation, tone and volume to engage an audience.
Reading: Word	-Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes for all phonemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -Read common exception words. -Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. -Read other words of more than one syllable that contain GPCs -Read words with contractions. -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading.	-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes. -Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word. -Read accurately words of two or more syllables that contain the taught GPCs. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. -Read words containing common suffixes.
Reading: Comprehension	-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experience. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phases. -Learning to appreciate rhymes and poems and to recite some by heart. -Discussing word meanings linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher.	-Developing pleasure in reading, motivation to read, and understanding. -Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. -Discussing the sequence of events in books and how items of information are related. -Becoming increasingly familiar with a retelling a wider range of stories and poems. -Discussing their favourite words and phrases.

	-Checking that the text makes sense to them as they read and correcting inaccurate reading. -Discussing the significance of the title and events. -Making inference on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far. -Participate in discussion about what is read to them taking turns and listening to what others say.	-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. -Being introduced to non-fiction books that are structured in different ways. -Discussing and clarifying the meaning of words, linking new meanings to know vocabulary. -Understand both the books they can already read accurately and fluently and those they listen to. -Drawing on what they already know or on background information and vocabulary provided by the teacher.
Writing Transcription: Handwriting	-Sit correctly at a table, holding a pencil comfortably and correctly. -Form lower-case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form digits 0-9. -Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways). -Leave spaces between words.	-Form lower-case letters of the correct size relative to one another. -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -Use spacing between words that reflects the size of the letters.
Writing Transcription: Spelling	-Spell words containing each of the 40+ phonemes. -Spell common exception words. -Spell days of the week. -Name the letters of the alphabet. -Add prefixes and suffixes: -s or -es. -Using the prefix un-. -Using -ing, -ed, -er and -est. -Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far.	-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. -Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. -Learning to spell common exception words. -Learning to spell more words with contracted forms -Learning the possessive apostrophe (singular) [for example, the girl's book]. -Distinguishing between homophones and near-homophones. -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
Writing Transcription: Grammar & Punctuation	<u>Sentence Structure:</u> -Beginning to understand how words combine to make sentences. -Joining words and joining sentences using and. <u>Text Structure:</u> -Sequencing sentences to form short narratives. <u>Punctuation:</u> -Separation of words with spaces. -Beginning to punctuate sentences using capital letters, full stops and exclamation marks. -Using capital letters for name of people, places, days of the week and the personal pronoun I.	<u>Sentence Structure:</u> -Subordination (when, if, that, because) and co-ordination (or, and, but). -Expanded noun phrases for description and specification. -How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <u>Text Structure:</u> -Correct choice and consistent use of present tense and past tense throughout writing. -Use of the progressive form of verbs in the present and past tense to mark actions in progress <u>Punctuation:</u> -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Commas to separate items in a list. -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

Writing: Composition	-Saying out loud what they are going to write about. -Composing a sentence orally before writing it. -Sequencing sentences to form short narratives. -Re-reading what they have written to check that it makes sense. -Discussing what they have written with the teacher or other pupils. -Read aloud their writing clearly enough to be heard by their peers and the teacher.	-Developing positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, poetry and writing for different purposes. -Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary and encapsulating what they want to say, sentence by sentence. -Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form and proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. -Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary & Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

	Year 3	Year 4
Spoken Language	Listen and respond appropriately to adults and peers. -Participates respectfully in discussions and allows other to express their thoughts. Ask relevant questions to extend their understanding and knowledge. -Asks insightful questions that demonstrate a keenness to learn more. Use relevant strategies to build their vocabulary. -Continuing to embed a range of vocabulary in varying contexts. Articulate and justify answers, arguments and opinions. -Articulates and justifies answers and viewpoints clearly. Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Describes, explains and recalls events clearly using varied descriptions of how they are/ were feeling. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Joins in with partner and group discussions and offers meaningful contributions. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Develop understanding through effective use of questioning, suggesting, explaining and imaging. Speak audibly and fluently with an increasing command of Standard English. -Talks clearly and concisely using correct grammar and sentence structure. Participate in discussions, presentations, performances, role play, improvisations and debates. -Speaks confidently in front of others and demonstrates a clear understanding of the topic.	

	Gain, maintain and monitor the interest of the listeners(s). -Uses tone, volume and expressions to hook listener and keep them engaged. Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Listens and considers other viewpoints respectfully and forms ideas based on evidence. Select and use appropriate registers for effective communication. -Adapts their responses depending on the situation.	
Reading: Word Reading	-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Uses their phonic knowledge to decode quickly and accurately. -Applies their growing knowledge of root words and prefixes, to begin to read aloud *In-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- *-ation, -ly, -ous, -ture, -sure, -sion, -fion, -ssion and -cian- -Read further exception words. -Beginning to read Y3/4 exception words-	-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Reads fluently most words fluently and attempts to decode any unfamiliar words with increasing speed and skill. -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Reads all Y3/4 exception words fluently, noticing the unusual spelling patterns.
Reading: Comprehension	-Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Using dictionaries to check the meaning of words that they have read. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -Identifying themes and conventions in a wide range of books English – key stages 1 and 2 statutory requirements. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Discussing words and phrases that capture the reader's interest and imagination. -Recognising some different forms of poetry [for example, free verse, narrative poetry]. -Understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Asking questions to improve their understanding of a text. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. -Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.	-Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Using dictionaries to check the meaning of words that they have read. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -Identifying themes and conventions in a wide range of books English – key stages 1 and 2 Statutory requirements. -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Discussing words and phrases that capture the reader's interest and imagination. -Recognising some different forms of poetry [for example, free verse, narrative poetry]. -Understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Asking questions to improve their understanding of a text. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. -Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.

	-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing Transcription: Handwriting	-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing Transcription: Spelling	-Use further prefixes and suffixes and understand how to add them (English Appendix 1). -Spell further homophones. -Spell words that are often misspelt (English Appendix 1). -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. -Use the first two or three letters of a word to check its spelling in a dictionary. -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	-Use further prefixes and suffixes and understand how to add them (English Appendix 1). -Spell further homophones. -Spell words that are often misspelt (English Appendix 1). -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. -Use the first two or three letters of a word to check its spelling in a dictionary. -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing Transcription: Grammar & Punctuation	-Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using conjunctions, adverbs and prepositions to express time and cause. -Using fronted adverbials. -Learning the grammar for years 3 and 4 in English Appendix 2. -Indicate grammatical and other features by: -Using commas after fronted adverbials. -Indicating possession by using the possessive apostrophe with plural nouns. -Using and punctuating direct speech. -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	-Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using conjunctions, adverbs and prepositions to express time and cause. -Using fronted adverbials. -Learning the grammar for years 3 and 4 in English Appendix 2. -Indicate grammatical and other features by: -Using commas after fronted adverbials. -Indicating possession by using the possessive apostrophe with plural nouns. -Using and punctuating direct speech. -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Writing: Composition	-Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas. -Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -Organising paragraphs around a theme. -In narratives, creating settings, characters and plot. -In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	-Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas. -Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -Organising paragraphs around a theme. -In narratives, creating settings, characters and plot. -In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

	-Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -Proof-read for spelling and punctuation errors. -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -Proof-read for spelling and punctuation errors. -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary & Terminology	preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial

	Year 5	Year 6
Spoken Language	Listen and respond appropriately to adults and peers. -Participates respectfully in discussions and allows other to express their thoughts before responding. Ask relevant questions to extend their understanding and knowledge. -Asks insightful questions that demonstrate a keenness to learn more about the topic being discussed. Use relevant strategies to build their vocabulary. -Continuing to embed a sophisticated range of vocabulary in wide range of contexts. Articulate and justify answers, arguments and opinions. -Articulates and justifies answers and viewpoints clearly and concisely. Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings. -Describes, explains and recalls events clearly using varied descriptions of how they are/ were feeling. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Joins in with partner and group discussions and offers meaningful contributions and responses. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Develop understanding through effective use of questioning, suggesting, explaining and imaging. Speak audibly and fluently with an increasing command of Standard English. -Talks clearly and concisely using correct grammar and sentence structure, changing the level of formality as appropriate. Participate in discussions, presentations, performances, role play, improvisations and debates. -Speaks confidently in front of others and demonstrates a clear understanding of the topic and purpose. Gain, maintain and monitor the interest of the listeners(s). -Uses tone, volume and expressions to hook listener and keep them engaged, adapting to task and audience. Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Listens and considers other viewpoints respectfully, referencing them when explaining their own. Select and use appropriate registers for effective communication.	

	-Adapts their responses depending on the situation and context.	
Reading: Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Reads fluently most Y5/6 exception words, root words, prefixes/ suffixes and attempts to decode any unfamiliar words with increasing speed and skill. -Applies their growing knowledge of root words, prefixes/ suffixes to read aloud fluently. *-sion, -tion, -cial, -tial, -ant/ -ance, -ancy, -ent/ -ence/ -ency, able/ -ably and -ible/ -ibly	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. -Reads fluently all Y5/6 exception words, root words, prefixes/ suffixes and is able to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Reading: Comprehension	-Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Learning a wider range of poetry by heart. -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. -Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Asking questions to improve their understanding. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	-Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. recommending books that they have read to their peers, giving reasons for their choices -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Learning a wider range of poetry by heart. -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. -Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Asking questions to improve their understanding. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

	-Provide reasoned justifications for their views.	-Provide reasoned justifications for their views.
Writing Transcription: Handwriting	-Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Choosing the writing implement that is best suited for a task.	-Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Choosing the writing implement that is best suited for a task.
Writing Transcription: Spelling	-Use further prefixes and suffixes and understand the guidance for adding them. -Spell some words with 'silent' letters [for example, knight, psalm, solemn]. -Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. -Use dictionaries to check the spelling and meaning of words. -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. -Use a thesaurus.	-Use further prefixes and suffixes and understand the guidance for adding them. -Spell some words with 'silent' letters [for example, knight, psalm, solemn]. -Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. -Use dictionaries to check the spelling and meaning of words. -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. -Use a thesaurus.
Writing Transcription: Grammar & Punctuation	-Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using conjunctions, adverbs and prepositions to express time and cause. -Using fronted adverbials. -Learning the grammar for years 3 and 4 in English Appendix 2. -Indicate grammatical and other features by using commas after fronted adverbials. -Indicating possession by using the possessive apostrophe with plural nouns. -Using and punctuating direct speech. -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	-Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using conjunctions, adverbs and prepositions to express time and cause. -Using fronted adverbials. -Learning the grammar for years 3 and 4 in English Appendix 2. -Indicate grammatical and other features by using commas after fronted adverbials. -Indicating possession by using the possessive apostrophe with plural nouns. -Using and punctuating direct speech. -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Writing: Composition	-Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas. -Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -Organising paragraphs around a theme. -In narratives, creating settings, characters and plot. -In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	-Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas. -Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -Organising paragraphs around a theme. -In narratives, creating settings, characters and plot. -In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

	-Proof-read for spelling and punctuation errors. -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-Proof-read for spelling and punctuation errors. -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary & Terminology	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points