



*Progression of Skills in English*  
*Moldgreen Community Primary*  
*School*  
2021-2022



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken language	<ul style="list-style-type: none"> <li>• I can speak clearly and confidently in front of people in my class.</li> <li>• I can re-tell a well-known story and remember the main characters.</li> <li>• I can hold attention when playing and learning with others.</li> <li>• I can keep to the main topic when we are talking in a group.</li> <li>• I can ask questions in order to get more information.</li> <li>• I can start a conversation with an adult I know well or with my friends.</li> <li>• I can listen carefully to the things other people have to say in a group.</li> <li>• I can join in with conversations in a group.</li> <li>• I can join in with role play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to get more information and clarify meaning.</li> <li>• I can talk in complete sentences.</li> <li>• I can decide when I need to use specific vocabulary.</li> <li>• I can take turns when talking in pairs or a small group.</li> <li>• I am aware that formal and informal situations require different language (beginning).</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>• I take a full part in paired and group discussions.</li> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I can retell a story using narrative language and add relevant detail.</li> <li>• I show that I have listened carefully because I make relevant comments.</li> <li>• I present ideas or information to an audience.</li> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I can perform poems</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• I show that I know that language choices vary in different contexts.</li> <li>• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I perform poems or plays from memory, conveying ideas about</li> </ul>	<ul style="list-style-type: none"> <li>• I engage the listener by varying my expression and vocabulary.</li> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I develop my ideas and opinions, providing relevant detail.</li> <li>• I express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• I use Standard English in formal situations.</li> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I can perform my own compositions, using appropriate intonation and volume so that</li> </ul>	<ul style="list-style-type: none"> <li>• I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>• I ask questions to develop ideas and take account of others' views.</li> <li>• I explain ideas and opinions giving reasons and evidence.</li> <li>• I take an active part in discussions and can take on different roles.</li> <li>• I listen to, and consider the opinions of, others in discussions.</li> <li>• I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>• I sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>• I express possibilities using hypothetical and speculative language.</li> <li>• I engage listeners through choosing appropriate vocabulary and register that it is</li> </ul>

			from memory adapting expression and tone as appropriate.	characters and situations by adapting expression and tone.	meaning is clear. <ul style="list-style-type: none"><li>• I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li><li>• I can begin to select the appropriate register according to the context.</li></ul>	matched to the context. <ul style="list-style-type: none"><li>• I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li><li>• I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li></ul>
--	--	-------------------------------------------------------------------------------------	----------------------------------------------------------	------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word reading	<p>Applies phonic knowledge and skills as the route to decode words.</p> <p><b><u>Responds speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</u></b></p> <p><b><u>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</u></b></p> <p><b><u>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</u></b></p> <p>Reads words containing taught GPCs and –s, -es, -ing, -ed, -er and -est endings.</p> <p>Reads words of more than one syllable that contain taught GPCs.</p>	<p>Applies phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p><b><u>Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</u></b></p> <p>Reads accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Reads words containing common suffixes. (s, es, ing, ed, er, est)</p> <p>Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p><b><u>Reads exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</u></b></p> <p>Reads with fluency and automatically a range of age appropriate text types. Read at a speed sufficient to focus on understanding.</p>	<p><b><u>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.</u></b></p> <p><b><u>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</u></b></p> <p>Reads with fluency and automatically a range of age appropriate text types.</p> <p>Reads almost all common exception words automatically, noting unusual correspondence between spelling and sound.</p>	<p><b><u>Determines the meaning of new words by applying morphological knowledge of root words and affixes from Y5/6 spelling appendix.</u></b></p> <p>Re-reads and reads ahead to check for meaning.</p> <p>Fluently and effortlessly reads a wide range of age-appropriate texts from: modern fiction, literary heritage, other cultures, myths, legends, traditional stories, poetry, plays, non-fiction, reference and text books.</p> <p>With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>	<p><b><u>Determines with confidence the meaning of new words by applying morphological knowledge of root words and affixes.</u></b></p> <p>Fluently and effortlessly reads the full range of age-appropriate texts from: modern fiction, literary heritage, other cultures, myths, legends, traditional stories, poetry, plays, non-fiction, reference and text books.</p> <p>Reads fluently using punctuation to inform meaning.</p> <p>Pronounces homophones or near homophones appropriately.</p> <p>Uses appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word reading	<p>Reads words with contractions, and understands that the apostrophe represents the omitted letter(s).  <u>Reads 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.</u>            Reads pseudo (alien) words with accuracy and fluency.</p>	<p><u>Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</u>  <u>Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u>  <u>Re-reads books to build up their fluency and confidence in word reading.</u>            Uses segmenting and blending only occasionally, when required for new words.</p>	<p>Uses phonic skills consistently and automatically to address unfamiliar or challenging words.            Prepares poems and play scripts to read and perform. Show intonation, tone, expression and volume when reciting.</p>	<p>Determines the meaning of new words by confidently applying knowledge of root words and their affixes.            Prepares poems and play scripts to read and perform. Shows intonation, tone, expression and volume when reciting.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension	<p>Explains clearly their understanding of what is read to them. (1c)</p> <p>Draws on what they already know or on background information and vocabulary to understand texts. (1a)</p> <p><b><u>Checks that the text makes sense to them as they read and correcting inaccurate reading.</u></b></p> <p>Quickly identifies when reading has not made sense, or punctuation misinterpreted, re-reads and self corrects without prompting.</p> <p><b><u>Discusses the significance of the events. (1b)</u></b></p>	<p>Can talk about and give an opinion on a range of texts.</p> <p><b><u>Explains and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (1a,1c)</u></b></p> <p>Draws on what they already know or on background information and vocabulary provided by the teacher. (1a)</p> <p><b><u>Checks that the text makes sense to them as they read and correcting inaccurate reading. (1a)</u></b></p> <p>Makes inferences on the basis of what is being said, done and illustrated. (1d)</p> <p><b><u>Answers and asks questions. (1b, 1d)</u></b></p> <p><b><u>Predicts what might happen on the basis of what has been read so far. (1e)</u></b></p>	<p>Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (2a)</p> <p>Beginning to ask questions to improve their understanding of a text. (2a)</p> <p><b><u>Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (2d)</u></b></p> <p><b><u>Beginning to predict what might happen from details stated and implied. (2e)</u></b></p> <p>Beginning to identify main ideas drawn from more than one paragraph and summarising these. (2c)</p> <p>Beginning to Identify how language, structure, and presentation contribute to meaning. (2f, 2g)</p>	<p>Re-reads to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (2a)</p> <p>Asks relevant questions to improve their understanding of a text. (2a)</p> <p><b><u>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (2d)</u></b></p> <p><b><u>Predicts what might happen from details stated and implied. (2e)</u></b></p> <p><b><u>Identifies main ideas drawn from more than one paragraph and summarising these. (2c)</u></b></p> <p>Identifies how language, structure, and presentation contribute to meaning. (2f, 2g)</p>	<p>Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context. (2a)</p> <p>Asks questions to improve their understanding of a text. (2a)</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and beginning to justifying inferences with evidence. (2d)</p> <p>Summarises main ideas drawn from more than one paragraph, identifying key details that support main ideas. (2c)</p> <p>Identifies how language, structure, and presentation contribute to meaning. (2f, 2g)</p>	<p>Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context. (2a)</p> <p>Asks probing questions to improve their understanding of a text. (2a)</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and explains and justifies inferences with evidence. (2d)</p> <p>Identifies and explains how language, structure, and presentation contribute to meaning. (2f, 2g)</p> <p>Discusses and evaluate how authors use language, including figurative language, considering the impact on the reader. (2g)</p> <p>Distinguishes between statements of fact and opinion and the ambiguity between the two.</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension	<p>Makes inferences on the basis of what is being said, done or drawn. (1d)</p> <p><b><u>Predicts what might happen on the basis of what has been read so far. (1e)</u></b></p> <p>Begins to link what they read or hear to their own experiences.</p> <p><b><u>Can retell key stories orally using narrative language. (1c)</u></b></p> <p>Can talk about the main characters within a well known story. Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discusses word meanings, linking new meanings to those they already know. (1a)</p> <p><b><u>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</u></b></p>	<p>Discusses the sequence of events in books and how they relate to each other. (1c)</p> <p><b><u>Discusses the sequence of events in books and how items of information are related. (1c)</u></b></p> <p><b><u>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</u></b></p> <p>Recognises simple recurring literacy language in stories and poetry.</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. (1a)</p> <p>Discusses their favourite words and phrases. (1a)</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Explains how non-fiction books are structured in different ways and can use them effectively.(2f)</p> <p>Uses non-fiction texts to retrieve information. (2b)</p> <p><b><u>Listens to, reads and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</u></b></p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Uses dictionaries to check the meaning of words. (2a)</p> <p>Explains the meaning of words in context. (2a)</p> <p>Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Fully engages with reading a wide range of texts, making choices and explaining preferences.</p> <p><b><u>Listens to, discusses, expresses and justifies views about a wide range of fiction, poetry and plays.</u></b></p> <p><b><u>Explains the precise meaning of words in context. (2a)</u></b></p> <p>Provides explanations which show their high level of understanding of the text.</p> <p><b><u>Comprehension - discussing, evaluating, presenting and using non-fiction</u></b></p> <p><b><u>Retrieves and record information from non-fiction. (2b)</u></b></p> <p><b><u>Listens to and discusses a range of non-fiction that are structured in different ways, identify features.</u></b></p> <p><b><u>Comprehension - Pleasure and positive attitudes</u></b></p>	<p>Discusses how authors use language, including figurative language, considering the impact on the reader. (2g)</p> <p>Distinguishes between statements of fact and opinion.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic and using notes where necessary.</p> <p><b><u>Discuss their understanding of the meaning of challenging vocabulary in context. (2a)</u></b></p> <p>Provides reasoned justifications for their views.</p> <p>Participates in discussion about both books that are read to them and those they can read for themselves, building on their own and other's ideas.</p>	<p><b><u>Provides reasoned justifications for their views.</u></b></p> <p>Participates in discussion about both books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously.</p> <p>Demonstrates that they have learned a wide range of poetry by heart.</p> <p>Uses contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.</p> <p>Retrieves, records and presents information from non-fiction texts, independently and creatively. (2b)</p> <p>Confidently summarises content drawn from more than one paragraph, identifying key detail that support their ideas. (2c)</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension		<p><b><u>Listens to, discusses and expresses views about contemporary and classic poetry and explain viewpoint.</u></b> <b><u>Listens to, discusses and expresses views about non-fiction and explain viewpoint.</u></b></p> <p>Shows clear comprehension of texts read independently; re-read and self-correct after misreading.</p> <p>Knows and accurately retells a wide range of stories, orally and in writing. (1c)</p> <p>Infers from the text. (1d)</p>	<p><b><u>Identifies themes and conventions in a wide range of books. (2h)</u></b></p> <p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognises several different forms of poetry, explain their differences of style and layout. (2h)</p> <p>Discusses words and phrases that capture the reader's interest and imagination. (2a)</p> <p>Engages with reading a wide range of texts, making choices and explaining preferences.</p> <p><b><u>Re-reads automatically to ensure that the text makes sense; reading to the punctuation. (2a)</u></b></p>	<p><b><u>Uses dictionaries to check the meaning of words. (2a)</u></b></p> <p>Identifies themes and conventions in a wide range of books, making comparisons. (2h)</p> <p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discusses a range of vocabulary that captures the reader's interest and imagination. (2a)</p> <p>Recognises, compares and evaluates different forms of poetry. (2h)</p> <p>Builds on others' ideas and opinions about a text in discussion.</p>	<p><b><u>Continues to read, discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</u></b></p> <p>Identifies and discusses themes and conventions in and across a wide range of writing. (2c, 2h)</p> <p><b><u>Retrieves, records and presents information from non-fiction texts. (2b)</u></b></p> <p>Makes comparisons within and across books and texts. (2h)</p> <p><b><u>Recommends books to their peers, giving substantial reasons.</u></b></p> <p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Recites confidently more challenging poetry which has been learned by heart.</p>	<p>Explains their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</p> <p>Demonstrates a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.</p> <p>Identifies and discusses features, themes and conventions in and across a wide range of writing. (2c)</p> <p>Makes accurate and insightful comparisons within and across different texts.(2h)</p> <p><b><u>Shows confidence with different text types specified in the Y5/6 PoS, which include modern fiction, literary heritage, other cultures, myths, legends, traditional stories, poetry, plays and a range of non-fiction texts.</u></b></p> <p>Recommends books to peers, giving detailed reasons for their choices, state and substantiate reading preferences.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription	<p><b><u>Spells words containing previously taught phonemes and GPCs accurately.</u></b> Spells Y1 common exception words and days of the week accurately. Spells simple compound words. <b><u>Names the letters of the alphabet in order.</u></b> <b><u>Writes lower case letters in the correct direction, starting and finishing in the right place with a good level of consistency.</u></b> <b><u>Writes capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</u></b> <b><u>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u></b></p>	<p><b><u>Segments spoken words into phonemes and representing these by graphemes, spelling them correctly and making phonically-plausible attempts at others.</u></b> Spells some common exception words. Spells many KS1 common exception words. Forms lower-case letters in the correct direction, starting and finishing in the right place. Forms lower-case letters of the correct size relative to one another in some of the writing. <b><u>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</u></b></p>	<p>Spells words with prefixes mostly correctly. Spells words with suffixes mostly correctly. Applies all spelling rules from the KS1 guidance with the English Appendix 1. Uses neat, joined handwriting. Spells homophones mostly correctly. Beginning to spell Y3/4 statutory spelling words correctly. Uses neat, joined handwriting style with increasing accuracy and speed. <b><u>Write from memory simple sentences, dictates by the teacher, that include words and punctuation taught so far.</u></b></p>	<p>Spells words with prefixes correctly. Spells words with suffixes correctly. Spells homophones correctly. Spells Y3/4 statutory spelling words correctly. Uses neat joined handwriting style consistently. Applies all the spelling rules and guidance from Y3/4 English App1 into their writing. Uses their knowledge of word families to help with their spelling.</p>	<p>Spells common prefixes correctly, eg de-, mis. <b><u>Converts nouns or adjectives into verbs using suffixes.</u></b> Spells complex homophones correctly. Spells words correctly from the Y5/6 statutory spelling list. Writes legibly, fluently and with increasing speed. Spells verb prefixes correctly.</p>	<p><b><u>Spell words correctly Y3/4.</u></b> <b><u>Spells words correctly Y5/6.</u></b> Writes legibly. <b><u>Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary.</u></b> Maintains legibility in joined handwriting when writing at speed.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription	<p>Uses 's' and 'es' to form regular plurals correctly.</p> <p>Uses the prefix 'un'.</p> <p>Adds the suffixes 'ing, ed, er and est' to root words with no change to the root word.</p> <p>Adds suffixes 'ing, ed, er, est' to root words.</p>	<p>Uses the diagonal and horizontal strokes needed to join letters in most of their writing.</p> <p>Uses spacing between words that reflects the size of the letters.</p> <p><b><u>Use suffixes '-er', '-est' in adjectives and '-ly' to turn adjectives into adverbs.</u></b></p> <p>Adds suffixes to spell most words correctly in their writing eg 'ment, ness, ful, less ly'.</p>				



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing composition	<p>Uses their own simple story ideas or retell a familiar story using short, simplistic sentences.</p> <p><b><u>Rereads their writing aloud to check that it makes sense</u></b></p> <p>Rereads their writing and make suggested changes.</p> <p>Rereads their writing and make changes independently.</p> <p>Uses adjectives to describe</p> <p><b><u>Writes sentences in order to create short narratives and non-fiction texts.</u></b></p> <p>Writing is consistent in features and purpose.</p> <p>Uses a number of features of text types and make appropriate topic/subject matter vocabulary choices.</p>	<p>Writes sentences to form a short narrative about their own and others experiences (real and fictional), after discussion with the teacher.</p> <p>Writes a simple, coherent narrative about their own and others experiences (real and fictional), after discussion with the teacher.</p> <p>Writes about real events, recording these simply and clearly.</p> <p><b><u>Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher.</u></b></p> <p><b><u>Considers what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</u></b></p>	<p>Orally rehearses their ideas for writing and records their ideas using a modelled planning format.</p> <p>Uses their own reading and modelled examples to plan their writing.</p> <p>Demonstrates an understanding of purpose and audience.</p> <p>Plans and writes with an understanding of purpose and audience.</p> <p>Uses the structure of a wider range of text types.</p> <p><b><u>Proof-reads their work to check for errors and make improvements with accuracy.</u></b></p> <p><b><u>Proof-reads others' work to check for errors and make improvements with accuracy.</u></b></p> <p>Makes ambitious word choices to add detail and effect to engage the reader.</p>	<p>Uses a consistent and appropriate structure in non-fiction texts.</p> <p>Uses a consistent and appropriate structure in narrative texts.</p> <p>Writes narrative with a clear beginning, middle and end with a clear plot.</p> <p>Writes a range of narratives that are well structured and well paced.</p> <p>Writes a range of non-fiction texts that are well structured with appropriate layout devices.</p> <p><b><u>Proof reads and amends their own writing.</u></b></p>	<p><b><u>Writes for a range of purposes and audiences with ideas which are well sustained, well-paced and logical.</u></b></p> <p>Selects appropriate grammar and vocabulary to match the purpose and audience of their writing.</p> <p>Writes confidently and accurately selecting structure and organisation of a narrative text depending on audience and purpose.</p> <p>Writes confidently and accurately selecting structure and organisation of a non-fiction text depending on audience and purpose.</p> <p><b><u>Describes settings, character and atmosphere to engage the reader.</u></b></p>	<p>Writes for a range of purposes using paragraphs to organise ideas.</p> <p><b><u>Writes for a range of purposes in narratives, describe settings and characters.</u></b></p> <p><b><u>Writes for a range of purposes in non-narrative writing, use simple devices to structure the writing and support the reader.</u></b></p> <p><b><u>Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</u></b></p> <p><b><u>Writes effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</u></b></p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Writing composition		<p><u>Makes simple additions, revision and proof-reading corrections to their own writing.</u></p> <p><u>Verbs to indicate time are used correctly including verbs in the continuous form.</u></p>	<p><u>Creates settings, characters and plot in narratives.</u></p> <p>Organises their writing into paragraphs around a theme.</p> <p><u>Uses heading and sub-headings to aid presentation.</u></p>	<p><u>Proof reads and amends others' writing.</u></p> <p><u>Creates detailed settings, characters and plot in narratives to engage the reader and add atmosphere.</u></p> <p><u>Organises their writing into paragraphs around a theme to add cohesion and aid the reader.</u></p>	<p><u>Describes settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</u></p> <p><u>Uses dialogue to convey a character and advance the action.</u></p> <p><u>Uses organisational and presentational devices that are relevant to the text type, eg headings, bullet points, underlining etc.</u></p> <p><u>Creates paragraphs that are usually suitably linked.</u></p> <p><u>Proof-reads their own work and assesses the effectiveness and makes necessary amendments.</u></p>	<p><u>Integrates dialogue in narratives to convey character and advance the action.</u></p> <p>Distinguishes between the language of speech and writing and choose the appropriate register.</p>
---------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing composition					<p><b><u>Proof-reads others' work and assesses the effectiveness and makes necessary amendments.</u></b></p> <p><b><u>Proof-reads their work to precis longer passages by removing unnecessary repetition or irrelevant details.</u></b></p> <p>Begins to perform their own compositions using appropriate intonation, volume and movements so that the meaning is clear.</p> <p><b><u>Evaluates and edits by ensuring consistent and correct use of tense throughout a piece of writing.</u></b></p>	

	Year 1	Year 2	Year 3/4	Year 5/6
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ sit correctly at a table, holding a pencil comfortably and correctly (rec)</li> <li>▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place (rec) using in and out strokes</li> <li>▪ form capital letters</li> <li>▪ form digits 0-9</li> <li>▪ understand which letters belong to which handwriting 'families' and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> <li>▪ start using some of the diagonal and horizontal strokes needed to join letters</li> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>▪ 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].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ write legibly, fluently and with increasing speed by:</li> <li>▪ choosing the writing implement that is best suited for a task.</li> </ul>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and punctuation	<p>Uses simple sentence structures.</p> <p><b><u>Uses capital letters for names, places, the days of the week and personal pronoun I</u></b></p> <p>Uses finger spaces.</p> <p><b><u>Uses full stops to end sentences.</u></b></p> <p>Uses the conjunction 'and' to link ideas and sentences.</p> <p><b><u>Uses question marks.</u></b></p> <p><b><u>Uses exclamation marks.</u></b></p> <p>Uses compound sentence structures.</p>	<p><b><u>Demarcates sentences with capital letters and full stops.</u></b></p> <p><b><u>Uses question marks.</u></b></p> <p><b><u>Uses present and past tense mostly correctly and consistently.</u></b></p> <p><b><u>Uses co-ordination 'or, and, but'.</u></b></p> <p><b><u>Uses some subordination 'when, if, that, because'.</u></b></p> <p><b><u>Uses the full range of punctuation taught at KS1 mostly correctly including commas to separate items in a list.</u></b></p> <p>Uses apostrophes to mark singular possession in nouns and contractions.</p>	<p><b><u>Maintains the correct tense (including progressive form and present perfect).</u></b></p> <p>Maintains the correct tense with accurate subject/verb agreement.</p> <p>Uses the full range of punctuation from previous year groups including: full stops, capital letters, question marks and exclamation marks.</p> <p>Uses commas within lists.</p> <p>Uses apostrophes to show possession and form contractions.</p> <p><b><u>Uses inverted commas in direct speech.</u></b></p> <p>Uses a range of simple conjunctions including some subordinates.</p> <p>presentation</p>	<p>Maintains accurate tense throughout a piece of writing.</p> <p><b><u>Uses Standard English verb inflections accurately, eg 'we were' rather than 'we was'.</u></b></p> <p>Uses the full range of punctuation from previous year groups.</p> <p><b><u>Uses inverted commas and necessary punctuation correctly in direct speech.</u></b></p> <p>Uses apostrophes for singular possession confidently.</p> <p>Uses apostrophes for plural possession.</p> <p>Expands noun phrases with the addition of modifying adjectives and prepositional phrases</p>	<p>Uses the full range of punctuation from previous year groups.</p> <p><b><u>Uses commas to clarify meaning or to avoid ambiguity.</u></b></p> <p><b><u>Uses a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number.</u></b></p> <p>Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</p> <p><b><u>Uses adverbs and modal verbs to indicate degrees of possibility, eg surely, perhaps, should, might.</u></b></p> <p>Uses brackets, dashes or commas to begin to indicate parenthesis.</p>	<p><i>Uses capital letter correctly and full stop correctly.</i></p> <p><i>Uses question marks correctly.</i></p> <p><i>Uses commas for lists, Uses apostrophe of contraction.</i></p> <p><i>Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</i></p> <p><b><u>Uses a range of devices to build cohesion within and across paragraphs</u></b></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and punctuation			<p>Uses subordinate clauses.</p> <p><u>Uses conjunctions, adverbs and prepositions to show times, place and cause.</u></p> <p><u>Uses 'a' or 'an' correctly.</u></p>	<p><u>Chooses nouns or pronouns appropriately to aid cohesion and avoid repetition.</u></p> <p><u>Uses frontal adverbials with awareness of commas.</u></p>		<p><u>Uses verb tenses consistently and correctly throughout their writing.</u></p> <p><u>Uses the colon to introduce a list and use a semi-colon within lists.</u></p> <p>Uses the range of punctuation taught at KS2 correctly.</p> <p><u>Uses the passive to affect the presentation of information in a sentence.</u></p> <p><u>Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</u></p> <p>Uses punctuation precisely to enhance meaning and avoid ambiguity.</p>