

Progression of Skills in English

| Spoken language | | | | | | | | |
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| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>I listen to stories when you make different noises or use different voices as you read.</p> <p>I can recognise sounds by finding or going to the thing or place.</p> <p>I join in with singing, songs and rhymes.</p> <p>I can stop what I am doing, look at you and listen when you say my name.</p> <p>I understand longer instructions or questions such as "Put the bricks away and then we'll read a book".</p> <p>I can use simple sentences with 3-4 words to talk about what I am doing or what is happening.</p> <p>When I am talking with you, I talk about lots</p> | <p>When I like what they are talking about, I listen to my friends.</p> <p>I listen to the stories you tell me and I talk about them later.</p> <p>I stop what I am doing and listen when I hear you talk to me, or I hear the doorbell ring.</p> <p>When you ask me to do something like "Come and put your coat on", I will do it if I am not really busy playing.</p> <p>When you ask me questions like "What do we need to cut the bread?" I know it's a knife. • When we are playing and you ask me to "Put teddy under the blanket" or "Put the car on top of the garage" I know what you mean and I can do it by myself.</p> <p>I can help you when you ask me to put something away or get something like "Put your shoes in the basket, please."</p> <p>I am beginning to understand when you ask me questions like "How can we mop up the juice?" and "Why do you want to wear your boots today?"</p> <p>I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot"</p> | <p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p> <p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p> <p>I can use lots of words to tell you about something that I have made or something that I have done.</p> <p>I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing.</p> <p>I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care.</p> <p>I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done.</p> <p>When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.</p> | <p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others | | | | | |

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| <p>of different things - what I am doing, what I like or what I have done.</p> <p>I use objects and gestures to help me explain what I mean when I am talking.</p> <p>I can ask questions such as "what", "where" and "who" when I am sharing a book or playing with toys.</p> <p>I am beginning to use word endings, such as "I am going" instead of "I go" and plurals, such as "babies" when talking about more than one object or person.</p> | <p>I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home".</p> <p>I ask lots of questions and answer your questions too.</p> <p>I can talk about what we are doing now, and what might happen later or tomorrow.</p> <p>When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now".</p> <p>I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.</p> <p>I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".</p> | <p>Early Learning Goals</p> <p>Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <p>- select and use appropriate registers for effective communication.</p> <p><i>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</i></p> |
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Reading - word reading

| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| I can point to the right picture or object to show that I understand describing words such as "big" or "small". | I like to look at the pictures and words in books. I can show you words when we are outdoors. | <p>I can tell you lots of words that rhyme with a word like "hat".</p> <p>I can hear and tell you the first sound in a word</p> | <p>I can apply phonic knowledge and skills as the route to decode words.</p> <p>I can respond speedily with the correct sound to graphemes (letters</p> | I will continue to apply my phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | <p>I am becoming an independent, fluent and enthusiastic reader who reads widely and frequently.</p> <p>I can read accurately and at a speed that is sufficient for me to focus on understanding what I read rather than on decoding individual words.</p> | <p>I can apply my 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 I meet.</p> <p><i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. Pupils should be</i></p> | | |

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| <p>When you read my favourite stories, I can join in with words and phrases that appear over and over again.</p> <p>I can tell you the missing word or phrase in stories and rhymes that I know really well, such as "Humpty Dumpty sat on a ..."</p> | <p>I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods.</p> <p>I hold the book the right way up and turn the pages carefully when I look at it on my own.</p> <p>I know that the words in the book tell me things and where the words start on the page.</p> | <p>when you say the word.</p> <p>I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can write each of the letters I need to write the word.</p> <p>I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog".</p> <p><u>Early Learning Goal</u></p> <p>Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> | <p>or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>I can read other words of more than one syllable that contain taught GPCs.</p> <p>I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> | <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>I can read words containing common suffixes.</p> <p>I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and</p> | <p>I can decode most new words outside my spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>I am able to read books written at an age appropriate interest level.</p> <p>I can read silently.</p> <p>I can apply my 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 I meet.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p><i>encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</i></p> |
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| | | They demonstrate understanding when talking with others about what they have read. | I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. I can re-read these books to build up my fluency and confidence in word reading. | without undue hesitation. I re-read these books to build up my fluency and confidence in word reading. | | | | |
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| Reading - comprehension | | | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>I have some favourite rhymes and songs.</p> <p>When you ask questions like "Who's jumping?" or "Who's sleeping?" I can point to the right picture to show you that I understand action or "doing" words.</p> <p>I can show you that I understand</p> | <p>I can listen and join in when we read books and sing rhymes.</p> <p>I like singing nursery rhymes and songs.</p> <p>When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears.</p> | <p>I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals.</p> <p>I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you.</p> <p>When I am interested in</p> | <p>I am developing my pleasure in reading, my motivation to read, my vocabulary and my understanding.</p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I can link what I read or hear</p> | <p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> | <p><i>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</i></p> <p>I am developing my vocabulary and the breadth and depth of my reading.</p> <p>I am becoming an independent, fluent and enthusiastic reader who reads widely and frequently.</p> <p>I am continuing to develop my understanding and enjoyment of stories, poetry, plays and non-fiction.</p> <p>I am also developing my knowledge and skills in reading non-fiction about a wide range of subjects.</p> | <p><i>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</i></p> <p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I read books that are structured in different ways and reading for a range of purposes.</p> <p>I am increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</p> | | |

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| <p>"who", "what" and "where" when you use short questions such as "Who's that?", "What's that?" or "Where is?" as we look at pictures in a book or play with toys.</p> <p>I can point to the right picture or object to show that I understand describing words such as "big" or "small".</p> | <p>I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'.</p> <p>I can clap my hands to match the sounds in words, like 2 claps for "he-llo".</p> <p>I can join in with my favourite rhymes and stories with you and guess what will happen next.</p> <p>I know that stories have beginnings and endings and sometimes I guess how the story will end.</p> <p>I can listen to longer stories and talk about them.</p> <p>I can talk about the places and people in stories and the important things that are happening.</p> | <p>things, I can look in books or on websites to find out more things.</p> <p><u>Early Learning Goal</u></p> <p>Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> | <p>read to my own experiences.</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I can recognise and joining in with predictable phrases.</p> <p>I am learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>I can discuss word meanings, linking new meanings to those I already know.</p> <p>I understand both the books I can already read accurately and fluently and those I listen to.</p> <p>I can draw on what I already know or on background information and</p> | <p>I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales.</p> <p>I have looked at non-fiction books that are structured in different ways.</p> <p>I recognise simple recurring literary language in stories and poetry.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I am continuing 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>I can draw on what I already</p> | <p>I can justify my views about what I have read: with support at the start of year 3 and increasingly independently by the end of year 4.</p> <p>I demonstrate understanding of figurative language, can distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I read books that are structured in different ways and I read for a range of purposes.</p> <p>I can use dictionaries to check the meaning of words that I have read.</p> <p>I am continuing to become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and I can retell some of these orally.</p> <p>I can identify themes and conventions in a wide range of books</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I am able to recognise some different forms of poetry, for example, free verse and narrative poetry.</p> <p>I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> | <p>from our literary heritage, and books from other cultures and traditions.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can make comparisons within and across books.</p> <p>I am learning a wider range of poetry by heart.</p> <p>I can prepare 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.</p> <p>I can check that a book makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I ask questions to improve my understanding.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> |
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| | <p>I know that books can tell me things like the names of cars I am interested in.</p> | | <p>vocabulary provided by the teacher.</p> <p>I can check that the text makes sense as I read and I can correct incorrect reading.</p> <p>I can discuss the significance of the title and events.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen based on what has been read so far.</p> <p>I participate in discussions about what is read to me, taking turns and listening to what others say.</p> <p>I can explain clearly my understanding of what is read to me.</p> | <p>know or on background information and vocabulary provided by the teacher.</p> <p>I know to check that the text makes sense to me as I read and I can correct inaccurate reading.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can answer and ask questions.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p> <p>I can explain and discuss my understanding of books, poems and</p> | <p>I can ask questions to improve my understanding of a text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I can identify how language, structure, and presentation contribute to meaning.</p> <p>I can retrieve and record information from non-fiction texts.</p> <p>I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p> | <p>I can distinguish between statements of fact and opinion.</p> <p>I can retrieve, record and present information from non-fiction texts.</p> <p>I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p> |
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| | | | | other material, both those that I listen to and those that I read for myself. | | |
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| Writing – transcription and spelling | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| <p>I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.</p> <p>I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.</p> | <p>When you write my name, I can copy some of the letters by myself on my piece of paper.</p> <p>I can tell you what the marks, shapes, letters and pictures that I make mean.</p> <p>I know that when I say a word you can write it down and that the letters you use make up the word I have said.</p> <p>I can hear and tell you the first sound in a word when you say the word.</p> <p>I am beginning to use letters in my writing. Sometimes I write the right letter with the</p> | <p>I can say each of the sounds in a short word like "dog". When you say each of the sounds like "d-o-g" I can blend the sounds together and tell you the word.</p> <p>I can tell you the names and sounds of each of the letters in the alphabet.</p> <p>I can write my name.</p> <p><u>Early Learning Goal</u></p> <p>Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write</p> | <p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can spell common exception words.</p> <p>I can spell the days of the week.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p> <p>I can add prefixes and suffixes to words I write.</p> <p>I can use the spelling rule for adding -s or -es</p> | <p>I can segment spoken words into phonemes and represent these with graphemes, spelling many correctly.</p> <p>I am learning new ways of spelling phonemes for which one or more spellings are already known. I am learning some words with each spelling, including a few common homophones.</p> <p>I am learning to spell common exception words.</p> <p>I am learning to spell more words with contracted forms.</p> <p>I am learning the possessive apostrophe [singular] (for example, the girl's book).</p> | <p>I can write down my ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>I am beginning to understand how writing can be different from speech.</p> <p>My spelling of common words should be correct, including common exception words and other words that I have learnt (see English Appendix 1).</p> <p>I should be able to spell words as accurately as possible using my phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p> <p>I can use further prefixes and suffixes and I understand how to add them (English Appendix 1).</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt (English Appendix 1).</p> <p>I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> | <p>By the end of year 6, my reading and writing should be sufficiently fluent and effortless for me to manage the general demands of the curriculum in year 7, across all subjects and not just in English. I will need to continue learning subject specific vocabulary. I should be able to reflect my understanding of the audience for and purpose of my writing by selecting appropriate vocabulary and grammar.</p> <p>I can use further prefixes and suffixes and I understand the guidance for adding them.</p> <p>I can spell some words with 'silent' letters (for example, knight, psalm, solemn).</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I use my knowledge of morphology and etymology in spelling and I understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> |

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| | sound I make as I say the word. | simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | as the plural marker for nouns and the third person singular marker for verbs. I can use the prefix 'un-'. I can use the suffixes -ing, -ed, -er and -est in my writing where no change is needed in the spelling of root words (e.g. helping, helped, helper). | I can distinguish between homophones and near-homophones. I can add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly. I can apply spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum. I can write from memory simple sentences dictated by my teacher that include words using the GPCs, common exception words and punctuation taught so far. | I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | | |
| Writing - handwriting | | | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can hold a chunky crayon, | I can make the lines and marks | Early Learning Goal | I can sit correctly at a | I form lower-case letters of the | Joined handwriting should be the norm; I should be able to use it fast | I can write legibly, fluently and with increasing speed. | | |

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| pencil, pen or paint brush and makes lines that go across, up and down or round and round. | that I want with a pencil. I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. | Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | table, holding a pencil comfortably and correctly. I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place I can form capital letters. I can form digits 0-9. I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. | correct size relative to one another. I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I use spacing between words that reflects the size of the letters. | enough to keep pace with what I want to say. I know and 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. The legibility, consistency and quality of my handwriting is increasing. For example, I can ensure that the downstrokes of my letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | I can choose which shape of a letter to use when given choices and I can decide whether or not to join specific letters. I know to choose the writing implement that is best suited for a task. I understand what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. I know how to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters. |
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Writing - composition

| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| I can tell you about the different marks I make in my writing and drawing. | Sometimes I can tell you about my drawings and paintings and what my writing means. | I can write labels for things to sell when I am playing "shops". I can write a short caption, like "my big car" | I can say out loud what I am going to write about. I can compose a sentence orally before writing it. | I am developing positive attitudes towards and stamina for writing. I can write narratives about personal experiences and | I am developing as a writer. I can enhance the effectiveness of what I write and I am becoming more competent in terms of the range of my writing and the more varied grammar, vocabulary and narrative structures from which I can draw to express my ideas. | | I can plan my writing by: | |
| | | | | | | | - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own - noting and developing initial ideas, drawing on reading and research where necessary | |

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| | <p>When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream".</p> <p><u>Early Learning Goal</u></p> <p>Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | <p>to tell you what I have made with boxes.</p> <p>I try to write short sentences like "I can jump" when I am making a book about me.</p> | <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p> | <p>those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write poetry.</p> <p>I can write for different purposes.</p> <p>I can consider what I am going to write before beginning.</p> <p>I can plan or say out loud what I am going to write about.</p> <p>I can write down ideas and/or key words, including new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing.</p> <p>I can evaluate my writing with the teacher and other pupils.</p> <p>I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently,</p> | <p>I can plan my writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>I can organise paragraphs around a theme.</p> <p>In narratives, I can create settings, characters and plot.</p> <p>In non-narrative material, I can use simple organisational devices (for example, headings and sub-headings)</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.</p> <p>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can proof-read for spelling and punctuation errors.</p> <p>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and I can control the tone and volume so that the meaning is clear.</p> | <p>- in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed</p> <p>I can draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>I can evaluate and edit my writing by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of my own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>I can proof-read for spelling and punctuation errors.</p> <p>I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> |
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| | | | | <p>including verbs in the continuous form.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p> | | |
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| Writing – vocabulary, grammar and punctuation | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| <p>I am beginning to use word endings, such as "I am going" instead of "I go" and plurals, such as "babies" when talking about more than one object or person.</p> | <p>I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot."</p> <p>I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.</p> | <p>I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing.</p> <p>I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done.</p> <p><u>Early Learning Goal</u></p> | <p>I leave spaces between words.</p> <p>I can join words and clauses using the conjunction 'and'.</p> <p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I know to use a capital letter for names of people, places, the days of the</p> | <p>I am learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>I am learning how to use sentences with different forms, including</p> | <p>I am developing my understanding of the concepts set out in English Appendix 2.</p> <p>I am extending the range of sentences I write with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can use the present perfect form of verbs in contrast to the past tense.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use fronted adverbials.</p> | <p>I am developing my understanding of the concepts set out in English Appendix 2.</p> <p>I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I use expanded noun phrases to convey complicated information concisely.</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility.</p> <p>I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> |

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| | | <p>Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | <p>week, and the personal pronoun 'I'</p> <p>I am learning the grammar and the grammatical terminology for year 1 from Appendix 2 of the English Programme of Study in the National Curriculum.</p> | <p>statements, questions, exclamations and commands.</p> <p>I can use expanded noun phrases to describe and specify (for example, '<i>the blue butterfly</i>').</p> <p>I can use the present and past tenses correctly and consistently including the progressive form.</p> <p>I can use subordination (when, if, that, or because) and co-ordination (or, and, or but).</p> <p>I can use some features of written Standard English.</p> <p>I understand and can use the grammar and the grammatical terminology for year 2 from Appendix 2 of the English Programme of Study in the National Curriculum.</p> | <p>I know to use commas after fronted adverbials.</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns.</p> <p>I can use and punctuate direct speech.</p> <p>I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</p> | <p>I use commas to clarify meaning or to avoid ambiguity in writing.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>I can use a colon to introduce a list.</p> <p>I am able to punctuate bullet points consistently.</p> <p>I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</p> |
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