| Year 1 |
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| Reading-word reading |
| * Apply phonic knowledge to decode words until reading is fluent
* Read accurately by blending sounds in unfamiliar words
* Read common exception words
* Read words containing common suffixes
* Read words of more than one syllable containing taught GPCs
* Read accurately books consistent with developing phonic knowledge
* Re-read books to develop fluency and confidence
 |
| Reading-comprehension |
| * Listen to, discuss and express views about **contemporary and classic poetry, stories and non-fiction** beyond which they can read independently
 |
| Writing-transcription and handwriting |
| * Spell words containing 40+ phonemes taught
* Spell common exception words
* Spell the days of the week
* Names the letters of the alphabet in order
* Use letter names to distinguish between alternative spelling of the same sound
* Use spelling rule for adding -s, -es
* Use prefix un-
* Use -ing, -ed, -er and -est where the root word is not changed
* Apply simple spelling rules and guidance
* Write simple sentences dictated by the teacher including GPCs and common exception words
* Sit correctly at the table holding the pencil correctly
* Begin to form lower case letter in the correct direction, starting and finishing in the right place
* Form capital letters
* Form digits 0-9
* Understand handwriting families and practise them
 |
| Writing-composition |
| * Say out loud what they are going to write
* Compose a sentence orally
* Sequence sentences to form a short narrative
* Re-read to check it makes sense
* Discuss what they have written
* Read aloud their writing so it can be heard
 |
| Writing-vocabulary, grammar and punctuation |
| * How the prefix ‘un’ changes the meaning of verbs and adjectives unkind, untie)
* Joining words and clauses using ‘and’
* Sequencing sentences to form short narratives
* Separating words with spaces
* Capital letters
* Full stops
* Question marks
* Exclamation marks
* Capital letters for names and the personal pronoun ‘I’
 |
| Terminology pupils must know |
| **Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark** |

| Year 2 |
| --- |
| Reading-word reading |
| * Continue to use phonics to decode until embedded and fluent
* Blend sounds containing taught graphemes recognising alternative sounds (eg air, ear, ure, er)
* Read words of two or more syllables that contain taught graphemes (eg picture, hearing, butterfly)
* Read words containing common suffixes (eg position, create, thankful, musical)
* Read common exception words See link to appendix 2-spelling)
* Re-read books to improve fluency and confidence
 |
| Reading-comprehension |
| * listen and express views about a range of poetry, stories and nonfiction beyond which they can read independently to adults and their peers
* discuss sequence of events in books and how information is related
* retell a range of stories, fairy stories and traditional tales
* Look at non-fiction books that are structured in different ways
* Recognise simple recurring literary language in stories and poetry
* Discuss and clarify meanings of words, linking new meanings to known vocab
* Discuss favourite words and phrases
* Build a repertoire of poems learnt by heart
* Understand books by drawing on what they know, background information or vocabulary given by the teacher
* Check text makes sense while reading and self correcting where necessary
* Make inferences based on what is said and done
* Answering and asking questions
* Predicting what might happen based on what has been read so far
* Participating in discussions about the literacy they have read themselves and have listened to, taking turns and listening to others
* Explain and discusstheir understanding of books they have heard and those they have read themselves
 |
| Writing-transcription and handwriting |
| * Segment spoken words into phonemes and representing these by graphemes
* Learn new ways of spelling phonemes including common homophones (eg there/their/they’re see/sea night, knight)
* Learn to spell common exception words (see appendix 1)
* Spell words with contracted forms
* Learn the singular possessive apostrophe
* Distinguish between homophones and near homophones
* Add suffixes to spell longer words (eg -ment, -ness, -ful, -less, -ly)
* Apply spelling rules from appendix 1
* Write from memory dictated simple sentences including common exception words and taught punctuation
* Form lower case letters of the correct size
* Start using diagonal and horizontal strokes needed to join letters
* Write capital letters and digits correctly
* Use spacing between words
 |
| Writing-composition |
| * Write narrative about their own and other’s experiences both real and fictional
* Write about real events
* Write poetry
* Write for different purposes
* plan/say out loud what they are going to write about
* Write down ideas/key words including vocab
* Encapsulating what they want to say, sentence by sentence
* Evaluate writing with the teacher and pupils
* Re-read to check writing makes sense and the correct verbs are used including the continuous form
* Proof-read to check for errors in GPS
* Read aloud their writing appropriately and clearly
 |
| Writing-vocabulary, grammar and punctuation |
| * Formation of nouns using suffixes eg -ness, -er and compounding eg whiteboard
* Formation of adjectives using suffixes eg -ful, -less
* Use of suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs
* Subordination (when, if, that, because) and coordination (or, and but)
* Expanded noun phrases (the blue butterfly)
* Statements, questions, exclamation or commands
* Using present and past tense in writing
* Past progressive and present progressive verbs (she is swimming, he was dreaming)
* Use capital letters, full stops, question marks exclamation marks
* Commas to separate items in a list
* Apostrophes for contraction and singular possession
 |
| Terminology pupils must know |
| **Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma** |

| Years 3 & 4 |
| --- |
| Reading-word reading |
| * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
* Read exception words, noting unusual link between spelling and sound and where they occur in the word
 |
| Reading-comprehension |
| * Listen and express views about a range of poetry, fiction, plays, reference or textbooks and nonfiction
* Read books that are structured in different ways and reading for a range of purposes
* Use dictionaries to check meanings
* Increasing familiarity with a range of books, including fairy stories, myths and legends and retelling some orally
* Identifying themes and conventions
* Preparing poems and play scripts to read aloud and perform with intonation, tone, volume and action
* Discuss words and phrases that capture interest and imagination
* Recognise different forms of poetry (eg free verse, narrative)
* Check text makes sense discussing understanding and explaining meanings of words in context
* Ask questions to improve understanding
* Draw inferences such as feelings, thoughts and motives and justify with evidence
* Predicting what might happen from what is stated and implied
* Identify main ideas from more than one paragraph and summarising these
* Identify how language, structure and presentation contribute to meaning
* Retrieve and record information from non-fiction
* Participate in discussions about books they know

Red indicates Year 4 only |
| Writing-transcription and handwriting |
| * Use further prefixes and suffixes and understand how to use them (App1)
* Spell further homophones
* Spell words that are often misspelt App 1)
* Place possessive apostrophe accurately with regular plurals (eg boys’, girls’) and with irregular plurals (eg children’s)
* Use first two or three letters to check a spelling in the dictionary
* Write simple sentences dictated by the teacher including words and punctuation taught
* Use diagonal and horizontal strokes needed to join letters
* Increase legibility, consistency and quality of handwriting
 |
| Writing-composition (plan, draft and write, evaluate and edit, proof read) |
| * Look at examples similar to what they are going to write to discuss structure, vocab and grammar
* Discuss and record ideas
* Compose and rehearse sentences orally building vocab and increasing range of sentence structure
* Organise paragraphs around a theme
* Create settings, characters and plots in narrative
* Use simple organisational devices (eg headings, sub headings) in non-narrative
* Assess the effectiveness of their own and others’ writing making suggestions
* Propose changes to grammar and vocab including accurate use of pronouns
* Proofread for errors
* Read aloud own writing to others using intonation and appropriate tone and volume (eg prosody/performance reading)
 |
| Writing-vocabulary, grammar and punctuation (Year 3) |
| * Formation of nouns using a range of prefixes (super-, anti-, auto-)
* Using ‘a’ or ‘an’ depending on whether the next word begins with a consonant or vowel
* Word families looking at form and meaning (solve, solution, solver, dissolve, insoluble)
* Conjunctions for time, place and cause-when, before, after, while so, because
* Adverbs for time, place and cause-then, next, soon, therefore
* Prepositions for time, place and cause-before, after, during, in, because of
* Paragraphs
* Headings and subheadings to aid presentation
* Present perfect verbs instead of simple past (He has gone out to play/He went out to play)
* Introduction to inverted commas to punctuate direct speech
 |
| Writing-vocabulary, grammar and punctuation (Year 4) |
| * Difference between plural and possessive ‘s’
* Standard English verb inflections-’we were’ not ‘we was’
* Noun phrases with modifying adjectives, nouns and prepositional phrases (the teacher/the strict maths teacher with the curly hair)
* Fronted adverbials including adding a comma after the fronted adverbial
* Paragraphs to organise ideas around a theme
* Appropriate choice of pronouns or nouns
* Use correct punctuation for direct speech
* Apostrophes to mark plural possession
 |
| Terminology pupils must know (Year 3) |
| **Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks)** |
| Terminology pupils must know (Year 4) |
| **Determiner, pronouns, possessive pronoun, adverbial** |

| Years 5 & 6 |
| --- |
| Reading-word reading |
| * Apply growing knowledge of root words, prefixes and suffixes (App 1) both to read and understand the meaning of new words
 |
| Reading-comprehension |
| * Read and discuss fiction, poetry, plays, non-fiction and reference/textbooks
* Read books that are structured in different ways for a range of purposes
* Increase familiarity myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions
* Recommend books giving reasons
* Identify and discussing themes and conventions
* Make comparisons within and across books
* Learn a wide range of poetry by heart
* Prepare plays and poetry to perform
* Check books make sense discussing understanding and the meaning of words
* Ask questions to improve understanding
* Infer character’s feelings, thought and motives from actions and giving evidence
* Predicting what might happen from what is stated and implied
* Summarising the main ideas from more than one paragraph identifying key ideas to support ideas
* Identify how language, structure and presentation contribute to meaning
* Discuss and evaluate how authors use language
* Distinguish between statements of fact and opinion
* Retrieve, record and present information from non-fiction
* Participate in discussions about books, challenging views courteously
* Explain what they have read through formal presentations and debates, maintaining a focus on the topic
* Provide reasoned justifications for their views
 |
| Writing-transcription and handwriting |
| * Use prefixes and suffixes
* Spell some words with silent letters (eg knight, psalm, solemn)
* Distinguish between homophones and other words often confused
* Use morphology and etymology to understand that some words need to be learnt specifically (App 1)
* Use dictionaries to check spelling and meaning
* Use the first 3 or 4 letters of words to check spellings and meanings in a dictionary
* Use a thesaurus
* Choose which shape of a letter to use
* Choose the writing implement that is best suited for a task
 |
| Writing-composition (plan, draft and write, evaluate and edit, proof read) |
| * Identify the purpose of writing and using similar writing as a model
* Noting initial ideas drawn from reading and research
* Consider how authors have developed characters and settings from narrative read, listened to or seen performed
* Select appropriate grammar and vocab knowling choices and change and enhance meaning
* Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* Precising longer passages
* Build cohesion within and across paragraphs
* Structure texts using headings, bullet points, underlining etc
* Assess the effectiveness of their own and other’s writing
* Proposing changes to vocab, grammar and punctuation
* Ensure consistent use of tense
* Use correct subject/verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register
* Proof-read for errors
* Perform their own compositions, using appropriate intonation, volume and movement
 |
| Writing-vocabulary, grammar and punctuation (Year 5) |
| * Converting nouns and adjectives into verbs using suffixes (-ate, -ise, -ify)
* Verb prefixes (dis-, de-, mis-, over- and re-)
* Relative clauses beginning with who, which, where, when, those
* Degrees of possibility using adverbs-perhaps, surely
* Modal verbs-might, should, will
* Devices to build cohesion within a paragraph-then, after that, firstly
* Linking ideas using adverbials for time place and numbers or tense (later, nearby, secondly, he *had* seen her before)
* Brackets, dashes, commas to indicate parenthesis
* Use of comma to clarify meaning
 |
| Writing-vocabulary, grammar and punctuation (Year 6) |
| * Informal and formal speech and writing (find out-discover, go in-enter)
* Synonyms and antonyms
* Passive (the window in the greenhouse was broken by….)
* The difference between formal and informal language in speech and writing including subjunctive forms-If I were, Were they to come..
* Linking ideas across paragraphs using cohesive devices: repetition of a word or phrase, grammatical connections-the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
* Use of the semi-colon, colon and dash to mark the boundary between clauses
* Colon to introduce a list
* Semi-colon within lists
* Punctuation of bullet points
* Hyphens
 |
| Terminology pupils must know (Year 5) |
| **Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity** |
| Terminology pupils must know (Year 6) |
| **Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points** |