| 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 |
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| 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 |
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| 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 |
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| 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** |