English end points

| Year group | Expectation by the end of the year |
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| Nursery | Reading  Children can:   * Understand the five key concepts about print:   -print has meaning  -print can have different purposes  -we read English text from left to right and top to bottom  -names of different parts of a book  -page sequencing   * Develop phonological awareness to be able to spot rhymes, clap syllables and recognise words with the same initial sound * Engage in extended conversations about stories, learning new vocabulary   Writing  Children can:   * Write some or all of their name * Use some of their print and letter knowledge in their early writing- for example a shopping list with some initial sounds on it * Write some letters accurately |
| Reception | Reading  Comprehension  Children can:   * Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * Anticipate -where appropriate- key events in stories * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay   Word Reading  Children can:   * Say a asound for each letter in the alphabet and at least 10 digraphs * Read words consistent with their phonic knowledge by sound-blending * REad aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words   Writing  Children can:   * Write recognisable letters, most of which are correctly formed * Spell words by identifying sounds in them and representing the sounds with a letter or letters |
| Year 1 | Reading  Children can:   * Read all common graphemes and unfamiliar words containing these graphemes * Read unfamiliar words containing graphemes taught accurately and without hesitation by sounding them out in books that are matched closely to the level of word reading knowledge * Read many common words containing GPCs taught so far without needing to blend the sounds out loud first * Read common exception words * Retell familiar stories that have been read and discussed   Writing  Children can:   * Compose individual sentences orally and write them down * Spell correctly many of the words covered in Year 1 * Make phonetically plausible attempts to spell words they have not yet learnt * Form individual letters correctly, beginning good handwriting habits |
| Year 2 | Reading  Children can:   * Read age appropriate books accurately and fluently enough to read rather than decoding * Decode most words outside their spoken vocabulary, making a good approximation to the word’s pronunciation * Read a wide range of books independently, fluently and enthusiastically * Show understanding and enjoyment of stories, plays, poetry and non-fiction and be able to read silently * Begin to justify their views with support   Writing  Children can:   * Write down their ideas with a reasonable degree of accuracy and good punctuation * Write a larger range of writing with more varied grammar, vocabulary and narrative structures * Begin to understand how writing can be different from speech * Join their handwriting and write quickly enough to keep pace with what they want to say * Spell common and common exception words correctly * Spell words as accurately as possible using knowledge of phonics, morphology and etymology * Show understanding of figurative language, distinguishing shades of meaning |
| Year 3 | Reading  Children can:   * Read age appropriate books accurately and fluently * Decode almost all words outside their spoken vocabulary, pronouncing unfamiliar words accurately on almost all occasions * Read a wide range of books independently, fluently and enthusiastically * Show understanding and enjoyment of stories, plays, poetry and non-fiction and be able to read silently * Justify their views of what they have read both orally and written   Writing  Children can:   * Write down their ideas with accuracy and good punctuation * Write a large range of writing with varied grammar, vocabulary and narrative structures * Begin to understand how writing can be different from speech |
| Year 4 | Reading  Children can:   * Read aloud a wider range of age appropriate poetry and books with accuracy and at a reasonable pace * Read most words effortlessly and pronounce unfamiliar words automatically * Ask for help when reading an unfamiliar word for meaning and how to pronounce it correctly * Prepare readings with intonation * Summarise and present a familiar story in their own words * Read widely and frequently for pleasure and information * Read silently with good understanding, inferring the meanings of unfamiliar words and discuss what they have read   Writing  Children can:   * Write down their ideas quickly * Write with accurate grammar and punctuation * Spell most the words taught so far accurately * Spell unfamiliar words by using what they have learnt about how spelling works in English |
| Year 5 | Reading and writing  Children can:   * Read and write fluently and effortlessly to be able to manage the general demands of the curriculum in all subjects * Begin to have an awareness of the audience and purpose of their writing by selecting appropriate vocabulary and grammar * Vary sentence structure in writing with increasing accuracy and begin to understand why sentences are constructed as they are * Have a growing understanding of nuances in vocabulary choice and age appropriate academic vocabulary * Discuss what they are learning and begin to develop wider skills in spoken language as a result of activities such as public speaking, performance and debate |
| Year 6 | Reading and writing  Children can:   * Read and write fluently and effortlessly to be able to manage the general demands of the curriculum in Year 7 across all subjects * Reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar * Control sentence structure in writing and understand why sentences are constructed as they are * Understand nuances in vocabulary choice and age appropriate academic vocabulary * Discuss what they are learning and develop wider skills in spoken language as a result of activities such as public speaking, performance and debate |