

| English                                    | Key Stage 1   |   | Lower Key Stage 2   |  | Upper Key Stage 2   |   |
|--|---|---|---|--|---|---|
| Year                                       | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
| <b>Reading - word reading/decoding</b>     |   |   |   |  |   |   |
| Word reading                               | use phonics to decode   | use phonics until reading is fluent   | apply knowledge of root words, prefixes and suffixes                      | apply knowledge of root words, prefixes and suffixes                         | intervention required if students are struggling in this skill  |   |
| Reading strategies                         | blend sounds for unfamiliar words   | note alternative and unusual sounds   | note where unusual sounds occur in words                                  | note where unusual sounds occur in words                                     |   |   |
| Fluency                                    | re-read books to build confidence   | re-read books to build confidence   |   |  |   |   |
| Verbal sounds                              | know sound of all letters and all 40+ sounds (phonemes)                   |   |   |  |   |   |
| Reading aloud                              | read aloud accurately books with appropriate phonic level                 | words of two or more syllables  |   |  |   |   |
| <b>Reading &amp; Reading comprehension</b> |   |   |   |  |   |   |
| Reading for motivation & pleasure          | listen to range of poems/ stories/ non-fiction, learn some poems by heart | listen to range of poems/ stories/ non-fiction, learn some poems by heart                 | read for range of purposes, use dictionaries,                             | read for range of purposes, use dictionaries,                                | with class, in groups and independently, read a wide range of fiction, poetry, plays, reference and textbooks | with class, in groups and independently, read a wide range of fiction, poetry, plays, reference and textbooks |
| Empathy & inference                        | link texts to own experiences   | infer from what is said and done  | infer feelings, justify with evidence, predict events                     | infer feelings, justify with evidence, predict events                        | predict from details stated or implied  | predict from details stated or implied  |
| Key texts                                  | be familiar with traditional tales, fairy stories                         | be familiar with traditional tales, fairy stories   | myths and legends   | myths and legends  | fiction from literary heritage, and from other cultures and traditions  | fiction from literary heritage, and from other cultures and traditions  |
| Understanding texts                        | use background info, check, predict, infer                                | discuss sequence of events and how items are related                                      | identify themes and conventions, recognise some forms of poetry           | identify themes and conventions, recognise some forms of poetry              | compare within and across books, identify how language, structure and presentation make meaning               | compare within and across books, identify how language, structure and presentation make meaning               |
| Finding and Using Evidence                 |   |   | retrieve and record information   | retrieve and record information  | summarise, identify key details, present information from non-fiction, justify views                          | summarise, identify key details, present information from nonfiction, justify views                           |
| Fact and Opinion                           |   |   |   |  | distinguish between fact and opinion  | distinguish between fact and opinion  |
| <b>Writing - handwriting</b>               |   |   |   |  |   |   |
| Letter forming                             | begin to form lower-case letters, form capitals, digits 0-9               | lower-case letters of similar size, appropriate spacing                                   | increase legibility, consistency and quality                              | increase legibility, consistency and quality                                 | write legibly and fluently with increasing speed and personal style   | write legibly and fluently with increasing speed and personal style   |
| Joining                                    |   | diagonal and horizontal strokes to join letters   | understand which letters are best left unjoined                           | understand which letters are best left unjoined                              | know when to use unjoined writing (e.g. labelling a diagram, algebra)   | know when to use unjoined writing (e.g. labelling a diagram, algebra)   |
| <b>Writing - composition</b>               |   |   |   |  |   |   |
| Planning techniques                        | speak aloud first   | plan aloud, write key words   | rehearse aloud, discuss writing similar to their own, record ideas to use | rehearse aloud, discuss writing similar to their own, record ideas to use    | identify audience and purpose, chose form, research   | consider work of authors  |
| Narrative writing                          | short narratives  | narratives about personal experiences, real or fictional events, poetry                   | three-part structure, create setting, characters and plot                 | four-part structure  | describe settings, characters and atmosphere  | integrate dialogue to convey character  |
| Poetic devices                             | use adjectives  | use the five senses   | use adverbs   | use onomatopoeia   | use similes, alliteration   | use metaphors, personification  |
| Non-narrative text types                   |   | information, description, recount   | instruction, information, response  | information, response, instruction   | persuasive, information, description  | explanation, information, response  |
| Additions, corrections and revisions       |   | evaluate with the teacher, re-read to check verbs, proof-read                             | assess own and others' writing, suggest improvements                      | assess own and others' writing, suggest improvements                         | ensure consistent tense usage   | check plurals and formal/informal tone  |
| Organisational features                    |   |   | organise with headings and sub-headings                                   | organise with headings and sub-headings                                      | headings, bullet points, underlining  | subheadings, columns  |
| Text structure                             |   |   | organise paragraphs   | organise paragraphs  | cohesion within and across paragraphs   | cohesion within and across paragraphs   |
| <b>Writing - grammar &amp; punctuation</b> |   |   |   |  |   |   |
| Word structure                             | plurals with -s or -es, -ing suffix, un- prefix                           | suffixes: noun forms (-ness, -er), adjective forms (-ful, -less), comparative (-er, -est) | noun prefixes (super-, anti-, auto-), a/an                                | plural vs possessive s, Standard English forms instead of local spoken forms | suffixes: nouns/adjectives into verbs (-ate, -ise, -ify), prefixes (dis-, de-, mis-, over-, re-)              | Informal vs formal  |
| Sentence structure                         | simple sentences  | compound sentences  | complex sentences   | complex sentences  | complex sentences   | complex sentences   |

|  |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
| Clauses  | join sentences using 'and'  | subordination (if, when, that, because) and coordination (or, but)        | time and cause connectives (when, so, before, after, while, because), adverbs (then, next, soon, therefore), prepositions (in, out, above, below) | pronouns and alternative nouns to avoid repetition and add clarity            | relative clauses (beginning with who, which, where, why, whose, that) and modal verbs (might, should, will, must) or adverbs (perhaps, surely) | Passive voice, expanded noun phrases, informal and formal speech |
| Punctuation                                      | spaces between words, full stop, question mark, exclamation mark. Begin to use capitals | apostrophe of omission (can't, I'm), commas in lists, consistent capitals | speech marks, apostrophe of possession for singular and plural, commas in complex sentences   | apostrophe of possession for singular and plural, commas in complex sentences | brackets, dash,  | hyphen, colon, semi-colon, bullet points                         |
| Verb tenses and forms                            |   | continuous, present, and past tenses                                      | perfect tense   | future tense  | progressive tense  | future-progressive, past-continuous tenses                       |
| Text structure                                   |   |   | paragraphing for topics, headings & subheadings   | paragraphing for overall organisation   | cohesion within paragraphs, linking between paragraphs   | Layout devices - columns, bullets, tables                        |
| <b>Writing - terminology for students to use</b> |   |   |   |   |  |  |
| Word structure                                   | word, plural, singular, letter, capital letter  | verb, adjective, noun, suffix   | word family, connective, adverb, preposition, prefix, consonant, vowel  | pronoun, possessive pronoun, adverbial  | modal verb, relative pronoun, determiner,  | subject, object, synonym, antonym                                |
| Sentence structure                               | sentence  | present tense, past tense, continuous tense                               | clause, subordinate clause, direct speech,  | clause, subordinate clause, direct speech,                                    | relative clause,   | active/passive voice,  |
| Punctuation                                      | full stop, question mark, exclamation mark  | apostrophe, comma   | speech marks  | speech marks  | brackets, dash,  | hyphen, colon, semi-colon, bullet points                         |
| Text structure                                   |   |   | paragraph   | paragraph   | cohesion, ambiguity  | columns  |
| <b>Speaking &amp; listening</b>                  |   |   |   |   |  |  |
| Sharing ideas                                    | explain clearly, discuss, take turns, listen to others                                  | ask and answer questions  | participate in discussion   | participate in discussion   | discuss, debate, challenge views courteously   | discuss, debate, challenge views courteously                     |
| Speaking aloud                                   | speak clearly enough to be heard  | with appropriate intonation to make meaning clear                         | control tone and volume for meaning   | control tone and volume for meaning   | perform poems and plays, use movement for meaning  | perform poems and plays, use movement for meaning                |