



	Word Reading	Progression Statements
Years 1 and 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading 	<p>Read – Word Reading (Year 1)</p> <ul style="list-style-type: none"> I can use phonic knowledge and skills to decode words I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes I can read accurately by blending sounds in unfamiliar words containing GPCs that I have been taught I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I can read other words containing GPCs and –s, -es, -ing, -ed, -er and –est endings I can read other words of more than one syllable that contain taught GPC I can read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them to use other strategies to work out words I can re-read these books to build up my fluency and confidence in word reading
	<p>Non-statutory guidance</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of</p>	<p>Read – Word Reading Year 2 -To include Year 1 statements with the following additions</p> <ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes I can read accurately most words of two or more syllables (KPI 1) I can read most words containing common suffixes (KPI 2) I can read most common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (KPI 3) I can read most words quickly and accurately without overt sounding and blending, and sufficiently fluently (e.g. at over 90 words per minute) to allow them to focus on their understanding rather than on decoding individual words in age-appropriate books (KPI 4)

	books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so	<ul style="list-style-type: none"> I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (KPI 5) I can re-read these books to build up their fluency and confidence in word reading
Year 3 and 4	Pupils should be taught to: <ul style="list-style-type: none"> apply their 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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	Read – Word Reading (Year 3) <ul style="list-style-type: none"> I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1 I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1
	Non-statutory guidance At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].	Read – Word Reading (Year 4) <ul style="list-style-type: none"> I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet, to include re-, -sub-, inter-, super-, anti-, auto-, -ation, -ious (English appendix 1) I can read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English appendix 1
Year 5 and 6	Pupils should be taught to: <ul style="list-style-type: none"> apply their 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 they meet. 	Read – Word Reading (Year 5) <ul style="list-style-type: none"> I can read aloud and understand the meaning of new words that I meet linked to the expectations of Year 5 spelling
	Non-statutory guidance At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be 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. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.	Read – Word Reading (Year 6) <ul style="list-style-type: none"> I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the NC document – both to read aloud and to understand the meaning of new words that are met

	Word Comprehension	Progression Statements
Years 1 and 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Read Comprehension (Year 1)</p> <p>Development and pleasure in reading; the motivation to read; vocabulary and understanding of reading can be defined by the following skills:</p> <ul style="list-style-type: none"> 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 I have been encouraged to link what I read or hear read to my own experiences I have become very familiar with key stories, fairy stories and traditional tales, I can retell them and consider their particular characteristics I can recognise and join in with predictable phrases I am learning to appreciate rhymes and poems, and to recite some by heart I can discuss word meanings and link new meanings to those already known <p>The understanding of both the books they can already read accurately and fluently and those they listen to can be defined by:</p> <ul style="list-style-type: none"> I can draw on what I already know or on background information and vocabulary provided by the teacher I can check that the text makes sense to me as I read and correct inaccurate reading I can discuss the significance of the title and events I can make inferences on the basis of what is being said and done I can predict what might happen on the basis of what has been read so far I can participate in discussions about what is read to me and others, taking turns and listening to what others say I can explain clearly my understanding of what is being read to me

	<p>Non-statutory guidance</p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace']. Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>	<p>Read – Comprehension (Year 2)</p> <p>Development and pleasure in reading; the motivation to read; vocabulary and understanding of reading can be defined by the following skills:</p> <ul style="list-style-type: none"> • I can listen to, discuss and express my 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 • I can discuss the sequence of events in books and how items of information are related • I am becoming increasingly familiar with, and retell, a wide range of stories, fairy stories and traditional tales • I have been introduced to non-fiction books that are structured in different ways • I can recognise simple recurring literacy language in stories and poetry • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary • I can discuss my own favourite words and phrases • 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>The understanding of both the books they can already read accurately and fluently and those they listen to can be defined by:</p> <ul style="list-style-type: none"> • I can draw on what I already know or on background information and vocabulary provided by the teacher • I can check that the text makes sense to me as I read and correct inaccurate reading • I can answer questions and make inferences on the basis of what is being said and done • I can explain what has happened so far in what I have read • I can predict what might happen on the basis of what has been read so far • I can 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 other say • I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself
<p>Year 3 and 4</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<p>Read – Word Comprehension (Year 3)</p> <ul style="list-style-type: none"> • I have a positive attitude to reading • I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • I can read books that are structured in different ways and read for a range of purposes • I can use dictionaries to check the meaning of words that I have read

<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends • I can retell some story genres orally • I can identify themes and conventions in a wide range of books • I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can discuss words and phrases that capture the reader's interest and imagination • I can recognise some different forms of poetry (e.g. free verse, narrative poetry) • I can check that the text makes sense to me, by discussing my understanding and explaining the meaning of words in context • I can ask questions to improve my understanding of a text • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions • I can justify inferences with evidence • I can predict what might happen from details stated and implied • I can identify main ideas drawn from more than one paragraph and summarise these • I can identify how language, structure and presentation contribute to meaning • I can retrieve and record information from non-fiction • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say
<p>Non-statutory guidance</p> <p>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.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that</p>	<p>Read – Word Comprehension (Year 4)</p> <ul style="list-style-type: none"> • I have a positive attitude to reading • I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • I can read books that are structured in different ways and read for a range of purposes • I can use dictionaries to check the meaning of words that I have read • I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends • I can retell some story genres orally • I can identify themes and conventions in a wide range of books • I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • I can discuss words and phrases that capture the reader's interest and imagination

	<p>they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>	<ul style="list-style-type: none"> • I can recognise some different forms of poetry (e.g. free verse, narrative poetry) • I can check that the text makes sense to me, by discussing my understanding and explaining the meaning of words in context • I can ask questions to improve my understanding of a text • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions • I can justify inferences with evidence • I can predict what might happen from details stated and implied • I can identify main ideas drawn from more than one paragraph and summarise these • I can identify how language, structure and presentation contribute to meaning, to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • I can retrieve and record information from non-fiction over a wide range of subjects • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say
<p>Year 5 and 6</p>	<p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing 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>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Read – Word Comprehension (Year 5)</p> <ul style="list-style-type: none"> • I have a positive attitude to reading • I understand what I read by reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • I understand what I read by reading books that are structured in different ways • I understand what I read by reading for a range of purposes • I can increase my familiarity with a wide range of books including myths, legends and traditional stories, modern fiction from our literary heritage and books from other cultures and traditions • I can recommend books that I have read to my peers, giving reasons for my choices • I can identify and discuss themes and conventions, in and across, a wide range of writing • I can make comparisons within and across books • I can recite a wider range of poetry by heart • 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 • I can understand what I read by checking that the book makes sense to me by discussing my understanding and exploring the meaning of words in context • I can ask questions to improve my understanding • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions

<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • I can justify inferences with evidence • I can predict what might happen from details stated and implied • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • I can identify how language, structure and presentation contribute to meaning • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can distinguish between statements of fact and opinion • I can retrieve, record and present information from non-fiction • I can 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 • 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 • I can provide reasoned justifications for my views
<p>Non-statutory guidance</p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.</p>	<p>Read – Word Comprehension (Year 6)</p> <ul style="list-style-type: none"> • I have a positive attitude to reading • I understand what I read by reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • I understand what I read by reading books that are structured in different ways • I understand what I read by reading for a range of purposes • I can increase my familiarity with a wide range of books including myths, legends and traditional stories, modern fiction from our literacy heritage and books from other cultures and traditions • I can recommend books that I have read to my peers, giving reasons for my choices • I can identify and discuss themes and conventions, in and across, a wide range of writing • I can make comparisons within and across books • I can recite a wider range of poetry by heart • I can read aloud with intonation that shows understanding • 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 • I can understand what I read by checking that the book makes sense to me by discussing my understanding and exploring the meaning of words in context • I can ask questions to improve my understanding • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions

	<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>	<ul style="list-style-type: none"> • I can justify inferences with evidence • I can predict what might happen from details stated and implied • I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration • I can identify how language, structure and presentation contribute to meaning • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can distinguish between statements of fact and opinion • I can retrieve, record and present information from non-fiction • I can 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 • 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 • I can provide reasoned justifications for my views
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	Spelling	Progression Statements
Years 1 and 2	<p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Writing – Transcription: Spelling Skills (see English Appendix 1) Year 1</p> <ul style="list-style-type: none"> I can spell words containing each of the 40+ phonemes already taught I can spell many common exception words I can spell the days of the week I can name the letters of the alphabet in order I can use letter names to distinguish between alternative spellings of the same sound I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs I understand how the prefix un- changes the meaning of verbs and adjectives e.g. unkind, untie I can use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) I can apply simply spelling rules and guidance as listed in English Appendix 1 I can write from memory simple sentences dictated by the teacher that include words using the GPSs and common exception words taught so far
	<p>Non-statutory guidance</p> <p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their</p>	<p>Spelling (see English Appendix 1) Year 2</p> <ul style="list-style-type: none"> I can spell by distinguishing between homophones and near-homophones I can spell some words with contracted forms I can spell by learning to spell many common exception words I can choose the correct ending for common words ending in an 'l' sound (e.g. –le, –al, –el) I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others. I can use the possessive apostrophe (singular) e.g. the girl's book I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly I can apply spelling rules and guidance, as listed in Appendix 1 of NC

	growing knowledge of word and spelling structure, as well as their knowledge of root words.	<ul style="list-style-type: none"> I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Year 3 and 4	Pupils should be taught to: (see English Appendix 1) <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	Spelling (see English Appendix 1) Year 3 <ul style="list-style-type: none"> I can use the prefixes un-, dis-, mis-, re-, pre- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred I can use the suffix -ly I can spell words with the endings sounding like 'zh' and 'ch' e.g. treasure, picture I can spell words with endings which sound like 'zhun' e.g. division I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of the word e.g. myth I can spell words containing the 'u' sound spelt 'ou' e.g. young I can spell words with the 'k' sound spelt 'ch' e.g. scheme I can spell words with the 'sh' sound spelt 'ch' e.g. chef I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they I can spell further homophones I can spell words that are often misspelt (English Appendix 1) I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) I can use the first 2 or 3 letters of a word to check its spelling in a dictionary I can write from memory simple sentences, dictated by my teacher, that include words and punctuation taught so far
	Non-statutory guidance Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.	Spelling (see English Appendix 1) Year 4 <ul style="list-style-type: none"> I can use the prefixes in-, il-, ir-, sub-, inter-, super-, anti-, auto- I can understand and add the suffixes -ation, -ious I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que' I can spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, scene/seen, weather/whether, whose/who's I can spell more complex words that are often misspelt with reference to English appendix 1 I can spell words with the 's' sound spelt 'sc' e.g. science I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)

		<ul style="list-style-type: none"> • I can use the first 3 or 4 letters of a word to check its spelling in a dictionary • I can write from memory simple sentences, dictated by my teacher, that include words and punctuation taught so far
Year 5 and 6	<p>Pupils should be taught to: (see English Appendix 1)</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p>Spelling (see English Appendix 1) Year 5</p> <ul style="list-style-type: none"> • I can use prefixes and suffixes and understand the guidance for adding them • I can spell some words with ‘silent’ letters (e.g. knight, psalm, solemn) • I can spell word endings which sound like ‘shus’ spelt –cious or –tious • I can spell word endings which sound like ‘shil’ spelt –cial or –tial • I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency • I can spell words ending in –able and –ible and also –ably and –ibly • I can continue to distinguish between homophones and other words which are often confused • I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • I can use a dictionary to check the spelling and meaning of words • I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • I can use a thesaurus • I can distinguish between ei and ie words • I can use –ough correctly • I can choose correctly between –ance and –ence, –ant and –ent, –cious and –tious • I can spell the –fer words correctly
	<p>Non-statutory guidance As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>	<p>Spelling (see English Appendix 1) Year 6</p> <ul style="list-style-type: none"> • I can spell most words correctly from the Year 5/6 spelling list • I can add suffixes beginning with vowel letters to words ending in –fer e.g. referring, preferred • I can use prefixes involving the use of a hyphen e.g. co-ordinate • I can distinguish between homophones and other words which are often confused with reference to English appendix 1 • I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • I can use a dictionary to check the spelling of uncommon words or more ambitious vocabulary • I can use a thesaurus

	Handwriting	Progression Statements
Years 1 and 2	Pupils should be taught to: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	Handwriting Year 1 <ul style="list-style-type: none"> I can sit correctly at a table, holding a pencil comfortably and correctly I can begin 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 can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and I can practise these
	Non-statutory guidance Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.	Handwriting Year 2 <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another I can start using 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 can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters I can use spacing between words that reflects the size of the letters
Year 3 and 4	Pupils should be taught to: <ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	Handwriting Year 3 <ul style="list-style-type: none"> I can 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 I can increase the legibility, consistency and quality of my handwriting by ensuring that the downstrokes of letters are parallel and equidistant I can increase the legibility, consistency and quality of my handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
	Non-statutory guidance Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	Handwriting Year 4 <ul style="list-style-type: none"> I can 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 I can increase the legibility, consistency and quality of my handwriting by ensuring that the downstrokes of letters are parallel and equidistant I can increase the legibility, consistency and quality of my handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Year 5 and 6	Pupils should be taught to: Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	Handwriting Year 5 <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters I can choose the writing implement that is best suited for a task

	<p>Non-statutory guidance</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	<p>Handwriting Year 6</p> <ul style="list-style-type: none"> • I can maintain legibility in joined handwriting when writing at speed • I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters • I can choose the writing implement that is best suited for a task
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	Vocabulary and Grammar	Progression Statements
Years 1 and 2	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • 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>Learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Non-statutory guidance</p> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>	<p>Writing – grammar, vocabulary and punctuation Year 1</p> <ul style="list-style-type: none"> • I can use capital letters and full stops to demarcate most sentences accurately • I can use question marks and exclamation marks to demarcate some sentences • I can use a capital letter for proper nouns and the personal pronoun 'I' • I am beginning to use sentences with different forms: statement, question, exclamation, command • I can join words and clauses using 'and' • I can separate words with spaces • I can use simple past and present verbs mostly accurately • I can use and understand the grammatical terminology: <ul style="list-style-type: none"> ◦ Letter ◦ Capital letter ◦ Word, singular, plural ◦ Sentence ◦ Punctuation, full stop, question mark, exclamation mark when I discuss my writing <p>Writing – grammar, vocabulary and punctuation (see Appendix 2 of NC for further clarification) Year 2</p> <ul style="list-style-type: none"> • I can demarcate most sentences with capital letters and full stops and use question marks correctly when required • I can demarcate sentences with exclamation marks • I can use commas in lists • I can use apostrophes for contraction and apostrophes to mark singular possession of nouns e.g. the girl's name • I can use expanded noun phrases for description (e.g. a blue butterfly)

		<ul style="list-style-type: none"> • I know the difference between a statement, question, exclamation and command • I can use present and past tense mostly correctly and consistently e.g. I was (not / were) • I can use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming; he is shouting) • I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when, if, that, because) to join clauses • I can use and understand the terms: <ul style="list-style-type: none"> ○ Noun, noun phrase ○ Statement, question, exclamation, command ○ Adjective, adverb, verb ○ Tense (past and present) ○ Apostrophe, comma when discussing my writing and reading
<p>Year 3 and 4</p>	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Writing – grammar, vocabulary and punctuation (see Appendix 2 of NC for further clarification) Year 3</p> <ul style="list-style-type: none"> • I can form nouns using a range of prefixes e.g. super-, anti-, auto- • I can maintain Standard English forms e.g. using a / an correctly • I can identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble • I can use a range of co-ordinating and subordinating conjunctions • I can use adverbs to express time (e.g. then, next, soon, therefore) • I can use prepositions to express place and time (e.g. before, after, during, in, because of) • I can use the correct tense consistently, including the present perfect tense form of verbs instead of simple past (e.g. 'He has gone out to play' contrasted to 'He went out to play') • I am beginning to use paragraphs as a way to group related material • I can use simple organisational devices (e.g. headings or subheadings) appropriately • I can use the full range of punctuation taught at KS1 and Year 3 mostly correctly • I am beginning to use inverted commas to punctuate direct speech • I can use and understand the terms: <ul style="list-style-type: none"> ○ Preposition, conjunction ○ Word families, prefix, consonant, consonant letter vowel, vowel letter ○ Clause, subordinate clause ○ Direct speech, inverted commas (or 'speech marks') accurately and appropriately when discussing my writing and reading

	<p>Non-statutory guidance</p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	<p>Writing – grammar, vocabulary and punctuation (see Appendix 2 of NC for further clarification) Year 4</p> <ul style="list-style-type: none"> • I can understand the grammatical difference between the plural and the possessive –s • I can use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to ‘the strict maths teacher with curly hair’ • I can use fronted adverbials e.g. Later that day, I heard the bad news • I can use paragraphs or sections to organise and structure according to purpose and audience • I can make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition • I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and punctuation within inverted commas • I can use apostrophes to mark plural possession e.g. the girl’s name, the girls’ names • I can use commas after fronted adverbials • I can use and understand the terms: <ul style="list-style-type: none"> ○ Determiner ○ Pronoun, possessive pronoun ○ adverbial <p>accurately and appropriately when discussing my writing and reading</p>
<p>Year 5 and 6</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity 	<p>Writing – grammar, vocabulary and punctuation (see English Appendix 2 of NC for further clarification) Year 5</p> <ul style="list-style-type: none"> • I can convert nouns or adjectives into verbs using suffixes e.g. –ate, -ise, -ify • I can understand verb prefixes e.g. dis-, de-, mis-, over- and re- • I can select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility) • I can use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • I can use a range of devices to build cohesion with a paragraph (e.g. then, after that, this, firstly) • I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)

<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> • I can use commas for clarity meaning or avoid ambiguity in writing • I can use a colon to introduce a list • I can use brackets, dashes or commas to indicate parenthesis • I can use hyphens to avoid ambiguity • I can punctuate bullet points consistently • I can use and understand the grammatical terminology: <ul style="list-style-type: none"> ○ modal verb, relative pronoun ○ relative clause ○ parenthesis, bracket, dash ○ cohesion, ambiguity accurately and appropriately when discussing my writing and reading
<p>Non-statutory guidance Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>	<p>Writing – grammar, vocabulary and punctuation (see English Appendix 2 of NC for further clarification) Year 6</p> <ul style="list-style-type: none"> • I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, as for – request • I can understand how words are related by meaning as synonyms and antonyms e.g. big, little • I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • I can use the passive to affect the presentation of information in a sentence • I can use a wide range of clause structures, sometimes varying their position within the sentence • I can use selected vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • I can use passive and modal verbs mostly appropriately • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • I can use a range of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use a range of punctuation taught at key stage 2 mostly correctly • I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly • I can use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • I can use a colon to introduce a list and use semi-colons within lists • I can use bullet points to list information • I can use hyphens to avoid ambiguity (e.g., man eating shark versus man-eating shark, or recover versus re-cover) • I can use and understand the grammatical terminology: <ul style="list-style-type: none"> ○ Subject, object ○ Active, passive

		<ul style="list-style-type: none">○ Synonym, antonym○ Ellipsis, hyphen, colon, semi-colon, bullet points accurately and appropriately when discussing my writing and reading
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	Composition	Progression Statements
Years 1 and 2	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Writing – composition Year 1</p> <ul style="list-style-type: none"> • I can write a sentence by saying out loud what I am going to write about • I can compose a sentence orally before writing it • I can write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional) • I can re-read what I have written to check that it makes sense • I can discuss what I have written with my teacher or other pupils • I can read aloud my writing to others or the teacher • I can combine words to make sentences <p>Speaking – Taking Part and Presenting</p> <ul style="list-style-type: none"> • I can speak clearly and confidently in front of people in my class • I can re-tell a well known story and remember the main characters • I can hold attention when playing and learning with others • I can keep to the main topic when we are talking in a group • I can ask questions in order to get more information • I can start a conversation with an adult I know well or with my friends • I can listen carefully to the things other people have to say in a group • I can join in with conversations in a group • I can join in with role play
	<p>Non-statutory guidance</p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p>	<p>Writing – composition Year 2</p> <ul style="list-style-type: none"> • I have a positive attitude towards writing • I can write simple, coherent narratives about personal experiences and those of others (real and fictional) • I can write about real events recording these simply and clearly • I can write poetry to develop positive attitudes and stamina to writing • I can write for a range of different purposes • I can consider what I am going to write before beginning by planning or saying out loud what I am going to write about • I can consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary • I can consider what I am going to write before beginning by encapsulating what I want to say, sentence by sentence

	<p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	<ul style="list-style-type: none"> • I can make simple additions, revisions and corrections to my writing with the teacher and other pupils • I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • I can proof-read to check for errors appropriate spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • I can read aloud what I have written with appropriate intonation to make the meaning clear <p>Speaking – Taking Part and Presenting</p> <ul style="list-style-type: none"> • I can ask questions to get more information and clarify meaning • I can talk in complete sentences • I can decide when I need to use specific vocabulary • I can take turns when talking in pairs or a small group • I am beginning to be aware that formal and informal situations require different language • I can retell a story using narrative language and linking words and phrases • I can hold the attention of people I am speaking to by adapting the way I talk • I am beginning to understand how to speak for different purposes and audiences • I can perform a simple poem from memory
<p>Year 3 and 4</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Writing – composition Year 3</p> <ul style="list-style-type: none"> • I can write for both fictional and non-fictional purposes, drawing on reading to inform the vocabulary and grammar of writing • I can plan my writing by discussing and recording ideas • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • I can organise paragraphs around a theme • I can draft and write narratives: creating settings, characters and plot • I can draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings) • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • I can proof read for spelling and punctuation errors • I can read my writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear

<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> • I can read aloud my own writing, to a group or the whole class, using appropriate intonation and control of the tone and volume of my voice so that the meaning is clear <p>Year 3 Speaking – Taking Part and Presenting</p> <ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences • I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience • I can take a full part in paired and group discussions • I am beginning to show that I know when Standard English is required and use it • I can retell a story using narrative language and add relevant detail • I can show that I have listened carefully because I make relevant comments • I can present ideas or information to an audience • I can recognise that meaning can be expressed in different ways, depending on the context • I can perform poems from memory adapting expression and tone as appropriate
<p>Non-statutory guidance</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	<p>Writing – composition Year 4</p> <ul style="list-style-type: none"> • I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar • I can plan my writing by discussing and recording ideas • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • I can draft and organise paragraphs around a theme • I can draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose • I can draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings) • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements • I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • I can proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and the use of commas for fronted adverbials • I can read aloud my own writing, to a group or the whole class, using appropriate intonation and control of the tone and volume of my voice so that the meaning is clear

		<p>Year 4 Speaking – Taking Part and Presenting</p> <ul style="list-style-type: none"> • I can ask questions to clarify or develop my understanding • I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences • I can show that I understand the main point and the details in a discussion • I am increasingly able to adapt what I am saying to the needs of the listener or audience • I can show that I know that language choices vary in different contexts • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear • I can justify an answer by giving evidence • I can use Standard English when it is required • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone
<p>Year 5 and 6</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>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, describing settings, characters and atmosphere and integrating 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>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their 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 	<p>Writing – composition Year 5</p> <ul style="list-style-type: none"> • 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 • I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary • I can consider how authors have developed characters and settings from books I have read, listened to or seen performed and plan and adapt this into narrative writing • I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • I can draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • I can precis longer passages • I can use a wide range of devices to build cohesion within and across paragraphs • I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • I can evaluate and edit by assessing the effectiveness of my own and others' writing • I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • I can ensure the consistent and correct use of tense throughout a piece of writing

	<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I can proof-read for spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Year 5 Speaking – Taking Part and Presenting</p> <ul style="list-style-type: none"> I can engage the listener by varying my expression and vocabulary I can adapt my spoken language depending on the audience, the purpose or the context I can develop my ideas and opinions, providing relevant detail I can express my point of view I can show that I understand the main points, including implied meanings in a discussion I can listen carefully in discussions, making contributions and asking questions that are responses to others' ideas and views I can use Standard English in formal situations I am beginning to use hypothetical language to consider more than one possible outcome or solution I can perform my own compositions, using appropriate intonation and volume so that meaning is clear I can perform poems and plays from memory, making careful choices about how I convey ideas, adapting my expression and tone
	<p>Non-statutory guidance</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>	<p>Writing – composition Year 6</p> <ul style="list-style-type: none"> 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 I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary I can plan my writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed I can draft and write by selecting appropriate grammar and vocabulary, including that within English appendix 2, understanding how such choices can change and enhance meaning I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning I can draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

- I can precis longer passages
- I can draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
- I can use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points or tables
- I can evaluate and edit by assessing the effectiveness of my own and others' writing
- I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I can ensure the consistent and correct use of tense throughout a piece of writing
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- I can proof-read for spelling errors, linked to Year 6 spelling statements
- I can proof-read for punctuation errors, including use of semi-colons, dashes, punctuation of bullet points in lists, and use of hyphens
- I can use commas to clarify meaning or avoid ambiguity
- I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 6 Speaking – Taking Part and Presenting

- I can talk confidently and fluently in a range of situations, using formal and Standard English, if necessary
- I can ask questions to develop ideas and take account of others' views
- I can explain ideas and opinions giving reasons and evidence
- I can take an active part in discussions and can take on different roles
- I can listen to, and consider the opinions of, others in discussions
- I can make contributions to discussions, evaluating others' ideas and responding to them
- I can sustain and argue a point of view in a debate, using the formal language of persuasion
- I can express possibilities using hypothetical and speculative language
- I can engage listeners through choosing appropriate intonation, volume and expression so that literal and implied meaning is clear
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere