

ENGLISH	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading - word reading						
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	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				
Reading - comprehension						
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 non-fiction, justify views
Fact and opinion					distinguish between fact and opinion	distinguish between fact and opinion
Writing - handwriting						
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 increading speed and personal style	write legibly and fluently with increading 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)
Writing - composition						
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 (see teachers' handbook)		information, description, recount	instruction, information, response	information, response, instruction	persuasive, information, description	explanation, information, response
Additions, corrections & 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	cohension within and across paragraphs	cohension within and across paragraphs
Writing - grammar & punctuation						
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, begins 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
Writing - terminology for students to use						
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
Speaking & listening						
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