

# Curriculum Skills and Progression English



**Nebula**  
where stars are born

The Nebula Federation

Harnser Schools: Hainford, Frettenham and

St Faiths' C of E Primary School

| Reading<br>EYFS   |  |
|---|--|
| ELG   | Pupils can:  |
| <ul style="list-style-type: none"> <li>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</li> </ul> | <ul style="list-style-type: none"> <li>Continue a rhyming string</li> <li>Hear and say the initial sound in words</li> <li>Segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Begin to read words and simple sentences</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> </ul> |
| Exceeding ELG<br>(No official exemplification)  | Pupils can:  |
|   | <ul style="list-style-type: none"> <li>Explain their understanding of a text of what they have independently read</li> <li>Independently recognise phase 3 digraphs within words</li> <li>Read nearly all 100 high frequency words</li> <li>Blending fluently</li> </ul>   |

| Reading<br>Year 1 |               |  |
|-------------------|---------------|--|
| No.               |               | Criteria   |
| 1                 | Decoding      | Can point to a full stop in text (may only be in big books).   |
| 2                 |               | <b>Can read most common exception words.</b>   |
| 3                 |               | <b>Can read common phase 5 phoneme/graphemes – the majority of which are speedily and confidently read. (Phonics Screening)</b>  |
| 4                 |               | <b>Can apply phonic knowledge to read unknown words with known phonemes/graphemes. (Phonics Screening)</b>   |
| 5                 |               | <b>Can read polysyllabic words containing known phonemes/graphemes.</b>  |
| 6                 |               | Can read common suffixes. (-s –es –ing –ed –er –est)   |
| 7                 |               | Can read contractions I'll, I'm, we'll and understand that the apostrophe replaces the omitted letter.   |
| 8                 |               | <b>Can read a book at their level independently, only relying on phase 5 phonemes/graphemes and Year One common exception words. (Green/Orange; Phase 5/6 as a minimum)</b>  |
| 9                 | Comprehension | Can use pictures (unprompted) and texts to identify meaning.   |
| 10                |               | <b>With support, can find information to help answer simple, literal questions, in texts at an appropriate reading grade (may be using picture clues if not prompted).</b>   |
| 11                |               | <b>Can explain clearly, showing an understanding of what is read to them.</b>  |
| 12                |               | Can be familiar with and retell key stories, fairy stories and traditional tales considering their particular characteristics.   |
| 13                |               | Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...). |
| 14                |               | Can link what they read or hear read to their own experiences.   |
| 15                |               | Can recognise and join in with predictable phrases.  |
| 16                |               | <b>Can appreciate rhymes and poems and recite some rhymes and poetry by heart.</b>   |
| 17                |               | Can discuss the significance of title and events.  |
| 18                |               | Can choose and talk about a book from a selection, including poems, stories and non-fiction (at a level beyond that they can read independently).  |
| 19                |               | <b>Can use knowledge of letters, sounds and words to establish meaning when reading aloud.</b>   |
| 20                |               | <b>Can retell known stories, including significant events / main ideas in sequence.</b>  |
| 21                |               | Can make plausible predictions about the plot of an unknown story, using the text and other book features.   |
| 22                |               | Can make plausible predictions about characters, using knowledge of the story and own experiences...   |
| 23                |               | <b>Can make inferences on the basis of what is said and done.</b>  |
| 24                |               | <b>Is beginning to identify when reading does not make sense and attempts to self-correct.</b>   |

Statements in **bold** must be met to ensure Expected Standard is met.

**Reading  
Year 2**

| No. | Criteria   |
|-----|--|
| 1   | <b>Can read common exception words.</b>  |
| 2   | <b>Can read fluently using decoding skills.</b>  |
| 3   | Can read accurately by blending, including alternative sounds for graphemes.   |
| 4   | <b>Can read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</b>   |
| 5   | <b>Can select and read aloud a book at an appropriate level of challenge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</b>                              |
| 6   | <b>Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant).</b>   |
| 7   | Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,).  |
| 8   | <b>Knows the function of full stops when reading and shows this in their reading aloud.</b>  |
| 9   | Can listen to, discuss and express views about a wide range of poetry, stories and non-fiction beyond that which they can read independently.  |
| 10  | Can discuss the sequence of events in books and how items of information are related.  |
| 11  | Can discuss their favourite words and phrases.   |
| 12  | Can discuss and clarify the meaning of words, linking new meanings to known vocabulary.  |
| 13  | Can use the front cover and book title as well as illustrations and the words inside to make reading choices.  |
| 14  | Can locate specific information on a given page in response to a direct question.  |
| 15  | Can comment on obvious characteristics and actions of characters in stories  |
| 16  | <b>Can identify when reading does not make sense and self-corrects in order for the text to make sense.</b>  |
| 17  | Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blrb). |
| 18  | <b>Can make predictions about a text based on reading so far.</b>  |
| 19  | Can compare similarities and differences between texts / books in terms of characters, settings and themes.  |
| 20  | <b>Can provide simple explanations about events or information (e.g. why a character acted in a particular way).</b>   |
| 21  | Is beginning to use contents and index pages to locate information in non-fiction texts.   |
| 22  | Can summarise a story, giving the main points clearly in sequence.   |
| 23  | <b>Having read a text or listened to a text, can find the answers to questions, both written and oral.</b>   |
| 24  | Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).  |
| 25  | Can demonstrate how to use information books (by using layout, index, contents page, glossary).  |
| 26  | Can explain and discuss their understanding of books, poems and other material.  |

Statements in **bold** must be met to ensure Expected Standard is met.

**Reading  
Year 3**

| No. | Criteria  |
|-----|---|
| 1   | Can read independently using a range of strategies appropriately, including decoding, to establish meaning.   |
| 2   | Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " ") for dialogue.   |
| 3   | Can summarise and explain the main points in a text, referring back to the text to support this.  |
| 4   | Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.  |
| 5   | Can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).              |
| 6   | Can explain how and why main characters act in certain ways in a story, using evidence from the text.   |
| 7   | Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.   |
| 8   | Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together).  |
| 9   | Identifies where language is used to create mood, build tension or paint a picture.   |
| 10  | Can use knowledge of the alphabet to locate information (e.g. dictionary, index).   |
| 11  | Can read most Y4 / 5 high frequency words.  |
| 12  | Is able to quote directly from the text to support thoughts and discussions.  |
| 13  | Can discuss reasons for actions and events based on evidence in the text.   |
| 14  | Can discuss how characters are built from small details.  |
| 15  | Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word). |
| 16  | Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.   |
| 17  | Can comment on the author's choice of language to create mood and build tension.  |
| 18  | Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).   |
| 19  | Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).   |
| 20  | Can read all Y4 / 5 high frequency words.   |
| 21  | Can read aloud with intonation and expression, taking into account higher grade punctuation, including ... ( ) - .  |
| 22  | Can locate information by skimming (for a general impression) and scanning (to locate specific information).  |
| 23  | Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).  |
| 24  | Can recognise how a character is presented in different ways and respond to this with reference to the text.  |
| 25  | When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.  |
| 26  | Is beginning to distinguish between fact and opinion in texts.  |
| 27  | Can use clues from action, description and dialogue to establish meaning.   |
| 28  | Is beginning to identify differences between different fiction genres.  |
| 29  | Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.   |

**Reading**  
**Year 4**

| No. | Criteria   |
|-----|--|
| 1   | Can read a range of grade appropriate texts fluently and accurately.   |
| 2   | Can skim and scan to identify key ideas in text.   |
| 3   | Can use knowledge of text structure to locate information  |
| 4   | Can quote directly from the text to answer questions.  |
| 5   | Can clarify the meanings of ambitious words and / or phrases in context (appropriate graded book).   |
| 6   | Can read between the lines, using clues from action, dialogue and description to interpret hidden/subliminal meanings.   |
| 7   | Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.                                |
| 8   | Can understand and explain different characters' points of view.   |
| 9   | Can infer meaning, using evidence from the text and wider experiences.   |
| 10  | Can recognise the different text features within a variety of mixed-genre texts.   |
| 11  | Can identify and explain the difference between fact and opinion.  |
| 12  | Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs). |
| 13  | Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).   |
| 14  | Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.                             |
| 15  | Can refer to the text to support opinions and predictions.   |
| 16  | Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).   |
| 17  | Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.                                       |
| 18  | Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.                           |
| 19  | Can compare and talk about the structures and features of a range of non-fiction texts.  |
| 20  | Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).                                      |
| 21  | Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).                                     |
| 22  | Can discuss how an author builds a character through dialogue, action and description.   |
| 23  | Can identify relationships between characters, explaining the effects this has on the reader.  |
| 24  | Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.           |
| 25  | In most grade-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.                    |
| 26  | Can understand that figurative language creates images.  |
| 27  | Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.   |
| 28  | Can discuss the work of some established authors and knows what is special about their work.   |
| 29  | Can justify preferences in terms of authors' styles and themes.  |
| 30  | Can infer and deduce meaning based on evidence drawn from different points in the text.  |
| 31  | Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.   |
| 32  | Can refer to the text to support opinions and elaborate.   |

**Reading  
Year 5**

| No. | Criteria  |
|-----|---|
| 1   | Can work out the meaning of unknown words from the way they are used in context.  |
| 2   | Can understand and explain the function of sophisticated punctuation ( ... ; - ( ) and ' for contraction and possession and “ ” for direct speech).   |
| 3   | Can skim and scan non-fiction texts to speed up research.   |
| 4   | Can refer to the text to support predictions and opinion (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)           |
| 5   | Can confidently identify the point of view of some texts and how this impacts on the reader.  |
| 6   | Can identify and discuss implicit and explicit points of view in some texts at an appropriate grade.  |
| 7   | Can explain a character's motives throughout a story and use evidence from the text to back up opinions.  |
| 8   | Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).   |
| 9   | Can decide on the quality and usefulness of a range of texts and explain clearly to others.   |
| 10  | Can infer messages moods, feelings and attitudes across a text in grade-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).   |
| 11  | Can retrieve and collate key ideas and information from a range of sources.   |
| 12  | Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).  |
| 13  | Can identify why a long-established novel may have retained its lasting appeal.   |
| 14  | Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.  |
| 15  | Can discuss the difference between literal and figurative language and the effects of imagery.  |
| 16  | Can evaluate the success of a text providing evidence that refers to language, theme and style.   |
| 17  | Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).  |
| 18  | Can explore texts to support and justify predictions and opinions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.) |
| 19  | Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.  |
| 20  | Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.   |
| 21  | Can discuss the message a text has about our society, a particular culture or traditions from the past.   |

**Reading  
Year 6**

| No. | Criteria  |
|-----|---|
| 1   | Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.  |
| 2   | Can use quotations and text references to support ideas and arguments.  |
| 3   | Can summarise information from different points in the same text or across a range of texts.  |
| 4   | Can combine information from different reading sources with increasing precision to produce meaningful information  |
| 5   | Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text.   |
| 6   | Can securely make deductions firmly rooted in the evidence in the text.   |
| 7   | Can identify the different layers of meaning in a text (for example, a war story, might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).  |
| 8   | Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions).  |
| 9   | Is beginning to unpick and evaluate the details of the different layers of meaning in texts.  |
| 10  | Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story).   |
| 11  | Can discuss how inferences may differ depending upon the experiences of the reader.   |
| 12  | Can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts)  |
| 13  | Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information so the reader can compare / contrast ideas).  |
| 14  | Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).   |
| 15  | Can identify and discuss the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).   |
| 16  | Can clearly identify and explain the writer's viewpoint, making reference to the text.  |
| 17  | Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.   |
| 18  | Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary) |
| 19  | Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views...)  |
| 20  | Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.  |



| Writing<br>EYFS  |  |
|--|--|
| ELG  | Pupils can:  |
| Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw, write and paint.</li> <li>Begin to break the flow of speech into words.</li> <li>Continue a rhyming string.</li> <li>Hear and say the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Write own name and other things such as labels, captions.</li> <li>Attempt to write short sentences in meaningful contexts.</li> </ul> |
| Exceeding ELG<br>(No official exemplification)   | Pupils can:  |
|  | <ul style="list-style-type: none"> <li>Independently write a page or more which is phonically plausible and shows depth within the narrative</li> <li>Spells most common exception words correctly</li> </ul>  |

**Writing  
Year 1**

| No. | Criteria   |
|-----|--|
| 1   | <b>Can write own first name and surname with appropriate upper and lower case letters.</b>   |
| 2   | <b>Can form most letters clearly, although size and shape may be irregular and show some control over letter size, shape and orientation in writing.</b> |
| 3   | Can form capital letters.  |
| 4   | Can form digits 0-9.   |
| 5   | <b>Can name the letters of the alphabet in order.</b>  |
| 6   | Can spell the days of the week.  |
| 7   | <b>Can spell many common exception words (and Phase 5 tricky words)</b>  |
| 8   | Can understand spelling rules for adding 's' or '-es'  |
| 9   | Can use the prefix 'un-'   |
| 10  | Can use suffixes '-ing' '-ed' '-er' and '-est'.  |
| 11  | <b>Always leaves spaces between words.</b>   |
| 12  | <b>Make recognisable phonic attempts at words using some digraphs.</b>   |
| 13  | Can spell monosyllabic words correctly. (Beyond CVC with some use of alternative graphemes)  |
| 14  | <i>Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</i>   |
| 15  | Can read writing aloud audibly and clearly   |
| 16  | Can discuss what they have written with the teacher or other pupils.   |
| 17  | Can say out loud what they are going to write about.   |
| 18  | <b>Can speak a sentence before writing it down.</b>  |
| 19  | <b>Can show some control over word order producing logical statements.</b>   |
| 20  | <b>Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).</b>   |
| 21  | <b>Can punctuate some sentences using capital letters and full stops.</b>  |
| 22  | Can begin to use question marks and exclamation marks.   |
| 23  | Can use capital letters for people, places, days of the week and pronoun I.  |
| 24  | <b>Can use a connective to join 2 simple sentences, thoughts, ideas etc. (and, but, when, if, that, because)</b>   |

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 2**

| No. | Criteria  |
|-----|---|
| 1   | <b>Can spell many Year 2 common exception words.</b>  |
| 2   | <b>Can spell most common monosyllabic words correctly, and all CVC.</b>   |
| 3   | <b>Can spell more words with contracted forms.</b>  |
| 4   | Can use the possessive apostrophe (singular), e.g. Dan's dog, a man's jacket.   |
| 5   | <b>Can use suffixes to spell longer words, including '-ment', '-ness', '-ful', '-less', '-ly'.</b>  |
| 6   | Can form lower case letters of the correct size relative to one another (use accurate and consistent handwriting).  |
| 7   | 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.  |
| 8   | <b>Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (use accurate and consistent handwriting-consistent use of upper case, size and form).</b> |
| 9   | <b>Can use spacing between words that reflects the size of the letters.</b>   |
| 10  | Can write narratives about personal experiences and those of others (real and fictional).   |
| 11  | Can write about real events.  |
| 12  | Can write poetry.   |
| 13  | <b>Can plan or say out loud what they are going to write about.</b>   |
| 14  | Can plan by writing down ideas and/or key words, including new vocabulary   |
| 15  | <b>Can evaluate their writing with the teacher and other pupils.</b>  |
| 16  | <b>Can proof-read to check for errors in spelling, grammar and punctuation.</b>   |
| 17  | Can read aloud what they have written with appropriate intonation to make the meaning clear.  |
| 18  | <b>Can write with meaning in a series of simple sentences.</b>  |
| 19  | <b>Can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</b>    |
| 20  | <b>Can write sentences with different forms: statement, question, exclamation, command.</b>   |
| 21  | <b>Can use the present and past tenses correctly and consistently including the progressive form.</b>   |
| 22  | <b>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</b>  |
| 23  | <b>Can use expanded noun phrases to describe and specify, including some ambitious words.</b>   |
| 24  | Can link ideas and events using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing).  |

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 3**

| No. | Criteria  |
|-----|---|
| 1   | <b>Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).</b>   |
| 2   | <b>Is beginning to join their handwriting.</b>  |
| 3   | Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three. |
| 4   | Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).   |
| 5   | Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').  |
| 6   | Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).   |
| 7   | Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).  |
| 8   | <b>Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).</b>   |
| 9   | Can use pronouns appropriately to avoid the awkward repetition of nouns.  |
| 10  | <b>Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.</b>   |
| 11  | <b>Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).</b>  |
| 12  | <b>Is beginning to use paragraphs.</b>  |
| 13  | Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).  |
| 14  | Can write neatly, legibly and accurately, mainly in a joined style.   |
| 15  | Can use adjectives and adverbs for description.   |
| 16  | Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.  |
| 17  | Can develop characters and describe settings, feelings and / or emotions, etcetera.   |
| 18  | Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).   |
| 19  | Can attempt to give opinion, interest or humour through detail.   |
| 20  | Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)                    |
| 21  | Is beginning to develop a sense of pace (lively and interesting).   |

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 4**

| No. | Criteria  |
|-----|---|
| 1   | <b>Can write in a lively and coherent style.</b>  |
| 2   | Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three. |
| 3   | Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').                                       |
| 4   | Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).                |
| 5   | <b>Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.</b>  |
| 6   | <b>Can write neatly, legibly and accurately, usually maintaining a joined style.</b>  |
| 7   | <b>Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</b>   |
| 8   | Can use links to show time and cause. (See attachment for cohesive devices.)  |
| 9   | <b>Can open sentences in a wide range of ways for interest and impact.</b>  |
| 10  | Can deliberately use short sentences to create impact.  |
| 11  | <b>Can use paragraphs although may not always be accurate.</b>  |
| 12  | Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).   |
| 13  | Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...')  |
| 14  | Can use subordinate clauses– 'I felt better when...'  |
| 15  | Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.  |
| 16  | Can use nouns, pronouns and tenses accurately and consistently throughout.  |
| 17  | Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).  |
| 18  | Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.   |
| 19  | Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).   |
| 20  | Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').  |
| 21  | Can develop ideas in creative and interesting ways.   |

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 5**

| No. | Criteria   |
|-----|--|
| 1   | <b>Can produce well-structured and organised writing.</b>  |
| 2   | Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).  |
| 3   | Can use descriptive language to describe settings and characters.  |
| 4   | Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).  |
| 5   | <b>Can use paragraphs consistently and appropriately.</b>  |
| 6   | <b>Can use different verb forms mostly accurately.</b>   |
| 7   | <b>Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.</b>  |
| 8   | Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)  |
| 9   | <b>Can use complex sentence structures appropriately.</b>  |
| 10  | <b>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.</b> |
| 11  | Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).   |
| 12  | <b>Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.</b>  |
| 13  | <b>Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.</b>  |
| 14  | Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....   |
| 15  | Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).                                   |
| 16  | Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').  |
| 17  | Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).                    |
| 18  | Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).   |
| 19  | Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)  |
| 20  | Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).   |
| 21  | Can show confident and established 'voice'.  |

Statements in **bold** must be met to ensure Expected Standard is met.

| Writing   |   |   |
|---|---|---|
| Year 6 – End of Key Stage Expectations  |   |   |
| Working Towards   | Expected Standard   |   |
| write for a range of purposes   | write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader |   |
| use paragraphs to organise ideas  | in narratives, describe:  | characters  |
| in narratives, describe settings and characters   |   | settings  |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) | integrate dialogue in narratives to convey character and advance the action   |   |
| use mostly correct:   | capital letters<br>full stops<br>question marks<br>commas for lists<br>apostrophes for contraction                  | select vocabulary <b>and</b> grammatical structures that reflect what the writing requires, doing this mostly appropriately:  |
|   |   | modal verbs<br>passive verbs<br>contracted forms in dialogue  |
| spell correctly <b>most</b> words from the Y3/Y4 spelling list*   | use a range of devices to build cohesion within and across paragraphs:  | conjunctions  |
| spell <b>some</b> words correctly from the Y5/Y6 spelling list*   |   | adverbials of time and place  |
| write legibly   |   | pronouns<br>synonyms  |
|   | use verb tenses consistently and correctly throughout their writing   |   |
|   | use the range of punctuation taught at KS2 mostly correctly:  | punctuation to indicate direct speech   |
|   |   | apostrophes for possession<br>apostrophes for contraction<br>commas for avoiding ambiguity<br>commas for fronted adverbials<br>commas for parenthesis<br>brackets for parenthesis<br>dashes for parenthesis |
|   | semi-colons<br>colons<br>dashes<br>hyphens  | colon<br>semi-colon<br>dash<br>hyphens<br>ellipsis  |
|   | spell correctly <b>most</b> words from the Y5/Y6 spelling list*   |   |
|   | <b>and</b> use a dictionary to check the spelling of more uncommon or more ambitious vocabulary                     |   |
|   | maintain legibility in joined handwriting when writing at speed   |   |

| Speaking and Listening   |  |
|--|--|
| EYFS   | Year 1   |
| <p><b>Listening to Others</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating key events</li> <li>• Respond to what they hear with relevant comments, questions or actions</li> <li>• Give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>• Follow instructions involving several ideas or actions</li> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> <li>• Express themselves effectively, showing awareness of listeners’ needs.</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul> | <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained</li> <li>• Speaking turns</li> <li>• Organise talk to help the listener, with overall structure evident</li> <li>• Adapt language and non-verbal features to suit content and audience</li> <li>• Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions</li> <li>• Attempt different roles and responsibilities in pairs or groups</li> <li>• Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul> |

| Speaking and Listening  |  |
|---|--|
| Year 2  | Year 3   |
| <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Recount experiences and imagine possibilities,</li> <li>• Often connecting ideas vary talk in simple ways to gain and hold attention of the listener</li> <li>• Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts</li> <li>• Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</li> <li>• Show awareness of ways in which speakers vary talk, and why</li> </ul> | <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Express feelings and ideas when speaking about matters of immediate interest</li> <li>• Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features in some contexts</li> <li>• Understand and engage with the speaker, demonstrating attentive listening</li> <li>• Engage with others through taking turns in pairs and small groups</li> </ul> <p><b>Talking about Talk</b></p> <ul style="list-style-type: none"> <li>• Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</li> <li>• Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning</li> </ul> |



| Speaking and Listening   |   |
|--|---|
| Year 4   | Year 5  |
| <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener</li> <li>• Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</li> </ul> <p><b>Talking with in role play and drama</b></p> <ul style="list-style-type: none"> <li>• Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas</li> <li>• Take on straightforward roles and responsibilities in pairs and groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario</li> <li>• Show understanding of how and why language choices vary in their own and others’ talk in different situations</li> </ul> | <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</li> <li>• Shape talk in deliberate ways for clarity and effect to engage the listener</li> <li>• Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context</li> <li>• Recognise significant details and implicit meanings, developing the speaker’s ideas in different ways</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>• Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions</li> <li>• Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Explain features of own and others’ language use, showing understanding of effect of varying language for different purposes and situations</li> </ul> |

| Speaking and Listening  |  |
|---|--|
| Year 6  |  |
| <p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener</li> <li>• Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands</li> <li>• Engage with complex material making perceptive responses, showing awareness of the speaker’s aims and extending meanings</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>• Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</li> <li>• Analyse meaning and impact of spoken language variation, exploring significant details in own and others’ language</li> </ul> |  |

**Deeper Learning Questions**

Below is a Bloom’s Taxonomy question pyramid, from where teachers may choose to get some deeper learning questions. They are non-exhaustive and just give you an example of questions that might be used throughout our English teaching to give the children further opportunities to share their learning. Teachers will use their discretion when selecting deeper learning questions and they are free to adapt, change or create new questions to support/challenge the children further.

