

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reading- Word	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (un dismissed less ly super auto) (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (in ill mir (double consonant ing er en ed) anti inter ous ly)</p> <p>(etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>

	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Knows that information can be retrieved from books and computers.</p> <p><u>Early Learning Goal</u> 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</p>	<p>that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, Read words containing taught GPCs and –ing, –ed</p> <p>Read words containing taught GPCs and –er and –est endings</p> <p>Read other words of more</p>	<p>Read words containing common suffixes</p> <p>Read further <a href="#">common exception words</a>, noting unusual correspondences between spelling and sound and where these occur in the word (Page 10)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>occur in the word.</p>	<p>where these occur in the word.</p>		
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	<p>demonstrate understanding when talking with others about what they have read.</p>	<p>than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>					
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<p>Reading- Comprehension</p>	<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>UNDERSTANDING</b> Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Responds to instructions involving a twopart sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of</p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>reading and understanding of what they read by: listening to and discussing a wide range of fiction including poetry</p> <p>reading and understanding of what they read by: listening to and discussing a wide range of fiction including plays.</p> <p>reading and understanding of what they read by: listening to and discussing a wide range of non-fiction and reference books or textbooks.</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction including poetry</p> <p>Listening to and discussing a wide range of fiction including plays.</p> <p>Listening to and discussing a wide range of non-fiction including reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including</p>
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<p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Early Learning Goal</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>SPEAKING</u> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in</p>	<p>what is read to them. Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Develop pleasure in</p>	<p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>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>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books</p>	<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>
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<p>communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>.</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down, slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might</p>	<p>reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>intonation, tone, volume and action</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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> <p><u>Understand what they read by:</u> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart</p> <p>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> <p><u>Understand what they read by:</u> Checking that the book makes sense to them, discussing their</p>
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<p>happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, '<i>This box is my castle.</i>'</p> <p>Extends vocabulary, especially by grouping and naming, exploring</p>	<p>those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Understand both the books they</p>	<p>that they can read for themselves, taking turns and listening to what others say</p> <p>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>	<p>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</p> <p>predicting what might happen from details stated and implied.</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Asking questions to improve their understanding of a text</p> <p>Predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>Asking questions to improve their understanding.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph,</p>
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	<p>the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</p>		<p>(paragraphs, headings, sub-headings and inverted commas)</p> <p>Retrieve and record information from nonfiction</p> <p>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</p>	<p>(paragraphs, pronouns, inverted commas, apostrophes and fronted adverbials)</p> <p>Retrieve and record information from nonfiction</p> <p>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.</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u></p>	<p>identifying key details</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u></p>
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*Read and understand simple sentences.*

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.

<p>Writing-transcription</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing</p>	<p>Spell: words containing each of the 40+ phonemes already taught</p> <p>Spell: common exception words</p> <p>Spell: the days of the week</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order.</p> <p>Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes: using the spelling rule for adding –s or</p>	<p><u>spell by:</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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 <a href="#">common homophones</a>(Page 10)</p> <p>Learning to spell <a href="#">common exception words</a>(Page 10)</p> <p>Learning to spell more words with contracted forms</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1) (un dis mis re ness ful sub tele less ly super auto)(<a href="#">English Appendix 1</a>)</p> <p>Spell further homophones (break/brake, great/grate, ate/eight, weight/wait, son/sun) (heel/he'll/ heal, plain/plane, groan/grown, rain/rein/reign).</p> <p>Spell words that are often misspelt (English Appendix 1) Dragonfly badge.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1) (in il im ir (double consonant ing er en ed) anti inter ous ly) (<a href="#">English Appendix 1</a>)</p> <p>Spell further homophones (piece/peace, main/mane, fair/fare, scene/seen, mail/male, bawl/ball, weather/whether , who's/whose, medal/meddle, mist/misled, teem/team).</p> <p>Spell words that are often misspelt (Woodlouse Badge)</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p>
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	<p>some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><u>Early Learning Goal</u> 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.</p>	<p>–es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes: using the prefix un–</p> <p>Add prefixes and suffixes: using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that</p>	<p>learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>distinguishing between homophones and near homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	
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		include words using the GPCs and common exception words taught so far.					
Writing-handwriting	<p>Holds pencil between thumb and two fingers, no longer using wholehand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lowercase letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>

	<p><u>Early Learning Goal</u> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>		that reflects the size of the letters.	letters do not touch].	letters do not touch].		
Writing-composition	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Write sentences by:</u></p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on</p>

		<p>discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes</p>	<p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings</p>	<p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings</p>	<p>reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Selecting appropriate grammar and</p>	<p>reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and</p>
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			<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the <a href="#">continuous form</a> (progressive)</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and</u></p>	<p>and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and</u></p>	<p>vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p>	<p>atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p>
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				<p><u>controlling the tone and volume so that the meaning is clear.</u></p>	<p><u>controlling the tone and volume so that the meaning is clear.</u></p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>
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						<p>register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>	<p>choosing the appropriate register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>
<p>Writing- Vocabulary, grammar and punctuation</p>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing Detailed below:</p> <p>Word</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: Detailed below:</p> <p><u>Word</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (-ate, --ise, --ify) Verb prefixes (dis--, de--)</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (-ate, --ise, --ify) Verb prefixes (dis--, de--)</p>

		<p>Regular plural noun suffixes, suffixes – ‘ed’, ‘ing’, ‘er’, Prefix ‘un’ changes verbs and adjectives</p> <p><u>Sentence</u> Words combine to make sentences, joining words and clauses using ‘and’</p> <p><u>Text</u> Sequencing sentences to form short narratives</p> <p><u>Punctuation</u></p>	<p>‘ful’, ‘less’, use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but.</p> <p>Expanded noun phrases for description</p>	<p>whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p>whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and</p>	<p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>TEXT:</u> Devises to build cohesion within a paragraph (then, after)</p>	<p>To know how words are related by meaning as synonyms and antonyms.</p> <p>Recognise the difference between informal speech and writing</p> <p><u>SENTENCE:</u> using passive verbs to affect the presentation of information in a sentence</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using the perfect form of</p>
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					<p>cohesion and to avoid repetition using fronted adverbials</p> <p>Use noun phrases expanded by modifying adjectives, nouns and prepositional phrases</p> <p>Use a standard form of English instead of local forms, e.g. we was not we we were</p>		<p>verbs to mark relationships of time and cause</p> <p><u>TEXT:</u> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p>
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