

ENGLISH 2014/15	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening (on-going - building vocabulary)						
Sharing ideas	Listen to others	Ask and answer questions	In discussions, justify answers, feelings or opinions Describe and explain for different purposes	In discussions, justify answers, feelings or opinions Describe and explain for different purposes	In discussions or debates Consider and evaluate different viewpoints, building on the contribution of others	In discussions or debates Consider and evaluate different viewpoints, building on the contribution of others
Speaking aloud	Speak clearly enough to be heard	Speak with appropriate intonation	Control tone and volume to express meaning	Control tone and volume to express meaning	Use standard English Perform poems and plays with appropriate register	Use standard English Perform poems and plays with appropriate register
Reading – word reading						
Phonics and Word reading	Know all letter sounds and all 40+ phonemes Use phonics to decode Blend sounds in unfamiliar words with taught GPCs	Use phonics to decode until reading is fluent (100 wpm)	Apply growing knowledge of root words, prefixes and suffixes (See Appendix 1)	Apply growing knowledge of root words, prefixes and suffixes (See Appendix 1)	Apply growing knowledge of root words, prefixes and suffixes (See Appendix 1)	Apply growing knowledge of root words, prefixes and suffixes (See Appendix 1)
Reading strategies	Read words ending s, es, ing, er, est Read words with contractions Read common exception words	Blend sounds with graphemes taught Read words of two + syllables Read words with common prefixes	Read further exception words, noting where there are unusual differences between spellings and sounds	Read further exception words, noting where there are unusual differences between spellings and sounds	Intervention strategies should be in place (RWI Fresh Start) for children struggling in this area	Intervention strategies should be in place (RWI Fresh Start) for children struggling in this area
Fluency	Read books to build phonic confidence and fluency	Re-read books to build fluency and confidence	Read a range of books for information and enjoyment	Read a range of books for information and enjoyment	Read a range of books for information and enjoyment	Read a range of books for information and enjoyment
Reading aloud	Read aloud accurately books with apt phonic level	Read aloud accurately and fluently books at apt phonic level	Read aloud for entertainment	Read aloud for entertainment	Pay attention to the meaning and pronunciation of new vocabulary	Pay attention to the meaning and pronunciation of new vocabulary
Reading - comprehension						
Key texts	Be very familiar with fairy stories and traditional tales Listen to poems, stories and non-fiction at a level children cannot access independently	Be very familiar with fairy stories and traditional tales Listen to poems, stories and non-fiction at a level children cannot access independently	Be familiar with a wide range of texts including fairy stories, myths and legends	Be familiar with a wide range of texts including fairy stories, myths and legends	Read fiction from our literary heritage and from other cultures and traditions	Read fiction from our literary heritage and from other cultures and traditions
Empathy and inference	Link texts to own experiences Make inferences and predict	Infer from the text what is said and done Ask and answer questions	Infer feelings Justify with evidence Predict events	Infer feelings Justify with evidence Predict events	Make prediction based on details stated or implied	Make prediction based on details stated or implied
Understanding texts	Draw on own experiences Recognise and join in with predictable phrases	Draw on own knowledge Discuss sequence of events and how they are related	Ask questions to improve understanding Recognise some forms of poetry Identify themes and conventions	Ask questions to improve understanding Recognise some forms of poetry Identify themes and conventions	Make comparisons within and between books. Identify how language used, structure and presentation contribute to meaning	Make comparisons within and between books. Identify how language used, structure and presentation contribute to meaning
Reading for information and pleasure	Listen to and read a range of poems, stories and non-fiction Learn some poems by heart	Listen to and read a range of poems, stories and non-fiction Learn some poems by heart	Read for a range of purposes Learn more poems by heart Use first 2 or 3 letters of a word to check spellings in dictionaries	Read for a range of purposes Learn more poems by heart Use first 2 or 3 letters of a word to check spellings in dictionaries	Independently, in groups or as a class read a wide range of fiction, poetry, plays, reference and text books. Learn further poems by heart and perform them	Independently, in groups or as a class read a wide range of fiction, poetry, plays, reference and text books. Learn further poems by heart and perform them
Text evidence	Significance of title and events	Recognise simple recurring literary language in stories	Retrieve and record information	Retrieve and record information	Refer to text to summarise, identify key features and justify views	Refer to text to summarise, identify key features and justify views
Fact and opinion					Distinguish between fact and opinion	Distinguish between fact and opinion
Writing - handwriting						
Letter formation	Begin to form lower-case letters, capital letters and digits 0 - 9	Write lower case letters of similar size and appropriate spacing	Increase the legibility and consistency of writing	Increase the legibility and consistency of writing	Write legibly and fluently with increasing speed and personal style	Write legibly and fluently with increasing speed and personal style
Joining		Use diagonal and horizontal strokes to join letters	Know which letters to join and which to leave unjoined eg capitals	Know which letters to join and which to leave unjoined eg capitals	Know when to use unjoined writing eg labelling	Know when to use unjoined writing eg labelling
Writing – vocabulary, grammar, punctuation and spelling						
Word structure	Plurals with s or es, ing, suffix and un prefix	Suffixes for noun forms (ness, er) adjective forms (ful, less) and comparatives (er, est)	Noun prefixes (super, anti, auto) A/an Homophones	Plural vs possessive s Standard English vs spoken forms	Suffixes to change nouns/ adjectives into verbs (ate, ise, ify) Prefixes (dis, de, mis, over, re)	Informal vs formal
Sentence structure	Simple sentences	Statements, questions, exclamations and commands Compound sentences	Complex sentences	Complex sentences	Use a variety of sentence types	Use a variety of sentence types
Clauses	Join sentences with and	Subordination (if, when, that, because) and co-ordination (or, but)	Time and cause connectives (when, so, before, after, while, because) Adverbs of time (next, soon, therefore) Prepositions (in, out, above, below)	Pronouns Alternative nouns to avoid repetition	Relative clauses beginning with who, which, where, why, whose, that Modal verbs (might, should, will, must) Adverbs (perhaps, surely)	Passive vs Active voice Expanded noun phrases Informal vs formal speech
Punctuation	Spaces between words Full stop, question mark, exclamation mark Start to use capitals	Apostrophe of omission Commas in lists Consistent use of capitals	Speech marks Apostrophe of possession (singular and plural) Commas in complex sentences	Apostrophe of possession (singular and plural) Commas in complex sentences	Brackets Dash (It's cold – but I like that.)	Hyphen (rocking-horse) Colon Semi-colon Bullet points
Verb tenses		Present and past tenses	Perfect tense	Future tenses	Progressive tense	Future progressive Past continuous tense
Text structure			Paragraphs for topics Headings/sub-headings	Paragraphing - organisation across whole piece	Cohesion within paragraphs Link between paragraphs	Layout devices: Columns, bullets, tables
Writing – composition						
Planning	Talk aloud before writing	Plan aloud and write key words	Discuss examples of genre Rehearse aloud Record ideas to use	Discuss examples of genre Rehearse aloud Record ideas to use	Identify audience and purpose Select appropriate form Research	Identify audience and purpose Select appropriate form Research Consider work of authors
Narrative	Short narratives	Narratives about personal experience, real or fictional events, poetry	3 part structure: setting, characters, plot	4 part structure:	Describe settings, character and atmosphere	Use dialogue to convey character
Poetry	Adjectives	5 senses	Adverbs	Onomatopoeia	Similes and alliteration	Metaphors and personification
Non-narrative		Information Description Recount	Instruction Information Response	Instruction Information Response	Persuasive Information Description	Persuasive Information Description
Organisational features	Title	Title	Headings and subheadings	Headings and subheadings	Headings Bullet points Underlining	Headings Bullet points Underlining
Text structure			Paragraphs	Paragraphs	Cohesion within and across paragraphs	Cohesion within and across paragraphs
Editing	Re-read to check the writing makes sense Read to teacher	Evaluate with teacher: Proof-read and re-read to check verbs	Assess own and peer's writing Suggest improvement	Assess own and peer's writing Suggest improvement	Ensure consistent tense use	Check plurals Ensure consistent formal or informal tone

Writing – statutory terminology children should know and use

Word structure	letter, capital letter, word, singular, plural	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 voice 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