



Strand	EYFS Early Learning Goals	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Speaking and listening</p>	<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>

Word reading

Use phonic knowledge to decode regular words and read them aloud accurately

Read some common irregular words

**Year 1**

Apply phonic knowledge and skills as the route to decode words.

Read speedily with the correct sound to graphemes for all 40+ phonemes including alternative applicable sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing **taught GPCs** and -s, -es, ing, -ed, -er and -est endings.

Read other **words of more than one syllable** than contain taught GPCs.

Read words with **contractions** e.g. *I'm, I'll, we'll* and understand the apostrophe represents the missing letter(s).

**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.

Re-read these books to build up their **fluency and confidence** in word reading.

**Year 2**

Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word.

Read accurately **words of two or more syllables** that contain the taught GPCs.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Apply their growing knowledge of root words, **prefixes and suffixes** (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

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		<p>Read most words quickly and accurately, <b>without overt sounding and blending</b>, when they have been frequently encountered.</p> <p><b>Read aloud</b> closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Read words containing common <b>suffixes</b>.</p>		
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# Reading Comprehension 1

Read and understand simple sentences,

Demonstrate understanding when talking with others about what they have read.

**Develop pleasure in reading, motivation to read and understanding by:**

**Year 1**

Listening to and discussing a wide range of poems, stories and non-fiction texts at a level beyond which they can read independently.

Being encouraged to link what they are read or hear read to their own experiences.

Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and their particular characteristics.

Recognising and joining in with **predictable phrases**.

Learning to appreciate **rhymes and poems**, and to recite some by heart.

Discussing **word meanings**, linking new meanings to those already known.

**Year 2**

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently.

Discussing sequences of events in books and how items of information are related.

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Recognising simple **recurring literary language** in stories and poems.

Discussing their favourite words and phrases.

Continuing to build up a repertoire of **poems** learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Being introduced to **nonfiction** books that are structured in different ways  
Discussing and clarifying the **meaning of words**, linking new words to known vocabulary.

**Developing positive attitudes to reading and understanding what they have read by:**

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference or text books.

Reading books that are structured in different ways and reading for a range of purposes.

Using dictionaries or ipads to check the meaning of words they have read.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.

Discussing words and phrases that **capture the reader's interest** and imagination.

Identifying **themes and conventions** in a wide range of books.

Recognising some **different forms of poetry** (e.g. free verse, narrative poetry).

Preparing **poems and play scripts** to read aloud and perform, showing understanding through intonation, tone, volume and action.

**Developing positive attitudes to reading and understanding what they have read by:**

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference or text books.

Reading books that are structured in different ways and reading for a range of purposes.

Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommending books to their peers, giving reasons for their choices.

Identifying **themes and conventions** in and across a wide range of writing.

Making **comparisons** within and across books.

Learning a wider range of **poetry** by heart.

Preparing **poems and plays** to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.

## Reading comprehension 2

Read and understand simple sentences

Demonstrate understanding by talking to others about what they have read

**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.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Discussing the significance of the title and events (Yr 1)

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

Asking and answering questions (Yr 2)

Participate in **discussion** about what is being read to them, taking turns and listening to what others say. (Yr 1)

Participate in **discussion** about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. (Yr 2)

Explain clearly their **understanding** of what is read to them. (Yr 1)

Explain and discuss their **understanding** of books, poems and other material, both those that they listen to and those that they have read for themselves. (Yr 2)

**Understand what they read in books they read independently by:**

Checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated or implied.

Asking questions to improve their understanding of a text.

Identify main ideas drawn from more than one paragraph and summarising these.

Identifying how language, structure and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in **discussion** about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Understand what they read by:**

Checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated or implied.

Asking questions to improve their understanding of a text.

Provide reasoned justification for their views.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea.

Identifying how language, structure and presentation contribute to meaning.

Retrieve, record and present information from non-fiction.

Distinguish between statements of fact and opinion.

Participate in **discussion** about both books that are read to them and those they can read for themselves, building on their own and others' ideas by 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Handwriting</p>	<p>Children handle equipment and tools effectively including pencils for writing with.</p> <p>Write simple sentences that can be read by themselves and others.</p>	<p><b>Year 1</b> Sit correctly at the table holding pencil comfortably and correctly.</p> <p>Form lower-case 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 practise these.</p> <p><b>Year 2</b> Form lower-case letters of the correct size relative to each other.</p> <p>Start using the diagonal and horizontal strokes in readiness to join writing</p> <p>Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words which reflects the size of the words.</p> <p>Write digits of the correct size and orientation</p> <p>Begin to use cursive script</p>	<p>Understand which letters adjacent to each other are better left unjoined</p> <p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the <b>legibility, consistency and quality</b> of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write <b>legibly, fluently</b>, with increasing <b>speed</b> by:</p> <p>Choosing which shape of 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 the task.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Word level</p>		<p><b>Year 1</b> Regular <b>plural</b> noun suffixes '-s' or '-es'</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the <b>prefix</b> '-un' changes the meaning of <b>verbs</b> and <b>adjectives</b>.</p> <p><b>Year 2</b> Formation of nouns using suffixes such as 'ness' – and by creating compound words.</p> <p>Formation of adjectives using suffixes such as 'ful' –</p>	<p>Formation of nouns using a range of prefixes and possessive 's'.</p> <p>Using the forms of 'a' or 'an' whether the next word begins with a consonant or vowel.</p> <p>Word families based on common words, showing how word are related in form.</p> <p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s. Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. we were/we was</p>	<p><b>Year 5</b> Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. '-ate', '-ise', '-ify'</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re-</p> <p><b>Year 6</b> The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request</p> <p>How words are related by meaning, as synonyms and antonyms e.g. big, large, little.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Sentence structure</p>		<p><b>Year 1</b> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>sentences</b> using <i>and</i>.</p> <p><b>Year 2</b> <b>Subordination</b> (using when, if, that, because) and <b>coordination</b> (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command.</p>	<p><b>Year 3</b> Expressing the time, place and cause using <b>conjunctions</b> (e.g. when, so, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, therefore), or <b>prepositions</b> (e.g. before, after, during, in, because).</p> <p><b>Year 4</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p><b>Fronted adverbials</b> (e.g. <i>Later that day</i>, I heard bad news).</p>	<p><b>Year 5</b> <b>Relative clauses</b> beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. perhaps, surely) or <b>modal verbs</b> (e.g. might, should, will, must).</p> <p><b>Year 6</b> Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as '<i>I were</i>' or '<i>Were they to come</i>' in some very formal writing and speech).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Text structure</p>		<p><b>Year 1</b> Use the passive voice to affect the presentation of information in a sentence.</p> <p><b>Year 2</b> Correct choice and consistent use of the present tense and past tense throughout handwriting.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><b>Year 3</b> Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p> <p><b>Year 4</b> Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Year 5</b> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p> <p><b>Year 6</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>) and ellipsis.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>

<p>Punctuation</p>		<p><b>Year 1</b> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p> <p><b>Year 2</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><b>Year 3</b> Introduction to inverted commas to punctuate direct speech.</p> <p><b>Year 4</b> Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><b>Year 5</b> Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p><b>Year 6</b> Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
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# Writing composition

Write simple sentences which can be read by themselves and others.

## Year 1

Plan writing by saying outloud what they are going to write.

Draft writing by composing a sentence orally before they write.

Sequence sentences to create short narratives.

Read what they have written to check that it makes sense.

Discuss what they have written with teacher or peers.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

## Year 2 – develop positive attitudes and stamina by:

- Writing narratives about themselves or others – real or fictional
- Writing about real events
- Writing poetry
- Writing for different purposes
- Encapsulate what they want to say, sentence by sentence

## Planning

Plan or say out loud what they are going to write about

Write idea and key idea including new vocabulary

Make **additions, revision and corrections** to their own writing by:

- Evaluating their own writing with the teacher or other pupils.

Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

**Proof read** to check for errors in spelling, grammar and punctuation.

**Read aloud** their writing with appropriate intonation to make the meaning clear.

Discuss writing similar to which they are going to write in order to learn from its structure, vocabulary and grammar.

Discuss and record ideas.

Draft writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing the range of sentence structures.

Organise paragraphs around a theme

In narratives create setting, characters and plot.

In **non-narrative** material, use simple organisational devices such as headings and sub-headings.

## Evaluate and edit:

- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

**Proof read** for spelling and punctuation errors

**Read aloud** their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Identify audience and purpose, selecting appropriate form and use other similar writing as a model.

Note and develop initial ideas, drawing on reading and research where necessary.

In writing narratives, consider how the author has developed character and settings in what pupils have read, listened to and seen performed.

Select appropriate grammar and vocabulary, understanding how such choices enhance meaning

Use a wide range of devices to build and enhance cohesion across paragraphs.

Precis longer paragraphs

In narratives describe settings, characters and atmosphere and integrate dialogue to convey character and enhance action.

Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).

## Evaluate and edit:

- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

**Proof read** for spelling and punctuation errors.

**Perform** their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

# Writing: Spelling

Use phonic knowledge to match words with spoken sounds

Some words are spelled phonetically and some are phonetically plausible

Write some common irregular words

## Year 1

Spell words containing each of the 40+ phonemes already taught.

Spell common exception words

Spell days of the week

Name the letters of the alphabet:

- Name in order
- Use letter names to distinguish between alternative spellings of the same sounds

Add prefixes and suffixes:

- -s or -es
- Un-

-ing, -ed, -er, -est (where no change is needed in the spelling of the root word)

**Write from memory** simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Year 2

Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which one or more spellings are known and learn some words with each spelling along with a few common homophones.

Spell some common exception words.

Distinguish between homophones and near homophones.

Add suffixes to spell longer words:  
-ment, -ness, -ful, -less, -ly.

**Write from memory** simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.

Spell by learning the possessive apostrophe (singular).

Spell further homophones

Spell words that are often misspelt

Use the first two or three letters of a word to spell check in a dictionary

Use further prefixes and suffixes and understand how to add them.

**Write from memory** simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.

Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

Continue to distinguish between homophones and other commonly misspelt words.

Use the first three or four letters of a word to check spellings in a dictionary

Use further prefixes and understand the guidance for adding them.

Spell words with silent letters.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Tier 3 Vocabulary

Year R

**phoneme**  
**grapheme**  
**digraph**  
**trigraph**

How?  
Why?  
Spring  
Summer  
Autumn  
Winter  
yesterday  
today  
tomorrow  
Monday-Sunday

Year 1

- Letter, capital letter
- Word, singular, plural
- Sentence
- Punctuation mark, full stop, question mark, exclamation mark

Year 2

- noun, noun phrase
- statement, question, exclamation, command
- compound, suffix
- adjective, adverb, verb
- tense (past, present)
- apostrophe, comma

Year 3

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or speech marks)

Year 4

- determiner
- pronoun, possessive pronoun
- adverbial

Year 5

- modal verb, relative pronoun
- relative clause
- parenthesis, bracket, dash
- cohesion, ambiguity

Year 6

- subject, object
- active, passive,
- synonym, antonym
- ellipsis, hyphen, colon, semi-colon, bullet points.