

Curriculum expectations for English

Year 1

| Reading | Writing | Spoken language |
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| <ul style="list-style-type: none"> •Decode words using phonics •Match graphemes for all phonemes •Blend sounds in unfamiliar words •Read: common 'exception' words •Read aloud phonics-based books; reread to develop fluency and confidence •Share and discuss poems, stories and non-fiction beyond own reading level •Link reading to own experiences •Retell familiar stories •Join in with predictable phrases •Recite some rhymes and poems by heart •Draw on prior knowledge to make sense of texts •Check for sense and correct reading errors •Discuss: word meaning, significance of title and events •Make inferences and predictions •Explain their understanding of what is read to them | <ul style="list-style-type: none"> •Write from memory simple sentences dictated by teacher •Re-reading writing to check for sense •Sequencing sentences to form short narratives Coordination (and) •Capital letters and full stops and question marks to punctuate sentences •Capital letter for names and I Spelling •Using phonic knowledge to write words in ways which match their sound •Some common exception words •Phase 5 HFW •All days of the week Handwriting: •Sitting at table, holding pencil correctly •Leave spaces between words •Forming most lower and upper case letters correctly •Forming digits 0-9 Writer's voice: •To write a group of sentences that make sense | <ul style="list-style-type: none"> •Listen and respond appropriately •Ask relevant questions •Build vocabulary •Articulate and justify own ideas •Describe, explain and narrate for different purposes; express feelings •Participate actively in conversations •Speculate, hypothesis and explore ideas •Speak clearly and fluently in Standard English •Take part in discussions, presentations, performances, role-play improvisations and debates •Keep listeners interested •Explore different viewpoints •Communicate effectively using appropriate register |

Year 2

| Reading | Writing | Spoken language |
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| <ul style="list-style-type: none"> • Develop phonics until decoding is secure and reading fluent • Read by blending sounds • Read: words of 2+ syllables containing taught GPCs; words with common suffixes; common 'exception' words • Read frequently encountered words quickly and accurately • Read and reread books at appropriate level • Discuss fiction, non-fiction and poetry beyond own reading level • Discuss order of events • Become familiar with and retell stories • Read non-fiction books structured in different ways • Recognise simple recurring literary language • Discuss word meanings and favourite words/phrases • Learn more poems by heart, reciting some • Draw on prior knowledge to make sense of texts • Check for sense and correct reading errors • Make inferences and predictions • Ask and answer questions • Discuss books, poems and other texts • Explain their understanding of texts | <ul style="list-style-type: none"> •Coherent narratives (real or fiction) •Write about real events •Past/present tense mostly consistent •Co-ordination (and, or, but) •Some subordination (when, if, that, because) •Most sentences capital letters, full stops •Some use of question marks •Spelling: •Segmenting words into phoneme sand representing with graphemes •Spell many common exception words •Handwriting: •Lower-case, capital letters and digits of correct size, orientation and relationship to each other •Correct spacing between words •Writer's voice •Beginning to group information-Beginning, middle and end •Can write a group of sentences that make sense | <ul style="list-style-type: none"> Listen and respond appropriately Ask relevant questions Build vocabulary Articulate and justify own ideas Describe, explain and narrate for different purposes; express feelings Participate actively in conversations Speculate, hypothesis and explore ideas Speak clearly and fluently in Standard English Take part in discussions, presentations, performances, role-play improvisations and debates Keep listeners interested Explore different viewpoints Communicate effectively using appropriate register |

Year 3

| Reading | Writing | Spoken language |
|--|---|--|
| <ul style="list-style-type: none"> • Apply knowledge to read and understand new words • Read further 'exception' words • Listen to and discuss a range of fiction, poetry, plays and non-fiction • Read books structured in different ways and read for a range of purposes • Use dictionaries to check meaning • Read a wide range of texts, identifying themes and conventions, and retelling some orally • Prepare poems and plays to perform • Discuss interesting words/phrases • Recognise some forms of poetry • Check own understanding of reading; ask questions to improve understanding • Draw inferences and make predictions • Identify and summarise main ideas • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from nonfiction • Discuss reading with others | <p>Write in a linked series of sentences to develop an idea</p> <p>Organise writing in paragraphs around a theme</p> <p>Create settings, characters, plot, using some expanded noun phrases</p> <p>Use headings and subheadings</p> <p>Range of sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences)</p> <p>Select appropriate tense</p> <p>Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)</p> <p>Wider range of conjunctions (when, if, because, although) adverbs and prepositions</p> <p>Use a and an correctly</p> <p>Use Standard English verb inflections (I did vs I done Capital letters, full stops, question marks, exclamation marks</p> <p>Commas for lists</p> <p>Inverted commas and other punctuation for direct speech</p> <p>Spelling:</p> <ul style="list-style-type: none"> ➢ Apostrophes for possession (sing/pl) ➢ most words spelled correctly* (Yr3/4) ➢ Use a wider range of prefixes and suffixes ➢ Further homophones <p>Handwriting: joined up, legible, fluent and speedy</p> <p>Writer's voice</p> <p>Use modelled strategies to engage the reader</p> <p>Write a group of sentences that make sense and are grammatically correct</p> | <ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register |

Year 4

| Reading | Writing | Spoken language |
|---|--|--|
| <ul style="list-style-type: none"> • Apply knowledge to read and understand new words • Read further 'exception' words • Listen to and discuss a range of fiction, poetry, plays and non-fiction • Read books structured in different ways and read for a range of purposes • Use dictionaries to check meaning • Read a wide range of texts, identifying themes and conventions, and retelling some orally • Prepare poems and plays to perform • Discuss interesting words/phrases • Recognise some forms of poetry • Check own understanding of reading; ask questions to improve understanding • Draw inferences and make predictions • Identify and summarise main ideas • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Discuss reading with others | <p>Write in a linked series of sentences to develop an idea</p> <p>Group writing in paragraphs</p> <p>Create settings, characters, plot – expanded noun phrases</p> <p>Use headings and subheadings to structure text</p> <p>Range of sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences)</p> <p>Select appropriate tense (including perfect present - I have lived, Have you been?) Past tense for diary</p> <p>Use fronted adverbials</p> <p>Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)</p> <p>Range of appropriate conjunctions (and/but/if/when, because, although), adverbs and prepositions</p> <p>Use a and an correctly</p> <p>Use Standard English verb inflections (I did vs I done)</p> <p>Capital letters, full stops, question marks, exclamation marks</p> <p>Commas for lists and fronted adverbials</p> <p>Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas</p> <p>Apostrophes for possession (sing/pl)</p> <p>Spelling: most words spelled correctly* (Yr3/4)</p> <p>Handwriting: joined up, legible, fluent and speedy</p> <p>Writer's voice</p> <p>Emerging writer's voice-choosing strategies and vocab for effect</p> <p>Write groups of sentences that are grammatically correct and make sense to the reader.</p> | <ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register |

Year 5

| Reading | Writing | Spoken language |
|---|--|--|
| <ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Read and discuss a broad range of texts • Read books structured in different ways; read for a range of purposes • Recommend books to others • Identify and discuss themes and conventions and make comparisons • Learn a wider range of poetry by heart • Prepare poems/plays to read aloud and perform • Check for sense and ask questions to improve understanding • Draw inference and make predictions • Summarise main ideas • Identify how structure and presentation contribute to meaning • Discuss authors' use of language • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Discuss books they read and hear • Explain and discuss their understanding, including through formal presentations and debates • Justify their views | <p>Writing in logically sequenced paragraphs</p> <p>Describe settings, characters, atmosphere – using expanded noun phrases</p> <p>Integrated dialogue to convey character and advance the action</p> <p>Layout devices to structure text (headings, subheadings, columns, bullet points, tables)</p> <p>Range of sentence structures – simple, compound, complex</p> <p>Consistent and accurate use of tense including present and past perfect (she had lived, she has lived)</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Nouns and pronouns to avoid repetition (eg he, she, it, they his, hers, its, their)</p> <p>Wide range of appropriate conjunctions, adverbs and prepositions</p> <p>Relative clauses (who, which, where, when, whose, that)</p> <p>Modal verbs (would, should, could, might, will, must etc) Devices to build cohesion including adverbials of time (later), place (nearby) manner (firstly)</p> <p>Confident writer's voice - deliberate vocabulary choices for effect/specialist vocabulary</p> <p>Capital letters, full stops, question marks, exclamation marks</p> <p>Commas for lists and fronted adverbials</p> <p>Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas</p> <p>Apostrophes for possession (sing/pl)</p> <p>Brackets, dashes, commas for parenthesis</p> <p>Commas to clarify meaning</p> <p>Spelling: most words spelled correctly* (Yr5/6)</p> <p>Handwriting: joined - legible, fluent and speedy</p> <p>Writer's voice</p> <p>Use strategies independently to engage the reader</p> <p>Write sentences that are grammatically correct</p> | <ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register |

Year 6

| Reading | Writing | Spoken language |
|---|---|--|
| <ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Read and discuss a broad range of texts • Read books structured in different ways; read for a range of purposes • Recommend books to others • Identify and discuss themes and conventions and make comparisons • Learn a wider range of poetry by heart • Prepare poems/plays to read aloud and perform • Check for sense and ask questions to improve understanding • Draw inference and make predictions • Summarise main ideas • Identify how structure and presentation contribute to meaning • Discuss authors' use of language • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Discuss books they read and hear • Explain and discuss their understanding, including through formal presentations and debates • Justify their views | <p>Description of settings, characters and atmosphere in narratives</p> <p>Integrated dialogue used to convey character and advance action</p> <p>Vocabulary and grammatical structures selected to reflect level of formality, including subjunctive in very formal writing (if I were)</p> <p>Consistent and correct use of tense throughout a piece of writing including perfect present and past to mark relationships of time and cause (he had seen her before; she has gone home; he had had enough)</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Writing in logically sequenced paragraphs, with a range of cohesive devices, within and across sentences and paragraphs – eg repetition of word/phrase, adverbials eg on the other hand, as a consequence, ellipsis.</p> <p>Passive voice (the window was broken by me)</p> <p>Modal verbs (would, should, could, might, will, must)</p> <p>Wide range of clause structures used, sometimes in various positions in sentences</p> <p>Relative clauses (who, which, where, when, whose, that)</p> <p>Adverbs/prepositional phrases/ expanded noun phrases used well for detail, qualification and precision</p> <p>Layout devices to structure text (headings, subheadings, columns, bullet points, tables)</p> <p>Punctuating direct speech: inverted commas, commas after reporting clause, end punctuation within inverted commas commas for clarity</p> <p>punctuation for parenthesis: bracket, dashes and commas</p> <p>Semi-colon, semi-colon and dash to demarcate clauses</p> <p>Colons to introduce lists and semi-colons within lists</p> <p>Hyphens to avoid ambiguity</p> <p>Bullet points to list information</p> <p>Spelling: most words spelled correctly* (Yr5/6)</p> <p>Handwriting: joined – legible, fluent, speedy</p> <p>Writer's voice</p> <p>Produce a lively piece of writing, clearly organised in paragraphs and using strategies to engage the reader independently</p> <p>Write a groups of sentences that are grammatically correct</p> | <ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register |