

Curriculum expectations for English

Year 1

Reading	Writing	Spoken language
<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 simple dictated sentences • Sequence sentences to form short narratives • Reread sentences to check they make sense • Join words and clauses using 'and' • Begin to use basic punctuation (?!) • Use capital letters to start sentences and proper nouns • Using phonic knowledge to write words in ways which match their sound • Spell correctly some common exception words • Spell correctly phase 5 High Frequency Words • Sitting at table, holding pencil correctly • Leave spaces between words • Form correctly: lower-case letters, capital letters and digits 	<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
<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 	<p>Some expanded noun phrases Past/present tense mostly consistent Co-ordination (and, or, but) Some subordination (when, if, that, because) Develop drafting/editing skills: plan, evaluate, re-read, proof-read Use a variety of sentence types: statements, questions, exclamations, commands Most sentences must have capital letters, full stops Some use of question marks, exclamation marks, possessive apostrophe Segmenting words into phoneme sand representing with graphemes Accurate spelling of some common exception words Some words with contracted forms Some use of suffixes (-ment -ness -ful -less -ly) Distinguish between homophones and near homophones Lower-case, capital letters and digits of correct size, orientation and relationship to each other Use diagonal and horizontal joins Correct spacing between words</p>	<p>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</p>

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 setting, characters, plot using some expanded noun phrases</p> <p>Use heading and subheadings</p> <p>Range a 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</p> <p>Use wider range of conjunctions, adverbs and prepositions</p> <p>Use a and an correctly</p> <p>Use standard English verb inflections (I did vs I done)</p> <p>Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for list, inverted commas and other punctuation for direct speech, apostrophes for possession (single and plural)</p> <p>Use correct spelling for most words in Y3 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</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>Organise writing in paragraphs</p> <p>Create setting, characters, plot using some expanded noun phrases</p> <p>Use heading and subheadings to structure a text</p> <p>Range a sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences)</p> <p>Select appropriate tense including perfect present</p> <p>Nouns and pronouns to avoid repetition</p> <p>Use fronted adverbials</p> <p>Range of appropriate conjunctions, adverbs and prepositions</p> <p>Use a and an correctly</p> <p>Use standard English verb inflections (I did vs I done)</p> <p>Emerging writer's voice, using vocabulary and other strategies for effect</p> <p>Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for lists and fronted adverbials, inverted commas and other punctuation for direct speech, apostrophes for possession (single and plural)</p> <p>Use correct spelling for most words in Y4 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</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>Write in logically sequenced paragraphs</p> <p>Describe setting, characters, atmosphere using expanded noun phrases</p> <p>Integrated dialogue to convey character and advance the action</p> <p>Layout devices to structure the text (headings, subheadings, columns, bullet points, tables)</p> <p>Range a sentence structures – simple, compound, complex</p> <p>Consistent and accurate use of tense, including present and perfect</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Nouns and pronouns to avoid repetition</p> <p>Use fronted adverbials</p> <p>Wide range of appropriate conjunctions, adverbs and prepositions</p> <p>Use of relative clauses</p> <p>Use of model verbs</p> <p>Devices to build cohesion including adverbials of time, place and manner</p> <p>Confident writer's voice, deliberate vocabulary choices for effect</p> <p>Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for lists and fronted adverbials, punctuation for direct speech, apostrophes for possession (single and plural), some correct use of brackets, dashes, commas for parenthesis and commas to clarify meaning</p> <p>Use correct spelling for most words in Y5 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</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, atmosphere in narratives</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</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Write in logically sequenced paragraphs with a range of cohesive devices</p> <p>Use of passive voice</p> <p>Use of model verbs</p> <p>Wide range of clause structures used</p> <p>Use of relative clauses</p> <p>Adverbs/prepositional phrases/expanded noun phrases used for detail, qualification and precision</p> <p>Layout devices to structure text</p> <p>Use correct punctuation for direct speech, commas for clarity, punctuation for parenthesis - brackets, dashes, commas, some correct use of semi-colon, semi-colon and dash to demarcate clauses, colons to introduce lists and semicolons within lists, hyphens to avoid ambiguity and bullet points to list information</p> <p>Use correct spelling for most words in Y6 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</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