

Year 1	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>Sometimes use phrases rather than sentences to communicate ideas</p> <p>Use very simple sentence structures in writing – often repetitive – beginning with “I” or the character’s name</p> <p>Show awareness of full stops – but these may not be placed correctly</p> <p>Start a piece of writing with a capital letter</p>	<p>Spell words with simple phoneme/grapheme correspondence accurately (e.g. cat, dog, red)</p> <p>Write some words using common digraphs and trigraphs correctly (e.g. b-oa-t, sh-ee-p; l-igh-t)</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p> <p>Can recall letters of the alphabet and related common phonemes</p> <p>Can form commonly used lower case letters in the correct direction, starting and finishing in the right place</p> <p>Spacing between words and letters may vary</p>	<p>Use mostly simple words, with frequent repetition</p> <p>Attempt to write about familiar events</p> <p>Understand different purposes for writing (e.g. through role play or activities)</p> <p>Use simple words to convey some meaning (frequent repetition e.g. of, then, and)</p> <p>Produce recognisable letters, words or symbols to convey meaning</p> <p>Use simple words, phrases or captions</p> <p>Invent own compositions, which may need mediating to be understood (e.g. through oral rehearsal or performance through role play)</p>
Year End Expectation	<p>Choose some appropriate vocabulary relevant to subject matter</p> <p>Use familiar adjectives to add detail (e.g. red apple, bad wolf)</p> <p>Use some topic related words</p> <p>Begin to use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets)</p> <p>Some evidence of use of full stops and capital letters to demarcate sentences</p> <p>Begin to use capital letters for names and the personal pronoun “I”</p>	<p>Usually correct spelling of high frequency single morpheme words</p> <p>Able to spell words of more than one syllable which have close graphic/phonetic correspondence (e.g. picnic, cowboy)</p> <p>Segment and spell words containing adjacent consonants (e.g. boost, champ, burnt)</p> <p>Able to spell common regular noun and verb suffixes (e.g. plurals where an “s” is added; - and verbs -help, helping, helped)</p> <p>Able to add the prefix un (e.g. undo, unlock)</p> <p>Uses letter names to distinguish between alternative spellings of the same sound</p> <p>Able to form digits 0 to 9</p> <p>Able to form capital letters</p>	<p>Basic information and ideas conveyed through topic related word choice</p> <p>Attempt simple, familiar forms (e.g. recounts, simple stories for a range of purposes)</p> <p>Expand detail to ideas using ‘and’</p> <p>Another person is able to read writing with some mediation</p> <p>Some formulaic phrases indicate start/end of text (e.g. once upon a time, one day, the end)</p> <p>Some events/ideas in appropriate order (e.g. actions listed in time/sequence)</p> <p>Simple connections between ideas, events(e.g. repeated nouns, pronouns)</p> <p>Show some control over word/events through composing a sentence orally before writing</p>
Surpassing	<p>Use appropriate vocabulary to add detail in both fiction and non-fiction (e.g. quickly running, the very hot kettle)</p> <p>Use story related language (e.g. Early one morning...)</p> <p>Use mostly grammatically accurate clauses</p> <p>More consistent use of writing capital letters for names and the personal pronoun “I”</p>	<p>Show awareness of common alternative graphemes in writing, although may not be used with consistent accuracy</p> <p>Letters are more consistent in size and shape across the text</p> <p>Some ascenders/descenders are correctly formed</p>	<p>Can sequence sentences to form narratives</p> <p>Can re-read what they have written to make sure it makes sense</p> <p>Some indication of basic purpose, particular format or awareness of reader (e.g. story, label, message)</p>

Year 2	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>Use some words chosen for effect and appropriate to the subject matter</p> <p>Use some technical words to convey information (e.g. parts of the body, cooking equipment)</p> <p>Some variation in sentence openings, e.g. use simple time connectives to support chronology in writing (then, after, first)</p> <p>Use simple conjunctions (e.g. and, but, so to connect clauses)</p> <p>Use extended simple sentences (e.g. including adverbs and adjectives) to add interest</p> <p>Begin to use capital letters, full stops, question mark and exclamation marks</p> <p>Use capital letters for some proper nouns (e.g. countries)</p>	<p>Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/ a-e –)</p> <p>Add suffixes to simple regular verbs (e.g. add s, ed, ing)</p> <p>Show awareness of silent letters in spelling (e.g. knight, write)</p> <p>Use -le ending as the most common spelling for this sound at the end of words</p> <p>Letters are more consistent in size and shape across the text</p>	<p>Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)</p> <p>Simple beginnings and endings signalled</p> <p>Ideas show some development within sections of writing</p> <p>Structure and form of narrative clear (e.g. beginning, middle and end; sense of sequence)</p>
Year End Expectation	<p>Attempt some varied vocabulary to create detail, for effect and interest</p> <p>Use noun phrases that are simple in vocabulary and structure (e.g. the dark, spooky house)</p> <p>Co-ordinate sentences using or, and, but</p> <p>Past and present tense generally consistent</p> <p>Use a wider range of sentence openers (e.g. use of adverbs)</p> <p>Express ideas clearly using simple and compound sentences</p> <p>Use a range of sentence types in writing (including questions, statements, commands or exclamations)</p> <p>Use a broader range of present and past tense forms (e.g. progressive form – he is running; she was reading)</p> <p>Some indication of subordination - using when, if, until, usually at the end of a sentence</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy</p> <p>Commas used to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p>	<p>Accurately spell common phonically decodable two and three syllable words</p> <p>Add suffixes to nouns (e.g. add –er, -est; plurals – es, - changing y to ies)</p> <p>Common homophones are spelt accurately (e.g. here/hear; to/ too/ two; see/sea; bee/be)</p> <p>Common exception (“tricky”) words spelt accurately</p> <p>Contractions spelt correctly (e.g. didn’t, isn’t, it’s etc.)</p> <p>Spelling of the days of the week and months of the year are accurate (including use of capital letters)</p> <p>Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words</p>	<p>Viewpoint may be indicated by simple comments or actions (e.g. the teacher was kind...apples are good for you...)</p> <p>Can make simple additions, revisions and corrections to their writing</p> <p>Writing content and organisation relates to the purpose - mostly relevant ideas and content, sometimes repetitive or sparse</p> <p>Able to create narratives with some detail in characterisation, description of setting and development of plot</p> <p>Use of simple organisational devices in non-fiction to organise ideas for the reader (e.g. titles, sub-headings, illustrations and captions)</p> <p>Some attempt to sequence ideas or events (e.g. by use of time related words; numbered points; headings, line breaks; use of pictures)</p> <p>Openings and/or closings sometimes signalled</p>
Surpassing	<p>Use some apt word choices to create interest (e.g. write in a lively way that holds the reader’s interest)</p> <p>Use adverbs to modify verbs</p> <p>Use simple noun phrases with a greater range of vocabulary e.g. a lot of money; my younger sister; the best team in the world</p> <p>Use a variety of fronted adverbials to add interest (e.g. In the middle of the park..., A week last Friday...)</p> <p>Use simple time subordination to open sentences (e.g. When I finished dinner, After we had an ice cream)</p> <p>Begin to use a range of past tense forms for purpose (e.g. I walked, I was walking, I had walked)</p> <p>Use inverted commas to indicate direct speech , though some errors may be present in opening and closing of different speakers</p> <p>Begin to use commas after simple fronted adverbials (e.g. Today, I feel tired)</p>	<p>Correct use and spelling of pronouns</p> <p>Evidence of a wider range of suffixes spelt correctly (e.g. -ly, -ful, -tion, -less, -ment,)</p> <p>Evidence of a range of prefixes spelt correctly in words (e.g. un, dis)</p> <p>Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting</p> <p>Develop characteristic forms of narrative (e.g. traditional tales)</p> <p>Brief comments, questions about events or actions suggest viewpoint</p> <p>Simple text structure with an attempt to organise related ideas in sections or paragraphs</p> <p>Show some consistency with the use of the first and third person</p> <p>Build up a sequence of relevant events with a simple conclusion or appropriate ending</p> <p>Some awareness of purpose through selection of relevant content and an attempt to interest the reader</p>

Year 3	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>Use some apt word choices to create interest</p> <p>Use adverbs to modify verbs Can identify nouns, verbs, adjectives and prepositions Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world) Use a variety of fronted adverbials to add interest (e.g. In the middle of the park..., A week last Friday...) Use simple time subordination to open sentences (e.g. When I finished dinner, After we had an ice cream) Begin to use a range of past tense forms for purpose (e.g. I walked, I was walking, I had walked)</p> <p>Use inverted commas to indicate direct speech, though some errors may be present in opening and closing of different speakers Begin to use commas after simple fronted adverbials (e.g. Today, I feel tired) Accurately use commas in lists</p>	<p>Correct use and spelling of pronouns</p> <p>Evidence of a wider range of suffixes spelt correctly (e.g. -ly, -ful, -tion, -less, -ment)</p> <p>Evidence of a range of prefixes spelt correctly in words (e.g. un, dis,)</p> <p>Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Plan their writing by discussing and recording ideas</p> <p>Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting</p> <p>Develop characteristic forms of narrative (e.g. traditional tales)</p> <p>Brief comments, questions about events or actions suggest viewpoint</p> <p>Simple text structure with an attempt to organise related ideas in sections or paragraphs</p> <p>Show some consistency with the use of the first and third person</p> <p>Build up a sequence of relevant events with a simple conclusion or appropriate ending</p> <p>Some awareness of purpose through selection of relevant content and an attempt to interest the reader</p>
Year End Expectation	<p>Choose some words or phrases showing an awareness of the reader Can identify and use expanded noun phrases to add interest and detail Uses a wider range of conjunctions (e.g. when, if, because, although, however) Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...) Expressing time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during) Use speech marks more accurately to punctuate direct speech</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> • Homophones (e.g. accept/except) • words with the prefixes dis, mis, in, and im • verbs with irregular tense changes (e.g. go/went) • words endings -tion, -sion, <p>Understands which letters, when adjacent to one another, are best left unjoined</p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Openings and closings are signalled in a range of writing Draft and write, organising paragraphs around a theme Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Include detail to add an element of humour, surprise or suspense Evidence of sustained viewpoint Main features of selected form signalled to the reader, including use of language, structure and purpose</p>
Surpassing	<p>Use a range of adjectives and adverbs across fiction and non-fiction writing (e.g. use of determiners – many, each, most) Uses elements of an increasing range of genre language appropriately Uses a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Tense choice generally appropriate to task including some use of modals (e.g. can, will) Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials and after subordination (e.g. Later that day, I heard the bad news)</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> • words ending , -ssion, -cian • prefixes (e.g. sub, super, anti, auto) • homophones or near-homophones (e.g. medal/ meddle) • possessive apostrophe with plural words (e.g. boys') 	<p>Inter-relate beginning, middle and ending Show main features of narrative and non-narrative structure to organise ideas and events Within paragraphs/sections, some links between sentences e.g. use of pronouns or adverbials Features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions Viewpoint (opinion, attitude, position) is expressed and maintained. Develops characterisation and/or setting by including detail; speech; - description of setting; feelings or motive Uses imaginative details to entertain, amuse and create tension</p>

Year 4	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>Use a range of adjectives and adverbs across fiction and non-fiction writing (e.g. use of determiners – many, each, most)</p> <p>Use elements of an increasing range of genre language appropriately</p> <p>Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while)</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials and after subordination (e.g. Later that day, I heard the bad news)</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> words ending , –sion, –cian prefixes (e.g. sub–, super–, anti– auto) homophones or near-homophones (e.g. medal/ meddle) possessive apostrophe with plural words (e.g. boys') 	<p>Inter-relate beginning, middle and ending</p> <p>Show main features of narrative and non-narrative structure to organise ideas and events</p> <p>Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials)</p> <p>Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions)</p> <p>Viewpoint (opinion, attitude, position) is expressed and maintained</p> <p>Develop characterisation and/or setting through inclusion aspects of: detail; speech; - description of setting; feelings or motive</p> <p>Use imaginative details to entertain, amuse and create tension</p>
Year End Expectation	<p>Choose words or phrases to both engage the reader and support the purpose</p> <p>Include details to interest, persuade, explain and instruct</p> <p>Use precise vocabulary that is lively and imaginative showing an awareness of audience</p> <p>Familiar with a range of word classes including adverbs and prepositions</p> <p>More confident use of different types of sentences and related verb type (e.g. imperatives in commands)</p> <p>Use adverbial phrases and noun phrases to give clarity to the account</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash)</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> the majority of the Year 3/4 word list words ending or chuh (e.g. furniture) the suffix –ation information, the suffix –ous (e.g. various, tremendous) prefixes il, ir, re, sub, <p>Ensure that the downstrokes of letters are parallel and equidistant (e.g. joining ll, th)</p>	<p>In narrative use paragraphs for a change in action, settings and time</p> <p>In non-fiction use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion</p> <p>Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly</p> <p>Planning ensures events are well paced in writing</p> <p>Characters developed through describing how they look, react, talk or behave</p> <p>Provide background information to create the context for the writing</p> <p>Adopt viewpoint through narrator comments on characters or events</p> <p>Beginning to use an appropriate style of writing (e.g. formal or informal)</p>
Surpassing	<p>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>Evidence of deliberate vocabulary choices</p> <p>Use precise vocabulary that is lively and imaginative which is intended to amuse, entertain or create tension</p> <p>Use some variety in length, subject or structure of sentences</p> <p>Some variety in subordinating conjunctions: because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...)</p> <p>Some sentence variation created (e.g. direct speech; simple adverbials (we played after tea... it was scary in the tunnel)</p> <p>Use speech punctuation (inverted commas) correctly with a new line for each speaker</p> <p>Use the apostrophe for a range of purposes correctly</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> endings which sound like zhun/ (e.g. division, invasion, confusion, decision, collision, television) common errors in prefixes and suffixes are correctly spelt (e.g. disappear disappoint beginning business) <p>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Attempt to sequence ideas or material logically and show events are clearly related</p> <p>Paragraphs have relevant openings</p> <p>Paragraphs/sections help to organise content, e.g. main idea usually supported or elaborated by following sentences</p> <p>Adverbials/pronouns link sentences, sections or paragraphs (when we got there, after that)</p> <p>Include description of narrator's or character's reaction to events</p> <p>Writing is clear in purpose and incorporates relevant content to inform/engage the reader.</p> <p>Features of text type/genre are appropriate to the task (e.g. choice of tense /verb form/layout/ formality)</p> <p>Ideas may be adapted (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report)</p> <p>Present a consistent point of view and link points coherently or persuasively</p>

Year 5	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>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>Evidence of deliberate vocabulary choices</p> <p>Use precise vocabulary that is lively and imaginative which is intended to amuse, entertain or create tension</p> <p>Use some variety in length, subject or structure of sentences</p> <p>Some variety in subordinating conjunctions: because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...)</p> <p>Some sentence variation created e.g. direct speech; simple adverbials (e.g. we played after tea... it was scary in the tunnel)</p> <p>Use speech punctuation (inverted commas) correctly with a new line for each speaker</p> <p>Use the apostrophe for a range of purposes correctly</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> further prefixes and suffixes and understand the guidance for adding them some words with 'silent' letters(e.g. knight, psalm, solemn) homophones and other words which are often confused <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Attempt to sequence ideas or material logically and show events are clearly related</p> <p>Paragraphs have relevant openings</p> <p>Paragraphs/sections help to organise content (e.g. main idea usually supported or elaborated by following sentences)</p> <p>Adverbials/pronouns link sentences, sections or paragraphs (e.g. when we got there, after that)</p> <p>Include description of narrator's or character's reaction to events</p> <p>Writing is clear in purpose and incorporates relevant content to inform/engage the reader</p> <p>Features of text type/genre are appropriate to the task (e.g. choice of tense/verb form; layout; formality)</p> <p>Ideas may be adapted (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report)</p> <p>Present a consistent point of view and link points coherently or persuasively</p>
Year End Expectation	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g. the boy, who was feeling very ill ..., the boy, feeling very ill ...)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (e.g. could, might, should)</p> <p>Evidence of the perfect form of verbs to mark relationships of time and cause (e.g. I have/had found a necklace)</p> <p>Use precise expanded noun phrases to add interest and detail (e.g. the paisley patterned tie with a Windsor knot...)</p> <p>Use commas and hyphens to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list</p>	<p>Children are able to spell:</p> <ul style="list-style-type: none"> words ending in -ch (e.g. , furniture) the suffix -ous (e.g. various, tremendous) endings which sound like zhun/ (e.g. division, invasion, confusion, decision, collision, television) common errors in prefixes and suffixes are correctly spelt (e.g. disappear disappoint beginning business) <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<p>Select the appropriate form and use other similar writing as models when planning</p> <p>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p> <p>Viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained</p> <p>Can redraft a section of writing to strengthen impact</p>
Surpassing	<p>Some evidence of deliberate ambitious and adventurous vocabulary choices</p> <p>Use adverbial phrases and expanded noun phrases to add interest and detail</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity</p> <p>Use a wider variety of conjunctions to clarify relationship between ideas (e.g. despite, although)</p> <p>Use fronted adverbials (e.g. Sadly, Happily); adverbial phrases (e.g. After a while, Next to the station); and subordination (e.g. When it stopped raining.....Creeping quietly,)</p> <p>Use a wider range of subordination to show relationships:- time (when), place (where), reason (why) and manner (how)</p> <p>Use of inverted commas and other punctuation to indicate direct speech: a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p>	<p>Correct use and spelling of pronouns</p> <p>Expanded range of suffixes – including homophonic endings (e.g. "shun" - tion, sion, ssion, cian)</p> <p>Extended range of prefixes:</p> <ul style="list-style-type: none"> dis-, mis-, im- disappear, misbehave, impossible, re-: refresh, sub-: subdivide inter-: international super-: supermarket, anti-: antiseptic, auto-: automatic, autograph <p>Homophones or near-homophones - (e.g. accept/except/ affect/effect)</p> <p>Handwriting is fluent and legible</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions)</p> <p>Sequence sentences logically to extend ideas</p> <p>Show main features of structure to organise events or information within paragraphs/sections, some links between sentences (e.g. use of pronouns or adverbials)</p> <p>Create an appropriate opening and closing, which tie together to impact on the reader</p> <p>Related events or ideas organised into paragraphs or sections to support the content of the writing in different text types</p>

Year 6	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Developing Towards	<p>Some evidence of deliberate ambitious and adventurous vocabulary choices</p> <p>Use adverbial phrases and expanded noun phrases to add interest and detail</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Some variety in subordinating connectives, because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...)</p> <p>Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while)</p> <p>Use fronted adverbials (e.g. Sadly, Happily); adverbial phrases (e.g. After a while, Next to the station); and subordination (e.g. When it stopped raining.....Creeping quietly,)</p> <p>Use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use of inverted commas and other punctuation to indicate direct speech: a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p>	<p>Correct use and spelling of pronouns</p> <p>Expanded range of suffixes – including homophonic endings (e.g. "shun" - tion, sion, ssion, cian)</p> <p>Extended range of prefixes</p> <ul style="list-style-type: none"> dis-, mis-, im- disappear, misbehave, impossible re-: refresh sub-: subdivide inter-: international super-: supermarket anti-: antiseptic auto-: automatic, autograph <p>Homophones or near-homophones – (e.g. accept/except, affect/effect)</p> <p>Handwriting is fluent and legible</p> <p>Letters and words are usually appropriate in size and position</p>	<p>Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions)</p> <p>Viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained</p> <p>Sequence sentences logically to extend ideas</p> <p>Show main features of structure to organise events or information within paragraphs /sections, some links between sentences e.g. use of pronouns or adverbials</p> <p>Create an appropriate opening and closing which tie together to impact on the reader</p> <p>Related events or ideas organised into paragraphs or sections to support the content of the writing in different text types</p>
Year End Expectation	<p>Ideas and events developed through some deliberate selection of phrases and vocabulary: technical terminology; vivid language; word choice for effect or emphasis</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Punctuate bullet points consistently</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Choose adverbials and expanded noun phrases to consciously engage, entertain and inform the reader</p> <p>Some variation in sentence structure through a range of openings: adverbials (e.g. some time later, as we ran, once we had arrived...); subject reference (e.g. they, the boys, our gang...); speech</p> <p>Most sentences correctly demarcated: some commas mark phrases or clauses; apostrophes mark contractions. If used, inverted commas demarcate the beginning and end of direct speech, correctly on most occasions</p> <p>Use commas to separate phrases or clauses with more <i>confidence</i></p>	<p>Correct spelling of regularly formed content/lexical words, including those with multiple morphemes</p> <p>Learn the statutory 100 spellings for year 5 and 6 in the national curriculum</p> <p>Spell most words correctly, including polysyllabic words that contain unstressed <i>vowels</i> (e.g. different, interested, secretary, jewellery)</p> <p>Write in a consistent and fluent style with letters and words appropriately placed</p>	<p>Content is balanced, e.g. between action and dialogue; fact and comment</p> <p>Viewpoint is established and generally maintained. Contrasting attitudes /opinions may be presented. Some use of expert comment may be used to suggest credibility (e.g. rabbits are popular pets because they can live outdoors in all weather)</p> <p>Some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)</p> <p>Connections within and between paragraphs generally maintained through use of ongoing references: pronouns, adverbials, connectives (e.g. Eventually we...)</p> <p>Writing is well paced and events are logically related</p> <p>Pronouns and tenses are generally consistent</p> <p>Précis own written texts to fit purpose and audience</p> <p>Use a wide range of devices to build cohesion within and between paragraphs (e.g. use of adverbials of time, place and number or tense choices – he <i>had</i> seen her before)</p>
Surpassing	<p>Vocabulary predominantly appropriate to text type and genre. Precise word choice may create impact and augment meaning</p> <p>Ensure writing uses an appropriate range of figurative language to enhance the narrative</p> <p>Use expanded noun phrases appropriately to convey complicated information concisely (e.g. The unsightly rubbish lying at the bottom of the once beautiful canal...)</p> <p>Variety in sentence length, structure and subject to help expand ideas, convey key issues/facts or provide emphasis, detail and description</p> <p>Different sentence types used within the same text for effect (e.g. question sentences for suspense, rhetorical questions to emphasise point)</p> <p>Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate (e.g. the centre has been visited often)</p> <p>Full range of punctuation used accurately for effect to demarcate sentences including speech punctuation</p> <p>Correctly demarcate sentences with intra-sentence punctuation: dashes, parenthesis</p> <p>Use commas within sentences to avoid ambiguity in relating elements and clauses</p>	<p>Secure use and understanding of spelling rules and their exceptions</p> <p>Spell words with complex regular patterns accurately</p> <p>Handwriting style is joined, clear and fluent and, where appropriate, is adapted to a range of tasks</p>	<p>Additional words and phrases contribute to shades of meaning e.g. A <i>single</i> tear ran down his <i>soot-blackened</i> face</p> <p>Use the passive voice to affect the impact and effect of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Content is balanced and controlled with some effective selection and ordering of text to engage the reader: placement of significant idea /event for emphasis; reflective comment; opinion; dialogue</p> <p>Established and controlled viewpoint with some development of opinion, attitude, position or stance</p> <p>Make appropriate choices between colloquial and standard form</p> <p>Relationships between paragraphs or sections give structure to the whole text: links make structure between topics clear; connections between opening and ending)</p> <p>Sequencing and structured organisation of paragraphs and /or sections contributes to overall effectiveness of text</p>

Year 1	Book band	Word Reading	Comprehension				
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
		Range of competencies and contexts: Children will consolidate knowledge of GPCs and develop the skill of blending the sounds into words for reading. This will be supported by reading and re-reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. They will hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary and learn to appreciate rhymes and poems, and to recite some by heart. Children will be encouraged to link what they read or hear read to their own experiences and express responses by identifying likes and dislikes.					
Developing Towards	4 BLUE 3 YELLOW	Follow print with eyes, finger pointing only at difficulty Take more note of punctuation in order to support the use of grammar and oral language rhythms Re-read to enhance phrasing and clarify precise meaning Show fluency and confidence whilst re-reading familiar texts Apply phonic knowledge and skills as the route to decode words Blend and read simple words containing adjacent consonants (e.g. stop, best) Begin to identify constituent parts of simple two-syllable words (e.g. into, outside) Begin to use analogy to read unknown words (e.g. look, took) Read simple sentences and, where appropriate, check understanding with picture cues	Answer questions about the main points of a simple text, indicating precise understanding	Discuss character and plot	Begin to recognise some differences between fiction and non-fiction texts Begin to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways)		Notice relationships between one text and others (e.g. common themes)
		Read fluently, attending to a greater range of punctuation and text layout Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum Appendix 1) Read accurately by blending sounds in unfamiliar words containing known GPCs Read other words of more than one syllable that contain known GPCs (e.g. cowboy, playground). Use letter sound knowledge to work out unknown words and link to meaning and English syntax Read words with common inflections (e.g. –s, –es, –ing, –ed, –er and –est endings) Read common exception words (e.g. English Curriculum Appendix 1) Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've)	Answer simple literal retrieval questions about a text e.g. about character and plot Use contents page and glossary in non-fiction books to locate information in response to simple questions Check information in text against the illustrations, particularly in non-fiction and comment on the content Notice when the text does not make sense and re-read to self-correct any misread words	Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages Make simple inferences from the text Predict what might happen on the basis of what has been read so far	Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts Use the contents page in a non-fiction text to select which sections of a text to read	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases and simple recurring literary language	Comment on the significance of the title of a book and how this relates to the text

Surpassing	7 TURQUOISE	<p>Use punctuation and text layout to read with a greater range of expression and control</p> <p>Sustain reading through longer sentence structures and paragraphs to gain meaning from texts</p> <p>Tackle more complex unfamiliar words using phonic knowledge, known vocabulary and syllables</p>	<p>Recall the main events or facts with prompting</p> <p>Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p>	<p>Use an understanding of the text to make simple predictions</p> <p>Comment on events, characters or ideas in stories, making links to own experience supported by the teacher's questioning</p>	<p>Identify how text features, such as punctuation, paragraphs and illustrations can contribute to more elaborate layout on the page.</p> <p>Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries</p>	<p>Identify more unusual vocabulary in fiction and non-fiction</p>	<p>Choose and talk about a favourite book from a selection</p>
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Year 2	Book band Equivalent	Word Reading	Comprehension					
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts	
		<p>Range of competencies and contexts: Children will secure accurate and speedy word reading skills and will consolidate their skills by reading and re-reading books that are matched closely to their level of word reading knowledge. They will retell some familiar stories that have been read to and discussed with them. They will listen to, discuss and express 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. They will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>						
Developing Towards	8 Purple	<p>Read silently or quietly at a more rapid pace, taking notice of punctuation and using it to keep track of longer sentences</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>Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words</p>	<p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p>	<p>Use an understanding of a variety of fiction and non-fiction to predict content, layout and story development</p> <p>Comment more fully on characters or ideas in texts, making links where appropriate to own experience, in response to teacher's questioning</p>	<p>Begin to identify and discuss the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)</p> <p>Use alphabetically ordered texts such as indexes, glossaries and dictionaries</p>	<p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction</p>	<p>identifies and comments on similar stories by the same author</p>	
Year End Expectation	9 Gold	<p>Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more complex sentences</p> <p>Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes</p> <p>Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)</p> <p>Read a wider range of exception words (e.g. English Curriculum Appendix 1)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Become increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Demonstrate understanding by sequencing events in books</p> <p>Show how items of information are related In non-fiction texts</p>	<p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p>	<p>Identify and discuss the format and text layout of fiction and poetry</p> <p>Become familiar with non-fiction books that are structured in different ways</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Identify words and phrases chosen for effect on the reader</p> <p>Discuss their favourite words and phrases</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Identify an event or idea in a text and express how it makes the reader feel</p>	<p>Show some awareness of texts being set in different times and places</p>

Surpassing	10 White	<p>Notice the spelling of unfamiliar words and relate to known words</p> <p>Show increased awareness of vocabulary and precise meaning</p> <p>Sustain silent reading to include longer, more varied and complex texts</p>	<p>Use contents and index to help retrieve information</p> <p>Use text more fully as a reference and as a model when answering literal retrieval questions</p> <p>Search for and find information in texts more flexibly and summarise key points in response to questions</p>	<p>Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions</p> <p>Respond, when questioned with different possible scenarios for events and actions</p> <p>Make simple predictions using experience of reading similar books</p> <p>Use own experience and vocabulary provided by the teacher to add detail to the understanding of a range of texts</p> <p>Use a range of clues from a text to express simple opinions</p>	<p>Discuss similarities and differences in the structure and organisation of texts</p> <p>Understand that chapters can signal episodes in stories</p>	<p>Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Identify simple morals an author is conveying in a story or poem</p> <p>Identify when more than one point of view can be expressed within a text</p>	<p>Express reasoned preferences between texts</p> <p>Evaluate specific texts with reference to text types</p> <p>Make simple connections between books by the same author</p>
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Year 3	Book band Equivalent	Word Reading	Comprehension					
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts	
		Range of competencies and contexts: Children will listen to and discuss a wide range of poetry, plays, non-fiction and reference books or textbooks. They will increase their familiarity with the breadth of narrative, including fairy stories, myths and legends, and be able to retell some of these orally. They will 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.						
Developing Towards	10 white	<p>Notice the spelling of unfamiliar words and relate to known words</p> <p>Show increased awareness of vocabulary and precise meaning</p> <p>Sustain silent reading to include longer, more varied and complex texts</p>	<p>Use contents and index to help retrieve information</p> <p>Use text more fully as a reference and as a model when answering literal retrieval questions</p> <p>Search for and find information in texts more flexibly and summarise key points in response to questions</p>	<p>Make simple predictions using experience of reading similar books</p> <p>Use own experience and vocabulary provided by the teacher to add detail to the understanding of a range of texts</p> <p>Use a range of clues from a text to express simple opinions</p> <p>Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions</p> <p>Respond, when questioned with different possible scenarios for events and actions</p>	<p>Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)</p> <p>Identify and discuss the format and text layout of fiction and poetry</p>	<p>Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Identify simple morals an author is conveying in a story or poem</p> <p>Identify when more than one point of view can be expressed within a text</p>	<p>Express reasoned preferences between texts</p> <p>Evaluate specific texts with reference to text types</p> <p>Make simple connections between books by the same author</p>
Year End Expectation	11 Lime	<p>Fluent reading, silently most of the time, adjusting speed of material to suit material and monitoring the precise meaning</p> <p>Check that the text makes sense, discuss understanding and explaining the meaning of words in context</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Identify the main point and summarise orally the content of a passage of text independently</p> <p>Identify and describe the main characters/setting /events using direct reference to the text</p> <p>Use alphabetically ordered texts to find information</p>	<p>Ask questions to improve their understanding of a text</p> <p>Discuss the actions of the main characters and justify views using evidence from the text</p> <p>Make predictions with evidence from text and with knowledge of wider reading</p> <p>Distinguish between fact and opinion</p>	<p>Understand that books are structured in different ways for a range of purposes</p> <p>Identify that information, events or ideas can be organised in paragraphs</p> <p>Identify the main features of different text types</p> <p>Understand that chapters can signal episodes in stories</p>	<p>Identify the effects of different words and phrases (e.g. to create humour and atmosphere)</p> <p>Comment on how language is used to create effects and paint a picture</p>	<p>Begin to identify and comment on different points of view in the text</p>	<p>Draw on previous experience of authors and types of books to inform choices</p> <p>Recognise some features of the text that relate it to its historical setting or its social or cultural background</p> <p>Express reasoned preferences between texts</p>
Surpassing		<p>Sustain silent reading to include longer, more varied and complex texts.</p> <p>Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Use knowledge of the alphabet to locate books and support research</p> <p>Begin to skim for general impressions and scan to locate specific information</p> <p>Some comments include quotations from or references to text</p>	<p>Combine personal experience and clues from the text to interpret and form opinions</p> <p>Predict what might happen from details stated and implied</p> <p>Recognise how characters are presented in different ways and respond to this with reference to the text</p>	<p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Comment on the presentational characteristics of some non-fiction text types</p> <p>Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes)</p>	<p>Find and comment on the choice of language to create moods, feelings and attitudes and build tension</p> <p>Identify language features of different texts (e.g. similes, imperative verbs)</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)</p>	<p>Identify themes and conventions in a wide range of books</p> <p>Identify how an author uses language and structure to convey a message</p> <p>Understand how the author wants the reader to respond</p>	<p>Recognise some features of the context of texts (e.g. historical setting or similar themes)</p> <p>Make connections between books by the same author</p> <p>Express preferences for different forms of poetry</p>

Year 4	Word Reading	Comprehension					
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
<p>Range of competencies and contexts: Children will increase their familiarity with a wide range of books, including fairy stories and myths and legends, and retell some of these orally. They will identify themes and conventions in a wide range of books. They will listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks</p>							
Developing Towards	<p>Sustain silent reading to include longer, more varied and complex texts</p> <p>Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Use knowledge of the alphabet to locate books and support research</p> <p>Begin to skim for general impressions and scan to locate specific information</p> <p>Some comments include quotations from or references to text</p>	<p>Combine personal experience and clues from the text to interpret and form opinions</p> <p>Predict what might happen from details stated and implied</p> <p>Recognise how characters are presented in different ways and respond to this with reference to the text</p>	<p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Comment on the presentational characteristics of some non-fiction text types</p> <p>Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes)</p>	<p>Find and comment on examples of how authors express different moods, feelings and attitudes</p> <p>Identify how an author uses language and structure to convey a message</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)</p>	<p>Identify themes and conventions in a wide range of books</p> <p>Identify how an author uses language and structure to convey a message</p> <p>Understand how the author wants the reader to respond</p>	<p>Recognise some features of the context of texts (e.g. historical setting or similar themes)</p> <p>Make connections between books by the same author</p> <p>Recognise some different forms of poetry!</p>
Year End Expectation	<p>In reading a range of strategies used mostly effectively to read with fluency, understanding and expression</p>	<p>Locate information confidently and efficiently by using appropriate skills, (e.g. skimming, scanning, search engines)</p> <p>Use text marking to support retrieval of information or ideas from texts</p>	<p>Justify opinions and predictions by referring to the text</p> <p>Use inference to interpret different characters and expressing this when reading dialogue</p> <p>Distinguish between fact and opinion</p>	<p>Identify key features of narrative and poetic genre (e.g. adventure, myth, lyric)</p> <p>Identify some grammatical features of different text types (e.g. punctuation choices; sentence structures)</p> <p>Identify how language structure and presentation contribute to meaning</p>	<p>Identify the main language features and generic features of a range of fiction and non-fiction texts</p> <p>Discuss and evaluate words and phrases that capture the reader's interest and imagination</p> <p>Identify how language is used precisely to inform the reader in non-fiction</p>	<p>Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated</p>	<p>Make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting</p> <p>Compare and contrast fiction and non-fiction texts to evaluate the effect on the reader</p> <p>Express preferences and make informed recommendations based on a wide range of texts encountered</p>
Surpassing	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words</p>	<p>Justify opinions by retrieval of information / quotations from the text</p> <p>Skim and scan for information, take notes, produce pictures and diagrams to summarise information</p>	<p>Empathise with different characters' feelings, thoughts and actions – and justify inferences with evidence</p> <p>Use clues from action, dialogue and description to interpret motives and meaning</p>	<p>Use knowledge of the language features and structures of a range of non-fiction texts to support understanding</p> <p>Understand that paragraphs help to support the organisation of texts and development of ideas</p> <p>Discuss and evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text)</p>	<p>Comment on the success of language choices in creating mood and atmosphere</p>	<p>Recognise ways in which writers present issues and points of view in fiction and non-fiction</p> <p>Consider how the writer's experiences influence themes within the text</p>	<p>Analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters</p> <p>Compare, contrast and evaluate the characteristics of different non-fiction texts (e.g. chronological and non-chronological)</p>

Year 5	Word Reading	Comprehension					
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
<p>Range of competencies and contexts: Children will read and analyse a range of texts – including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Children will read books structured in different ways for different purposes. Learning by heart and also reading and performing aloud enable understanding to be enriched. Opportunities to apply learning successfully in pupils’ writing are also evident. Pupils can explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>							
Developing Towards	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words	Justify opinions by retrieval of information/ quotations from the text Skim and scan for information, take notes, produce pictures and diagrams to summarise information	Empathise with different characters’ feelings, thoughts and actions, and justify inferences with evidence Use clues from action, dialogue and description to interpret motives and meaning	Use knowledge of the language features and structures of a range of non-fiction texts to support understanding Understand that paragraphs help to support the organisation of texts and development of ideas Discuss and evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text)	Comment on the success of language choices in creating mood and atmosphere in variety of texts, including poetry	Recognise ways in which writers present issues and points of view in fiction and non-fiction Consider how the writer’s experiences influence themes within the text	Analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters Compare, contrast and evaluate the characteristics of different non-fiction texts (e.g. chronological and non-chronological)
Year End Expectation	Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity	Able to summarise and present more complex texts in their own words Modify views and interpretations through dialogue and discussion	When reading aloud show understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied	Able to use knowledge of structural devices in a range of non-fiction to create own similar texts Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length)	Use understanding of particular authors’ technique and use of language to create texts which imitate particular styles Identify how language, structure and presentation contribute to meaning	Able to identify and comment on writers who address similar themes in fiction and non-fiction Identify and discuss a variety of themes and conventions present in a wide range of writing	Explore alternative events and actions and comment on the author’s choices Able to identify similarities in texts written by the same author (language, themes, technique) Compare the language and techniques used in texts written by the same author and use this to express preferences
Surpassing		Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Develop detailed and reasoned justifications for their views based on inference and deduction	Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc)	Identify and explain how language is used to help the reader visualise the setting, characters and events	Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. theme of “hunting” presented in a persuasive letter or leaflet)	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

Year 6	Word Reading	Comprehension					
		Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
<p>Range of competencies and contexts: Children will read and analyse a range of texts – including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart - also reading and performing aloud - enable understanding to be enriched. Opportunities to apply learning successfully in pupils’ writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences.</p>							
Developing Towards		Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Develop detailed and reasoned justifications for their views based on inference and deduction	Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc)	Identify and explain how language is used to help the reader visualise the setting, characters and events	Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. hunting in a letter or persuasive leaflet)	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
Year End Expectation		Decide what to include in note taking to gain a precise summary of key points Use direct evidence from sections of text to explain and justify more detailed opinions Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)	Distinguish between implicit and explicit points of view Begin to use clues in language to set the text in context (e.g. The <i>musket</i> fired; They ran down the <i>sidewalk</i>)	Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points) Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship) Understand how paragraphs are linked to build knowledge, tension or dynamic	Identify and comment on the use of expressive, figurative and descriptive language to create effect Relate language choices made by the author to the characteristics of the genre Explain how writers can use language to influence reader’s viewpoint	Consider how the reader’s experiences and context influence the effect of a text Identify how some writers attempt to challenge conventions in narrative (e.g. “Handsome Hero” and Shrek)	Compare the detail with which different sources convey information Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa)
Surpassing		Secure use of skimming, scanning and text marking so research is fast and effective Select, collate and prioritise information drawn from a range of sources Sift the relevant from the irrelevant and distinguish between fact and opinion, bias and objectivity	Draw on detail to give full, persuasive answers to questions Consider alternative interpretations and select the most plausible Explain implied meanings, making reference to the text Identify different layers of meaning and comment on their significance and effect	Identify the structural and organisational choices the author has made Identify and comment on the way that writers create impact through structural and organisational choices Various features relating to organisation are clearly identified, with some explanation (e.g. ‘each section starts with a question as if he’s answering the crowd’) Able to use a wide range of vocabulary to support their commentary on the structure of texts (e.g. stanza, rhyme, rhythm, metre, climax, resolution)	Evaluate and analyse of texts including references to aspects of language and language choices Able to use an increasing range of technical and other terms in appraising texts, such as metaphor, simile, analogy, imagery, style and effect Analyse how and why the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Explain how choice of language enables the development of meaning beyond the literal Begin to identify the characteristics of individual writer’s style – and make comments on its effect Identify and discuss irony and its effects	Evaluate how effectively an author conveys their viewpoint / message Describe and evaluate authors’ use of techniques, justifying interpretations by reference to the text Differentiate between fact and opinion, in media texts, detect bias, stereotyping Understand how authors’ purposes and intentions are portrayed, and how attitudes, values and meanings are communicated through a variety of techniques Comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports	Compare and contrast how writers treat similar context and themes Identify and comment on the way that different writers experiences can influence their treatment of similar themes Compare and contrast the development of different characters within their cultural setting Begin to demonstrate choice in the way in which texts are analysed for effect (e.g. choosing to emphasise or compare structure, language, technique when evaluating text)