ENGLISH

Pre-levels

	Experience stage	Responsive stage	Interactive stage	Engagement stage	Insight stage
Spoken English	• Creates a range of pre-verbal sounds and responds to sounds including speech	• Responds to speech, contact and communication using eyes, expressive sounds and early words	• Interacts with others using simple words and phrases, facial expression, gesture and reciprocal behaviour	• Talks clearly to others, sometimes initiating conversations and replying to questions	• Is able to question, reply, initiate and hold a short conversation
Reading	• Shows interest in and awareness of the pages of a book and the process of being read to	• Responds to being told or read a story, rhyme or song, showing awareness of pictures, key moments and the turning of pages	• Displays preferences for particular poems or stories and shows awarenesss of the direction of print and memory of key points in a repeated story	• Is aware of individual words and how reading converts words into sounds. Joins in stories, poems and songs and can say what has happened in them.	• Can articulate separate sounds in simple words and knows enough letters to form simple phonically-regular words
Writing	• Can make line-marks with different implements such as crayons or pencil.	• Can make patterned lines such as loops, corves and circles as a precursor to writing	• Can form some common letters correctly with the help of stencils or guide lines	• Can sound out most letters, write own name and say the alphabet	• Can write regular CVC words using letters that start and end in the right place

Key Stage 1

		Year 1	Year 2
Spoken English	**Participation**	• Can listen, respond and ask questions for help or interest • Plays in role • Takes turns	• Asks relevant questions • Can maintain attention • Contributes several sentences
	Presentation	• Speaks clearly • Tells others about first hand experience or knowledge	• Speaks audibly • Can act out a short scenario • Can explain a simple idea or process
Reading	**Word reading**	• Can read regular words with confidence, including CVC, CCVC, CVCC and 2-syllable words • Recognises the most common irregular words • Can read aloud words with common verb and adjectival endings so that their sense is clear (e.g. –es, -ing, -ish) • Reads aloud simple texts with some fluency and expression	• Decodes with ease. • Demonstrates early confidence with alternative phonemes and graphemes e.g. ai, a-e, ay and common homophones. • Reads aloud with fluency and expression that makes sense of the text • Recognises suffixes that create verbs, nouns, adjectives and adverbs
	Comprehension	• Is familiar with a range of literature including fairy stories and poems • Joins in predictable phrases and recite some poetry by heart • Can predict and make inferences about a text • Checks that the text makes sense and explain what has happened • Identifies significant events and characters	• Has read independently some quality modern fiction and learnt by heart some traditional poems • Can describe the sequence of events in a text, explaining cause and effect and motivation. • Can ask and answer important questions about the people, events and meaning of a text. • Recognises non-fiction and how it is different from fiction
Writing	**Spelling & handwriting**	• Knows the alphabet names and sequence thoroughly • Can spell regular CVC, CCVC and CVCC words • Can spell words using the most common digraphs (both vowel and consonant) • Can spell the most common irregular words (listed in Y1 curriculum) • Distinguishes between –s and –es plurals • Can use simple suffixes that do not change the base word e.g. –er, -er and –est • Writes in neat lower case letters and numerals, starting and finishing in the right place for joins	• Knows alternative graphemes for the same sound • Can add suffixes to words ending in Y • Can add suffixes to words beginning with a vowel • Can add suffixes to words beginning with a consonant e.g. –ness • Chooses the correct ending for words ending in an L sound e.g. –le, -el, -al • Can spell the homophones and exceptions listed in the Y2 curriculum • Can use the apostrophe to contract and show singular possession • Writes in letters of consistent size and make simple, clean joins
	Composition	• Rehearses sentences before writing and read back afterwards to self-correct. • Can compose a narrative sequence of sentences • Can identify ways to improve one's own writing • Reads aloud own work clearly for others	• Can write appropriately for different purposes such as narration, recount and poetry • Can gather ideas and marshal them into sentences ready for writing • Improves writing by rereading for sense and proofreading for accuracy

	Vocabulary, Grammar & Punctuation	• Writes in complete simple sentences • Can join clauses to make longer sentences • Can use full stops, exclamation and question marks correctly. • Can use capital letters for I, names and to start sentences	• Can identify nouns, verbs, adverbs and adjectives • Can use co-ordinated and subordinated clauses • Can write longer noun phrases with words before and sometimes after the noun • Can distinguish between statements, questions, exclamations and commands • Can use present and past tenses consistently • Can use progressive verbs correctly • Can use commas to separate items in a list

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Lower Key Stage 2

		Year 3	Year 4
Spoken English	**Participation**	• Joins in discussions, extending ideas • Can focus on the main points • Expresses opinions clearly and politely	• Can work collaboratively in discussion • Can maintain an exchange of ideas or opinions • Can adapt tone and formality to suit different audience
	Presentation	• Speaks aloud with expression using an appropriate tone • Can retell a story expressively and with awareness of audience reaction	• Can project voice and expression for class-size audiences • Can work with others to devise a short improvised drama or presentation
Reading	**Word reading**	• Knows the meaning of common roots, prefixes and suffixes • Can work out the meaning of unknown words from their roots, prefixes and suffixes • Recognises word families united by common roots • Understands the effect of vowels in words, including when to use *a* or *an*.	• Recognises words that are exceptions to familiar rules and patterns • Understands the difference between words ending in s, plurals and possessives • Recognises the standard form of common verbs (especially *be, go, do, have, get*)
	Comprehension	• Makes effective use of dictionaries, encyclopaedias and other reference texts • Can retell stories and recite poems with good understanding and expression • Recognises the main idea, theme or moral of a story or extract • Can back up views with examples from the text	• Can generalise about the features of different genres and give some examples • Can describe characters' personalities and why they act as they do, referring to the text • Can identify familiar literary techniques used by writers to make an effect • Can retrieve and record information from non-fiction
Writing	**Spelling & handwriting**	• Can check spellings in a dictionary using alphabetical order • Knows at least half of the spellings in the Y3 &4 list • Can add –ly correctly • Can apply the common antonyms and root prefixes listed in the Y3&4 curriculum • Can use the possessive plural apostrophe correctly • Has a clear, tidy handwriting style without overlaps, cramping or unevenness.	• Can spell all the words on the Y3&4 list • Can spell common words using Y as a mid-vowel • Can add suffixes to polysyllabic words • Can add –ous correctly • Can spell correctly words ending in –tion, -sion, -ssion and -cian, etc • Knows common letter strings from other languages (French, Greek, etc) • Distinguishes between the homophones listed in the Y3&4 curriculum • Uses joining strokes in an elegant and fluent style
	Composition	• Can work out the structure and conventions of a type of writing to support one's own efforts • Can use longer and more adventurous sentences and vocabulary • Can organise ideas into paragraphs and use headings to clarify structure	• Can adapt grammar, vocabulary, expression and structure to suit the type of writing • Expresses time and place by using conjunctions, adverbials and prepositions • Can use subordinate clauses at the beginning or middle of a sentence • Can open paragraphs with effective key sentences to signpost meaning

		• Can create distinctive character, plot and setting in stories • Can identify strengths and weaknesses in writing and suggest improvements	• Can evoke character and setting using detail, vocabulary and expression • Can improve the structure and sophistication of sentences during drafting
	Vocabulary, Grammar & Punctuation	• Can identify conjunctions and prepositions • Expresses time, place and cause using conjunctions, prepositions and adverbs. • Wriesr useful key sentences for paragraphs • Can use the present perfect tense e.g. he has gone out • Usse inverted commas to show spoken words in dialogue	• Can identify pronouns • Can use standard English verbs (especially *be, go, do, have, get*) • Can use fronted adverbials, including the correct use of the comma • Can write noun phrases containing modifying words before and after the noun • Sequences paragraphs in a logical and helpful order • Uses pronouns to avoid repetition without losing a sense of the nouns to which they refer • Uses commas correctly in speech punctuation

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Upper Key Stage 2

		Year 5	Year 6
Spoken English	**Participation**	• Can develop, explore and speculate about ideas • Can justify opinions with evidence • Can adopt a formal role in discussion e.g. chair, spokesperson	• Can initiate and lead discussions • Can respond to counter-arguments • Can help to progress or manage discussions
	Presentation	• Can project voice for larger audience • Can use standard English as necessary • Can rehearse and perform a play competently for an audience	• Can use standard English confidently • Can prepare and present a particular speaking task competently for a large audience
Reading	**Word reading**	• Shows awareness of words that are rare or unusual in their construction or pronunciation • Recognises less common prefixes, root and suffixes and what they denote • Recognises a wide range of synonyms and antonyms and how these are formed	• Recognises when vocabulary is chosen for its formality • Can tell apart some commonly confused words (e.g. such as affect and effect) • Can demonstrate an ambitious vocabulary by explaining the exact meaning or nuance of a word in context
	Comprehension	• Is familiar with literature from heritage, multicultural, and modern traditions • Recognises the way that older texts differ from modern texts in their language and concerns • Can recommend and review books • Can make comparisons between books e.g. in the same genre or by the same author • Can summarise ideas and key points in a concise way • Can explain figurative language	• Can appreciate the qualities of classical literature, including a good attempt to interpret older language • Distinguishes between statements of fact and opinion • Can justify views using implied and explicit evidence in the text • Has read more widely and can link books, themes, authors, periods, traditions, etc • Can review a text giving a thoughtful and balanced account of its content, theme, style, value and any reservations
Writing	**Spelling & handwriting**	• Can spell at least half of the words on the Y5&6 list • Can spell common words containing silent letters • Can distinguish between –able and –ible spellings • Can distinguish between ei and ie words • Can spell the homophones and common confusions listed in the Y5&6 curriculum • Can use a thesaurus confidently • Can use the letter string –ough • Writes clearly, even elegantly, in a style that suits the task	• Can spell the words in the Y5&6 list • Can distinguish between –ance and ence, -ant and –ent spellings • Can spell the –fer family of words • Can distinguish between –cious and -tious spelling • Can write clearly and at speed

Composition	• Adapts style and structure to suit audience and purpose • Demonstrates strategies for initiating, gathering ideas, shaping and improving writing • Writes dialogue that is accurate and effective • Uses description effectively in stories • Can precis longer passages • Uses cohesive devices such as connectives and pronouns to secure sense within the text • Can maintain consistency of tense, agreement and tone	• Writes effectively to specification e.g. of style, audience, purpose, length, timing • Can use internalised pre-drafting to reduce the need for multiple revisions • Can write when necessary in a mature, formal, consistent voice • Is a confidentnarrator, showing as much as telling the plot, using detail and nuance to communicate meaning • Can Precis quickly and fairly to a set length
Vocabulary, Grammar & Punctuation	• Uses the correct first word in relative clauses (e.g. that, which, who) • Can use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe) • Can use adverbials to link ideas e.g. later, secondly • Can use brackets, dashes and commas correctly as parentheses • Can use commas and hyphens to avoid ambiguity • Uses lay out effectively to enhance meaning, including the correct use of bullet point	• Uses formal vocabulary when appropriate • Appreciates subtle differences between synonyms • Can use the passive tense correctly • Recognises the subjunctive form of the verb • Link ideass using, for example, repetition, adverbials, ellipsis • Can use the colon and semi-colon correctly • Can use hyphens to avoid ambiguity • Organises and lays out work for clarity and ease of understanding

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Key Stage 3

		Year 7	Year 8	Year 9
Spoken English	**Presentation & participation**	• Contributes clearly to small and larger group discussion • Can give a short, clear, well-structured speech to a familiar audience	• Can make a sustained and coherent contribution to debate or discussion, acknowledging and adding to the things that others have said. • Can plans and act out play scripts with confidence and clear speech	• Adapts delivery to suit context, showing good control of language choices e.g. vocabulary, tone, degree of formality • Can performs plays, adapting delivery to enhance meaning
	Spoken standard English	• Uses the main features of spoken Standard English and knows when it is appropriate to use it	• Can sustain the use of Standard English	• Moves easily between degrees of formality to respond appropriately in different situations
Reading	**Reading range and experience**	• Has tackled and grasped some scenes from Shakespeare • Has read independently at least one work of fiction per half-term • Has read and explained the work of at least one poet and one poem in detail	• Has participated in the reading, reading aloud and acting of one whole Shakespeare play • Personal reading has included reading and writing about 2 or 3 works linked by author, theme, period or genre • Over the year, has sampled at least 3 different writers, periods, genres and cultures.	• Has engaged with the language of one whole Shakespeare play and written a well-structured essay about it • Has read and reviewed the features of a particular genre or series • Has written a well-structured review of a fictional text and written it in appropriate language
	Reading strategies	• Has an effective method for looking up and learning new terminology • Can infer the motivation of characters from their actions and track record • Understands how texts are targeted at specific audiences	• Has an established habit for learning new words and expressions, and using them in their own work • Can point to words and details in the text to support an inference • Has a range of mechanisms for checking sense in reading	• Can explain why a writer has chosen a particular word or synonym • Can provide a coherent 'reading' of a character or event to justify an inference • Can explain in own words implied or subtle meanings
	Critical reading	• Understands the range of literary techniques and why they are used • Keeps effective track of the developing plot, characters and themes of a text	• Understands how the organisation of a text influences the way the reader understands it • Has successfully compared two works of	• Can write convincingly in essay format about the way a character or scene has been created and developed. • Has compared two scenes or

		• Is able to articulate the special features of writing by particular author	literature by theme, style and approach. • Has written a competent critical appreciation of a poem. • Understands the way plays may be performed and interpreted differently	productions of a single play and can discuss why they are different • Has successfully compared the work, themes, style and approach of two authors
Writing	**Range of writing**	• Can write well-structured exposition • Can write well-structured narrative • Has written scripts, poems and stories	• Can write formal and informal letters • Can make useful speaking and revision notes • Writes with style in a range of imaginative forms	• Can write a range of non-narrative texts including analysis, review, argument and discursion. • Has a developing personal voice or style
	Writing skills	• Can identify and edit out of weaknesses, repetitions, infelicities and irrelevancies • Can write in a plain, clear style. • Spells all the words in the primary lists • Knows the most common spelling rules and has a range of strategies for learning spellings	• Can use basic methods of summary: generalisation, contraction, omission and compression. • Borrows techniques from reading to use in own writing • Has a good eye for checking spelling and has eliminated the most common spelling errors	• Is able to summarise ideas and write a précis to a given word limit • Is able to deploy a range of rhetorical devices in their own writing when appropriate • Is able to learn and spell new and ambitious spellings, and understands their composition e.g. roots, inflections
	Writing process	• Is able to adapt writing for a given audience, purpose or context • Has an effective method for revising work to improve it	• Is able to generate writing for a given audience, purpose or context • Revises spelling, grammar, vocabulary and expression to make the work accurate, consistent and appropriate.	• Can write to specification e.g. audience, purpose, context, length, approach • Is able to structure and recast work where changes are more than just cosmetic and go beyond sentence level
	Knowledge about grammar	• Has learnt the vocabulary, grammar and punctuation listed in the primary curriculum • Appreciates the different demands of spoken and written, formal and informal language	• Can identify and comment on the use of grammar and punctuation devices used by writers • Understands that there are degrees of formality	• Uses and talks about grammar confidently in both reading and writing
	Written Standard English	• Uses the main features of standard English and knows when it is appropriate to use it	• Is able to write in sound, plain, consistent formal English for most tasks	• Understands the notion of register and uses it in write appropriate formal language suitable to the task