

**Summerseat Steps in Learning – English**

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Spoken Language</b>							
<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs. (Core books, songs, rhymes - choose)</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use new vocabulary through the day.</p> <p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</b> in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Offer explanations for why things</b></p>	<p>I speak clearly and confidently in front of people in my class.</p> <p>I can re-tell a well-known story and remember the main characters.</p> <p>I prepare to use ‘new’ words when communicating.</p> <p>I can hold attention when playing and learning with others.</p> <p>I can keep to the main topic when we are talking in a group.</p> <p>I can ask questions in order to get more information.</p> <p>I can start a conversation with an adult I know well or with my friends.</p>	<p>I can ask question to get more information and clarify meaning.</p> <p>I can talk in complete sentences.</p> <p>I can decide when I need to use specific vocabulary.</p> <p>I can take turns when talking in pairs or a small group.</p> <p>I am aware that formal and informal situations require different language (beginning).</p> <p>I can retell a story using narrative language and linking words and phrases.</p> <p>I can hold the attention of people I am speaking to by adapting the way I talk.</p>	<p>I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>I take a full part in paired and group discussions.</p> <p>Show understanding of the main points in a discussion I can retell a story using narrative language and add relevant detail.</p> <p>I can show that I have listened carefully because I make relevant comments.</p> <p>I can present ideas or information to an audience.</p> <p>I recognise that meaning can be expressed in</p>	<p>I ask questions to clarify or develop my understanding.</p> <p>I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I show that I understand the main point and the details of a discussion.</p> <p>I adapt what I am saying to the needs of the listener or audience (increasingly).</p> <p>I show that I know that language choices vary in different contexts.</p> <p>I can present to an audience using appropriate intonation;</p>	<p>Engage the interest of the listener by varying their expression and vocabulary / Adapt spoken language to the audience, purpose and context</p> <p>Explain the effect of using different language for different purposes</p> <p>Develop ideas and opinions with relevant detail</p> <p>Express ideas and opinions, justifying a point of view</p> <p>Show understanding of the main points, significant details and implied meanings in a discussion</p> <p>Listen carefully in discussions, make contributions and ask questions that are responsive to others’ ideas and views</p> <p>Begin to use Standard English</p>	<p>Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate</p> <p>Ask questions to develop ideas and make contributions that take account of others’ views</p> <p>Explain ideas and opinions giving reasons and evidence</p> <p>Take an active part in discussions, taking different roles</p> <p>Listen to and consider the views and opinions of others in discussions</p> <p>Make contributions to discussions, evaluating others’ ideas and responding to them</p> <p>Sustain and</p>

<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p><b>might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their</b></p>	<p>I listen carefully to the things other people have to say in a group.</p> <p>I join in with conversations in a group.</p> <p>I join in with role play.</p> <p>Prepared to listen to ideas of others without interrupting them</p> <p>Confident to share ideas with others</p>	<p>I understand how to speak for different purposes and audiences (beginning).</p> <p>I can perform a simple poem from memory.</p>	<p>different ways, depending on the context.</p> <p>I can perform poems from memory adapting expression and tone as appropriate.</p> <p>I show that I know when Standard English is required and use it (beginning).</p>	<p>controlling the tone and volume so that the message is clear.</p> <p>I can justify an answer by giving evidence.</p> <p>I use standard English when it is required.</p> <p>I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p>	<p>in formal situations</p> <p>Begin to use hypothetical language to consider more than one possible outcome or solution</p> <p>Perform own compositions, using appropriate intonation and volume so that meaning is clear</p> <p>Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone</p> <p>Understand and begin to select the appropriate register according to the context</p>	<p>argue a point of view in a debate, using formal language of persuasion</p> <p>Express possibilities using hypothetical and speculative language in science and when discussing reading</p> <p>Engage listeners through choice of vocabulary and register according to the context</p> <p>Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear</p> <p>Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and</p>
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<p>Use longer sentences of four to six words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>teacher</b></p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>						<p>atmosphere</p>
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	<p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with</b></p>						
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	<b>music.</b>						
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**Reading**

**Decoding**

<p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as</p>	<p>Read individual letters by saying the sounds for them.</p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p><b>Read words consistent with their phonic knowledge by sound-blending;</b></p> <p>Read some letter</p>	<p>Use my phonics as my main strategy when reading.</p> <p>I can confidently read books containing sounds I have been taught that do not require me to use other strategies to work out words.</p> <p>I can respond speedily with the correct sound to grapheme (letter or group of letters) for the 40+ phonemes, including, alternative sounds for graphemes.</p> <p>I can use the phonics I have learned to sound out new words (and non-words).</p>	<p>I can segment spoken words into phonemes spelling many correctly and making phonetically plausible attempts at others.</p> <p>I can learn new ways of spelling phonemes for which one or more spellings are already known, including homophones.</p> <p>I can spell common exception words.</p> <p>I can learn to spell more words with contracted forms.</p> <p>I can use apostrophe for</p>	<p>I can read and understand tricky words with unusual spellings and identify the difficult bits inside them. I can read aloud and silently, using what I know about how words work and are built from chunks of meaning to help me understand what I am reading. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking</p>	<p>I can read and understand tricky words with unusual spellings and identify the difficult bits inside them. I can read aloud and silently, using what I know about how words work and are built from chunks of meaning to help me understand what I am reading. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking</p>	<p>I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.</p>	<p>I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.</p>
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<p>money and mother.</p>	<p>groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>	<p>I can blend sounds to read words (and non-words). I can recognise and use the different ways of pronouncing the same grapheme e.g. ow in snow and cow. (Switch it Mitch sounds)</p> <p>I can split words into syllables to support blending for reading, for example, pocket, rabbit, carrot, thunder, sunset I can read compound words, for example, football, playground, farmyard, bedroom</p> <p>I can read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>I can read words</p>	<p>possession (singular) e.g. the girl's book.</p> <p>I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Applies spelling rules as listed in English appendix.</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using common exception words and GPCs taught so far.</p>	<p>words</p>	<p>words</p>		
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		<p>containing s, es, ing, ed, er, est endings</p> <p>I can read words which have the prefix –un added</p> <p>I can read common exception words, noting tricky parts.</p>					
Comprehension							
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and</p>	<p>I can talk about poems, stories and books my teacher reads to me.</p> <p>I can tell some familiar fairy stories and tales without looking at the book.</p> <p>I can choose a poem or rhyme I like, learn it by heart and recite it.</p> <p>I can retell key class stories orally using narrative language.</p> <p>I can get even better by reading the same books again.</p> <p>I can say when a book or poem reminds me of</p>	<p>I am developing a love of reading and show this by reading regularly.</p> <p>I listen to, discuss and read or hear a wide variety of texts including: classic and contemporary poems, stories and non-fiction.</p> <p>I can learn a poem by heart and perform it to others with expression. (Build up my repertoire of poems)</p> <p>I can put events in a story I have heard or read in the right order and explain</p>	<p>I can read for a wide range of purposes from a wide range of texts. (Fiction, non-fiction, poetry, reference books, text books)</p> <p>I can identify how stories and other different texts work, including themes like quests or the triumph of good over evil. I can spot some conventions like chapters in fiction, and headings and diagrams in non-fiction.</p> <p>I can become familiar with a wide range of books, including fairy stories, myths and</p>	<p>I can read differently structured texts for different purposes. I can recognise a theme or ‘message’ within a piece of writing and I can recognise and name some common conventions used in writing.</p> <p>I can use what I know about root words and affixes to read and understand new words I meet.</p> <p>I can listen attentively or read a wide range of different texts and discuss them with others afterwards. I can name some</p>	<p>I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards. I can compare events, themes and characters within and between books, finding and explaining similarities.</p> <p>I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing.</p> <p>I can use everything I have learned about how affixes are added to root words to read and</p>	<p>I can read a wide range of different texts and discuss them with others afterwards. I can compare events, themes and characters within and between books, finding and explaining similarities. I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can use everything I have learned about how affixes are added to root words to read and</p>

	<p>enjoyment.</p> <p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></p> <p><b>Anticipate – where appropriate – key events in stories;</b></p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher.</b></p> <p><b>Make use of props and materials when role playing characters in narrative and stories.</b></p> <p>Develop storylines in their pretend</p>	<p>something that has happened to me.</p> <p>I can join in with a story my teacher is reading to me.</p> <p>I can find out what new words mean.</p> <p>I can make sense of a new book using what I already know and what my teacher tells me.</p> <p>I can talk about the title of a book and what happens in the story.</p> <p>I can say what I think will happen next in a story and give reasons.</p> <p>I can say what a story was about and what happened in it.</p> <p>I can listen to myself while I read and check that it makes sense, going back if I need to.</p>	<p>how one thing led to the next.</p> <p>I can spot repeated sayings and phrases in stories and poems and join in with them.</p> <p>I can explain what new words might mean by thinking of words I already know.</p> <p>I can understand a new book I hear or read by using what I already know and the background information and meanings of new words my teacher explains to me.</p> <p>I can listen to myself read, check that my reading makes sense and go back to the right place to correct any mistakes I make.</p> <p>I can answer questions about what I have heard or</p>	<p>legends and can retell some of these orally.</p> <p>I can name some stories I have read, say what type of stories they are and tell some of them in my own words.</p> <p>I can prepare and perform play scripts and poems and hold my audience’s attention by the way I perform them.</p> <p>I can recognise some different types of poem and explain how they work and how they are different from each other. (e.g. free verse, narrative poetry)</p> <p>I can listen to myself and check that my reading makes sense, checking the meaning of unfamiliar words as I go and working out what they mean in their particular context.</p> <p>I can check the meaning of an</p>	<p>story types and give examples I have read, retelling a good example in my own words.</p> <p>I can prepare and present a play script or a poem and use my voice and gestures to gain and hold the attention of listeners.</p> <p>I can recognise and name different sorts of poems.</p> <p>I can monitor my reading for sense and go back to make sure of anything that confuses me, explaining what an unfamiliar word means in the text after looking it up or asking for the meaning.</p> <p>I can use a dictionary to check the meaning of an unfamiliar word I meet in my reading and use the knowledge to help me understand what I read.</p> <p>I can pose questions</p>	<p>I can use everything I have learned so far about how affixes are added to root words to read and understand unfamiliar words I encounter.</p> <p>I can read differently structured texts for different purposes.</p> <p>I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions.</p> <p>I know how to learn a poem by heart and I can choose a suitable poem that I will enjoy learning and reciting.</p> <p>I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners.</p>	<p>understand unfamiliar words I encounter.</p> <p>I can read differently structured texts for different purposes.</p> <p>I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions.</p> <p>I can learn some more poems of different types by heart.</p> <p>I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners.</p> <p>I can pose questions for myself as I read and continue reading to find the answers to them.</p> <p>I can identify whether a writer is</p>
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<p>play.</p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I can pick up clues a writer leaves for me. (Inferences from text and illustrations)</p> <p>I can say what I think about a story and listen to what other people think.</p>	<p>read and think of questions I want to ask.</p> <p>I can say my favourite words, phrases or sentences from what I have heard or read and explain why I like them.</p> <p>I can talk to others about what we have read or heard, taking turns and listening to other people's ideas</p> <p>I can work out things the writer is hinting at using what they have already told the reader.</p> <p>I can make inferences based on what is said and done.</p> <p>I can say what I think is going to happen next in what I have heard or read</p>	<p>unfamiliar word in the dictionary and use what I find out to make sense of my reading.</p> <p>I can pose questions for myself as I read and continue reading to find the answers to them.</p> <p>I can discuss what I have heard or read, taking turns and listening to what others say.</p> <p>I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned.</p> <p>V - I can pick out and talk about words and phrases from my reading that caught my attention and made me think. I am starting to explain the meaning of new words using the</p>	<p>for myself as I read and continue reading to find the answers to them.</p> <p>I can discuss what I have heard or read, taking turns and listening to what others say.</p> <p>V - I can pick out and discuss words and phrases from my reading that caught my attention and made me think. Explain the meaning of key vocabulary within the context of the text. Identify how the writer has used precise word choice to impact on the reader.</p> <p>I - I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out. Justify responses to the text using the PE</p>	<p>I can pose questions for myself as I read and continue reading to find the answers to them.</p> <p>I can identify whether a writer is sharing a fact or offering an opinion.</p> <p>I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up.</p> <p>I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices.</p> <p>I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.</p> <p>I can read a non-</p>	<p>sharing a fact or offering an opinion.</p> <p>I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices.</p> <p>I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.</p> <p>I can read a non-fiction text and find answers to questions I posed before I read it, and I can make notes to record the information I learned.</p> <p>I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully.</p> <p>V – I can monitor my</p>
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			<p>based on what has happened so far.</p> <p>I can find my way through non-fiction texts that are organised and laid out in many different ways.</p> <p>I can talk about what I have heard or read, explaining what I have learned and what I have worked out for myself.</p>	<p>context.</p> <p>I - I can pick up clues the writer has given me to help work out why characters do and say the things they do and I can explain how I worked this out. Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>P - I can say what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.</p> <p>E- I can identify language, structure and presentation features in a text that help me understand what the writer wants me to understand. I can see how language, structure and presentation contribute to meaning.</p> <p>R- Retrieve and record information effectively from</p>	<p>prompt (Point + Evidence). Consider a range of Evidence statements, provided by the teacher, and summarise the Point.</p> <p>P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.</p> <p>E- I can identify language, structure and presentation features in a text that help me understand what the writer wants me to know or believe.</p> <p>R- I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes for myself so I remember the information I learned. Scan texts in print or on screen to locate dates,</p>	<p>fiction text and find answers to questions I posed before I read it and I can make notes to record the information I learned.</p> <p>I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully.</p> <p>I can support and justify my views through reasoned explanation.</p> <p>V – I can explain the meaning of new vocabulary in the context of the text.</p> <p>I - I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out. Draw inferences about characters’</p>	<p>reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up.</p> <p>I - I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do, and I can explain how I worked this out. I can support and justify my views through reasoned explanation. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters’ motives from their actions, e.g. Why did Fagin look after the boys? What evidence do you have to support this? Organise information or evidence</p>
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				<p>non-fiction. S - I can identify what the main ideas in a longer text are and sum them up in a few sentences. Sequence the main events in stories, orally and in note/picture form.</p>	<p>numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences. Retrieve and record information from non-fiction. S - I can identify what the main ideas in a longer text are and sum them up quickly in a few sentences.</p>	<p>motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger in the poem 'The Highwayman'? Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation). P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer</p>	<p>appropriately P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. Predict consequences using a combination of information, including that which is stated and that which is implied. E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams,</p>
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						<p>has given me. (stated and implied)  E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification) and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts) and explain how these impact on me as a reader.  R- Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or</p>	<p>charts and maps in non-fiction texts), and explain how these impact on the reader. Explain reasons why the author may have chosen to break conventions, e.g. one-word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.  R- Use a combination of skimming, scanning and close reading across a text to locate specific detail. Text mark to make research efficient and fast.  S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary. Summarise main ideas, identifying key details and using quotations for</p>
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						phrases which suggest that the author is opposed to deforestation. Use text marking to identify key information in a text. Make notes from text marking. S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary.	illustration.
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**Writing**

**Features of Writing**

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  Write some or all of their name.	Form lower-case and capital letters correctly.  <b>Write recognisable letters, most of which are correctly formed;</b>  <b>Spell words by identifying the sounds and then writing the sound</b>	I can say a sentence out loud before writing it and hold it in my head.  I can write from memory simple sentences dictated by the teacher.  I can sequence sentences to form short narratives. I can sequence sentences to form	I can write narratives (real and fictional), write about real events, write poetry and write for different purposes.  I can write sentences with different forms: statements, questions, exclamations and commands.	I can use varied and carefully selected vocabulary. With support, I can organise paragraphs around a theme, change of time or location. I can create settings, characters and plot in narratives. I can use simple organisational devices in non-narrative (e.g.	I can use varied and carefully selected vocabulary. I can organise paragraphs around a theme. I can create settings, characters and plot in narratives. With support, I can use simple organisational devices in non-narrative (e.g. headings & sub-	I can select appropriate grammar and vocabulary. I can describe settings, characters and atmosphere and integrate dialogue to convey characters and advance action in narrative. I can use a wide range of devices to build cohesion	I can select appropriate grammar and vocabulary. I can describe settings, characters and atmospheres and can integrate dialogue to convey characters and advance the action. I can use a wide range of devices to build cohesion within and across
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	<p><b>with letter/s.</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>short information texts.</p> <p>I can re-read what I have written to check that it makes sense and discuss my writing with my teacher.</p> <p>I can read my writing aloud clearly enough to be heard by my friends and teacher.</p> <p>I join words and clauses with 'and'. I am beginning to use 'and', 'but' and 'or' to join my sentences together.</p> <p>I can use some subordination (when / if / because) to join clauses.</p>	<p>I can use expanded noun phrases (adjectives). I can use adverbs in my writing.</p> <p>I can use the past and present tense correctly and consistently including the progressive form.</p> <p>I can use subordinating (when, if, that, because) and co-ordinating conjunctions (or, and, but).</p> <p>I can use the grammar in the English Appendix. (See your knowledge organiser)</p> <p>I can reread my writing to check it makes sense and edit checking for errors in spelling, punctuation and grammar.</p>	<p>headings &amp; sub-headings) I can extend my range of sentences with more than one clause by using a wider variety of conjunctions and subordinate clauses. (including: when, if, because, although) I use the present perfect form of verbs. I can use adjectives, adverbs, prepositions (including phrases) and conjunctions. I learn the grammar for Year 3 in the English Appendix. (See knowledge organiser – includes a/an, prepositions) I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>headings) I can extend my range of sentences with more than one clause by using a wider variety of conjunctions and subordinate clauses. (including: when, if, because, although) (ISAWAWABUB / FANBOYS) I use the present perfect form of verbs. use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. 'The strict teacher with curly hair.' I learn the grammar for Year 4 in the English Appendix. (See knowledge organiser – includes determiners, fronted adverbials) I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I use conjunctions,</p>	<p>within and across paragraphs e.g. adverbials, pronouns, prepositional phrases. I can use further organisational and presentational devices to structure text and to guide the reader in non-narratives e.g. headings, bullet points and underlining. I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with the relative pronoun) I can use the present perfect form of verbs. I can choose nouns or pronouns appropriately. I can use conjunctions, adverbs and prepositions to</p>	<p>paragraphs (adverbials, pronouns, prepositional phrases etc.) I can use further organisational and presentational devices to structure text and to guide the reader in non-narrative texts (e.g. headings, bullet points, underlining) I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. I can use passive verbs. I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with or without the relative pronoun) I understand and use the subjunctive</p>
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			<p>I can use some features of standard English.</p> <p>I am building a positive attitude towards writing and my stamina.</p> <p>I can consider what I am going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Planning or saying aloud what I am going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> </ul> <p>I can read aloud what I have written with appropriate intonation and expression.</p>	<p>I am beginning to use fronted adverbials, with a comma.</p> <p>Planning: I can read, discuss and text mark writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Planning: Discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</p> <p>Planning: I can rehearse what I want to say orally ahead of writing.</p> <p>Planning: I can create a draft for my writing.</p> <p>Edit &amp; Improve With guidance, I can proofread to check for spelling and punctuation errors.</p>	<p>adverbs and prepositions to express time and cause.</p> <p>I can use fronted adverbials, consistently punctuated with a comma. Planning: I can read, discuss and text mark writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. I can think about audience, purpose, formality.</p> <p>Planning: Discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</p> <p>Planning: I can rehearse what I want to say orally ahead of writing.</p> <p>Planning: I can</p>	<p>express time and cause.</p> <p>I can use fronted adverbials.</p> <p>I can use modal verbs to indicate degrees of possibility.</p> <p>I can proofread for spelling and punctuation errors.</p> <p>I can use the grammar for Years Five from the English Appendix (See knowledge organiser)</p>	<p>form.</p> <p>I can use present perfect forms of verbs.</p> <p>I can choose nouns or pronouns appropriately.</p> <p>I can use fronted adverbials.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use standard English.</p>
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				<p>Edit &amp; Improve: I can edit and suggest improvements in my own and others' writing including:</p> <ul style="list-style-type: none"> <li>- strengthening the use of adverbs e.g. swiftly, rudely, wearily, gingerly.</li> <li>-proposing changes to the grammar</li> <li>-Proposing changes to vocabulary to improve consistency and avoid repetition.</li> <li>-ensuring accurate pronouns in sentences</li> </ul> <p>I can appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>create a draft for my writing.</p> <p>Edit &amp; Improve I am gaining independence when proofreading to check for spelling and punctuation errors.</p> <p>Edit &amp; Improve: I can edit and suggest improvements in my own and others' writing including:</p> <ul style="list-style-type: none"> <li>- strengthening the use of adverbs e.g. swiftly, rudely, wearily, gingerly.</li> <li>-proposing changes to the grammar</li> <li>-Proposing changes to vocabulary to improve consistency and avoid repetition.</li> <li>-ensuring accurate pronouns in sentences</li> </ul> <p>I can confidently use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how</p>		
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					something is said.		
Punctuation							
	<p>I remember to use a full stop at the end of my sentence.</p> <p>I can start my sentences with capital letters.</p> <p>I use finger spaces between words.</p>	<p>I can start my sentences with capital letters.</p> <p>I remember to use a full stop at the end of my sentence.</p> <p>I use finger spaces between words.</p> <p>I am beginning to use exclamation marks.</p> <p>I am beginning to use question marks.</p> <p>I can use a capital letter for names of the days of the week, and the personal pronoun 'I'.</p>	<p>I remember to use capital letters and full stops in most of my sentences.</p> <p>I use question marks accurately (when required).</p> <p>I can use exclamation marks for effect.</p> <p>I can use commas in lists.</p> <p>With support, I can use apostrophes for contracted forms.</p> <p>I am starting to use apostrophes for singular possession.</p>	<p>I can use full stops, capital letters, exclamation marks and question marks consistently.</p> <p>I use commas for lists.</p> <p>I am beginning to use commas after fronted adverbials. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads. I can use apostrophes for:</p> <ul style="list-style-type: none"> <li>- Contracted form</li> <li>- Possessive singular and plural</li> </ul> <p>I can use inverted commas to indicate speech.</p>	<p>I can use full stops, capital letters, exclamation marks and question marks consistently.</p> <p>I use commas for lists.</p> <p>I can consistently use commas after a fronted adverbial. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads. I can use apostrophes for:</p> <ul style="list-style-type: none"> <li>- Contracted form</li> <li>- Possessive singular and plural</li> </ul> <p>I can use and punctuate direct speech correctly. Improvise and compose dialogue,</p>	<p>I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural. I can use and punctuate direct speech accurately. I can consistently use commas after fronted adverbials I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural. I can use ellipsis. I can use semi-colons, colons or dashes to mark boundaries between independent clauses. I can use colons to introduce a list.</p> <p>I can use and punctuate direct speech accurately. I can use hyphens to avoid ambiguity. I can use commas to clarify meaning or avoid ambiguity in writing. I can use brackets, dashes or commas to indicate parenthesis.</p>

					demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech)		
Spelling							
	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>I can spell many Y1 common exception words. I can name the letters of the alphabet: -naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound</p> <p>I can use known phonemes in unfamiliar words.</p> <p>I can spell the days of the week.</p> <p>I can use syllables to divide words when spelling.</p> <p>I can segment spoken words into</p>	<p>I can segment spoken words into phonemes spelling many correctly and making phonetically plausible attempts at others.</p> <p>I can learn new ways of spelling phonemes for which one or more spellings are already known, including homophones.</p> <p>I can spell common exception words. I can learn to spell more words with contracted forms.</p> <p>I can use apostrophe for possession (singular) e.g. the girl's book.</p> <p>I can add suffixes to</p>	<p>I can use further suffixes and prefixes and know how to add them. I can spell further homophones. I can spell words that are often misspelt. (English Appendix 1) I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and irregular plurals (e.g. children's). Use the first 1 or 2 letters of a word to check its spelling in a dictionary. (and our spelling knowledge organiser) I can write from memory simple sentences, dictated</p>	<p>I can use further suffixes and prefixes and know how to add them. I can spell further homophones. I can spell words that are often misspelt. (English Appendix 1) I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and irregular plurals (e.g. children's). Use the first 2 or 3 letters of a word to check its spelling in a dictionary. (and our spelling knowledge organiser) I can write from memory simple sentences, dictated</p>	<p>I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan) I can spell words with silent letters. I continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. I can place the possessive apostrophe accurately in words with regular and irregular plurals. I can use a</p>	<p>I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan) I can spell words with silent letters. I continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. I can place the possessive apostrophe accurately in words with regular and irregular plurals.</p>

		<p>phonemes and represent these as graphemes, spelling some correctly.</p> <p>I can use the suffixes: s, es, ing, ed, er and est within my writing where no change is needed to the root word.</p> <p>I know how the prefix 'un' can be added to words to change meaning.</p>	<p>spell longer words including –ment, -ness, -ful, -less, -ly Applies spelling rules as listed in English appendix. I can distinguish between homophones and near homophones.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using common exception words and GPCs taught so far.</p>	<p>by the teacher, that include words and punctuation taught so far.</p>	<p>by the teacher, that include words and punctuation taught so far.</p>	<p>thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.</p>	<p>I can use a thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.</p>
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Handwriting

<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Use core muscle strength to achieve a good posture when sitting at the table or on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>I can sit correctly at a table, holding my pencil comfortably and correctly.</p> <p>I can form capital letters and the digits 0-9.</p> <p>I can match upper case and lower case letters.</p> <p>I know which letters sit below the line</p>	<p>I can form lower case letters of the correct size relative to one another.</p> <p>I am beginning to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other are best left</p>	<p>I can develop my use of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent are best left unjoined. The legibility, consistency and quality of my handwriting is improving.</p>	<p>I can develop my use of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent are best left unjoined. The legibility, consistency and quality of my handwriting is improving.</p>	<p>I can write legibly, fluently and with increasing speed. I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters. I can choose the writing implement that is best suited to a task.</p>	<p>I can write legibly, fluently and with increasing speed. I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters. I can choose the writing implement that is best suited to a task.</p>
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<p>Show a preference for a dominant hand.</p> <p>Write some letters accurately.</p>	<p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p> <p>Form lower-case and capital letters correctly.</p>	<p>and which are tall letters. (ascenders and descenders)</p> <p>I can form lower case letters in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> <li>- Ladder</li> <li>- Caterpillar</li> <li>- Robot</li> <li>- Zig-zag monsters</li> </ul>	<p>unjoined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>I use spaces between words that reflects the size of the letters.</p>				
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*Further detail is given on the individual year group long term plans.*