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

	might happen,		I understand how to	different ways,	controlling the tone	in formal situations	argue a point of
	making use of	I listen carefully to	speak for different	depending on the	and volume so that	Begin to use	view in a debate,
Know many rhymes,	recently introduced	the things other	purposes and	context.	the message is clear.	hypothetical	using formal
be able to talk about	, vocabulary from	people have to say	audiences	I can perform	I can justify an	language to	language of
familiar books, and	stories, non-fiction,	in a group.	(beginning).	poems from	answer by giving	consider more than	persuasion
be able to tell a long	rhymes and poems	Lisis is with		memory adapting	evidence.	one possible	Express possibilities
story.	when appropriate	I join in with conversations in a	I can perform a simple poem from	expression and tone as appropriate.	Luse standard	outcome or solution Perform own	using hypothetical
		group.	memory.	I show that I know	English when it is	compositions, using	and speculative
	Listen to and talk	Broup.	incluory.	when Standard	required.	appropriate	language in science
Develop their	about stories to	I join in with role		English is required	I can perform	intonation and	and when discussing
communication but	build familiarity and	play.		and use it	poems or plays from	volume so that	reading
may continue				(beginning).	memory, conveying	meaning is clear	Engage listeners
to have problems	understanding.	Prepared to listen to			ideas about	Perform poems or	through choice of
with irregular tenses and plurals, such as	Retell the story,	ideas of others			characters and	plays from memory,	vocabulary and
'runned' for 'ran',		without interrupting them				making careful choices about how	-
'swimmed' for	once they have	them			situations by	they convey ideas	register according to
'swam'.	developed a deep	Confident to share			adapting expression	about characters	the context
Swann.	familiarity with the	ideas with others			and tone.	and situations by	Perform own
	text, some as exact					adapting expression	compositions, using
Develop their	repetition and some					and tone	appropriate
pronunciation but	in their own words.					Understand and	intonation and
may have						begin to select the	volume and
problems saying: •	Express their ideas					appropriate register according to the	expression so that
some sounds: r, j,	and feelings about					context	literal and implied
th, ch, and sh •	their experiences					context	meaning is made
multi-syllabic words	using full sentences,						clear
such as	including use of						Perform poems or
'pterodactyl',	past, present and						plays from memory,
'planetarium' or	future tenses and						making deliberate
'hippopotamus'.	making use of						choices about how
	conjunctions, with						they convey ideas
	modelling and						about characters,
	support from their						contexts and

Use longer	teacher			atmosphere
sentences of four to				
six words	Describe events in			
	some detail.			
Be able to express a	Use talk to help			
point of view and to	work out problems			
debate when they	and organise			
disagree with an	thinking and			
adult or a friend,	activities, and to			
using words as well	explain how things			
as actions.	work and why they			
	might happen.			
	Develop social			
Start a conversation with an adult or a	phrases			
friend and continue				
it for many turns.	Listen carefully to			
te for many carrie.	rhymes and songs,			
	paying attention to			
Use talk to organise	how they sound.			
themselves and	Learn rhymes,			
their play: "Let's go	poems and songs.			
on a bus you sit				
there	Engage in non-			
I'll be the driver."	fiction books. Listen			
	to and talk about			
	selected non-fiction			
	to develop a deep			
	familiarity with new			
	knowledge			
	and vocabulary.			

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.			
Make comments			
about what they			
have heard and ask			
questions to clarify			
their			
understanding.			
Hold conversation			
when engaged in			
back-and-forth			
exchanges with			
their teacher and			
peers.			
Perform songs,			
rhymes, poems and			
stories with others,			
and – when			
appropriate – try to			
move in time with			

	music.						
			Rea	ding			
			Deco	oding			
Understand the five	Read individual	Use my phonics as	I can segment	I can read and	I can read and	I can apply my	I can apply my
key concepts about	letters by saying the	my main strategy	spoken words into	understand tricky	understand tricky	growing knowledge	growing knowledge
print: • print has	sounds for them.	when reading.	phonemes spelling	words with unusual	words with unusual	of root words and	of root words and
meaning • print can			many correctly and	spellings and	spellings and	affixes to read and	affixes to read and
have different	Say a sound for	I can confidently read books	making phonetically	identify the difficult bits inside them.	identify the difficult bits inside them.	understand unfamiliar words.	understand unfamiliar words.
purposes • we read	each letter in the	containing sounds I	plausible attempts	I can read aloud and	I can read aloud and		umaninar worus.
English text from	alphabet and at	have been taught	at others.	silently, using what I	silently, using what I		
left to right and	least 10 digraphs	that do not require		know about how	know about how		
from top to bottom		me to use other	I can learn new	words work and are	words work and are		
• the names of the	Blend sounds into	strategies to work	ways of spelling	built from chunks of	built from chunks of		
different parts of a	words, so that they	out words.	phonemes for which	meaning to help me	meaning to help me		
book • page	can read short	1	one or more	understand what I	understand what I		
sequencing.	words made up of	l can respond speedily with the	spellings are already	am reading. I can apply	am reading. I can apply		
	known letter-	correct sound to	known, including	knowledge of root	knowledge of root		
Develop their	sound	grapheme (letter or	homophones.	words, prefixes and	words, prefixes and		
phonological	correspondences.	group of letters) for		suffixes to read	suffixes to read		
awareness, so that		the 40+ phonemes,	I can spell common	aloud and to	aloud and to		
they can: • spot and	Read words	including,	exception words.	understand the	understand the		
suggest rhymes •	consistent with	alternative sounds	I can loarn to chall	meaning of	meaning of		
count or clap	their phonic	for graphemes.	I can learn to spell	unfamiliar words.	unfamiliar words.		
syllables in a word •	knowledge by	l can use the	more words with	I can attempt pronunciation of	I can attempt pronunciation of		
recognise words	sound-blending;	phonics I have	contracted forms.	unfamiliar words	unfamiliar words		
with the same initial	souliu-pieliuliig;	learned to sound	l can use	drawing on prior	drawing on prior		
	Read some letter	out new words (and	apostrophe for	knowledge of	knowledge of		
sound, such as		non-words).		similar looking	similar looking		

money and mother.	groups that each		possession (singular)	words	words	
money and mother.	represent one	I can blend sounds	e.g. the girl's book.	words	words	
	•	to read words (and	e.g. the gill s book.			
	sound and say	non-words).	I can add suffixes to			
	sounds for them.	I can recognise and	spell longer words			
		use the different				
	Read a few common	ways of	including –ment, -			
	exception words	, pronouncing the	ness, -ful, -less, -ly			
	matched to the	same grapheme e.g.	A 11 111			
	school's phonic	ow in snow and	Applies spelling			
	programme.	cow. (Switch it	rules as listed in			
	programme.	Mitch sounds)	English appendix.			
	Deed simple abrease					
	Read simple phrases	I can split words into	I can distinguish			
	and sentences made	syllables to support	between			
	up of words with	blending for	homophones and			
	known letter-sound	reading, for	near homophones.			
	correspondences	example, pocket,				
	and, where	rabbit, carrot,	I can write from			
	necessary,	thunder, sunset	memory simple			
	a few exception	I can read compound words,	sentences dictated			
	words.	for example,	by the teacher that			
	Words.	football,	include words using			
	Deed aloud simple	playground,	common exception			
	Read aloud simple	farmyard, bedroom	words and GPCs			
	sentences and	Tarinyard, bedroom	taught so far.			
	books that are	I can read words				
	consistent with	with contractions,				
	their phonic	e.g. l'm, l'll, we'll,				
	knowledge,	and understand that				
	including some	the apostrophe				
	common exception	represents the				
	words.	omitted letter(s)				
		I can read words				

		containing s, es, ing, ed, er , est endings I can read words which have the prefix –un added I can read common exception words, noting tricky parts.	Compre	hension			
Enjoy listening to	Engage in story	I can talk about	I am developing a	I can read for a wide	I can read	I can read a	I can read a wide
longer stories and		poems, stories and	love of reading and	range of purposes	differently	widening range of	range of different
can remember	times.	books my teacher	show this by reading	from a wide range	structured texts for	different texts,	texts and discuss
much of what		reads to me.	regularly.	of texts. (Fiction,	different purposes.	including fiction,	them with others
happens.	Listen to and talk			non-fiction, poetry,	I can recognise a	poetry, plays, non-	afterwards.
паррепз.	about stories to	I can tell some	I listen to, discuss	reference books,	theme or 'message'	fiction, and	I can compare
Engage in extended	build familiarity and	familiar fairy stories	and read or hear a	text books)	within a piece of	reference and	events, themes and
conversations about	understanding.	and tales without	wide variety of texts	I can identify how	writing and I can	textbooks, and	characters within
stories, learning		looking at the book.	including: classic	stories and other	recognise and name	discuss them with	and between books,
new vocabulary.	Retell the story,		and contemporary	different texts work,	some common	others afterwards.	finding and
	once they have	I can choose a poem	poems, stories and	including themes	conventions used in	l can compare	explaining
	developed a deep	or rhyme I like, learn	non-fiction.	like quests or the	writing.	events, themes and	similarities.
	familiarity with the	it by heart and		triumph of good	I can use what I	characters within	I can recognise a
	text, some as exact	recite it.	l can learn a poem by heart and	over evil. I can spot some conventions	know about root words and affixes to	and between books,	theme within a
	repetition and some	I can retell key class	perform it to others	like chapters in	read and	finding and explaining	piece of writing and I can recognise and
	in their own words.	stories orally using	with expression.	fiction, and	understand new	similarities.	name some
	in their own words.	narrative language.	(Build up my	headings and	words I meet.	I can recognise a	common
		I can get even better	repertoire of	diagrams in non-	l can listen	theme within a	conventions used in
	Re-read these books	by reading the same	poems)	fiction.	attentively or read a	piece of writing and	writing.
	to build up their	books again.	. ,	I can become	wide range of	I can recognise and	I can use everything
	confidence in word	-	I can put events in a	familiar with a wide	different texts and	name some	I have learned about
	reading, their	I can say when a	story I have heard or	range of books,	discuss them with	common	how affixes are
	fluency and their	book or poem	read in the right	including fairy	others afterwards.	conventions used in	added to root words
	understanding and	reminds me of	order and explain	stories, myths and	I can name some	writing.	to read and

enjoyment.	something that has	how one thing led to	legends and can	story types and give	I can use everything	understand
	happened to me.	the next.	retell some of these	examples I have	I have learned so far	unfamiliar words I
Demonstrate			orally.	read, retelling a	about how affixes	encounter.
	I can join in with a	I can spot repeated	l can name some	good example in my	are added to root	I can read
understanding of	story my teacher is	sayings and phrases	stories I have read,	own words.	words to read and	differently
what has been read	reading to me.	in stories and poems	say what type of	I can prepare and	understand	structured texts for
to them by retelling		and join in with	stories they are and	present a play script	unfamiliar words I	different purposes.
stories and	I can find out what	them.	tell some of them in	or a poem and use	encounter.	I can talk about
narratives using	new words mean.		my own words.	my voice and	I can read	books and texts,
their own words		I can explain what	I can prepare and	gestures to gain and	differently	categorising them
and recently	I can make sense of	new words might	perform play scripts	hold the attention	structured texts for	into traditional
introduced	a new book using	mean by thinking of	and poems and hold	of listeners.	different purposes.	tales, myths,
vocabulary	what I already know	words I already	my audience's	I can recognise and	I can talk about	legends, modern
vocabulary	and what my	know.	attention by the	name different sorts	books and texts,	fiction, our literary
	teacher tells me.		way I perform them.	of poems.	categorising them	heritage and books
Anticipate – where		I can understand a	I can recognise	I can monitor my	into traditional	from other cultures
appropriate – key	I can talk about the	new book I hear or	some different	reading for sense	tales, myths,	and traditions.
events in stories;	title of a book and	read by using what I	types of poem and	and go back to make	legends, modern	I can learn some
	what happens in the	already know and	explain how they	sure of anything	fiction, our literary	more poems of
Invent, adapt and	story.	the background	work and how they	that confuses me,	heritage and books	different types by
recount narratives		information and	are different from	explaining what an	from other cultures	heart.
and stories with	I can say what I	meanings of new	each other. (e.g.	unfamiliar word	and traditions.	I can prepare and
	think will happen	words my teacher	free verse, narrative	means in the text	I know how to learn	present a play script
peers and their	next in	explains to me.	poetry)	after looking it up or	a poem by heart and	or a poem and use
teacher.	a story and give	Lean Baker to source If	I can listen to myself	asking for the	I can choose a	my voice,
	reasons.	I can listen to myself	and check that my	meaning.	suitable poem that I	expression and
Make use of props	l can say what a	read, check that my	reading makes sense, checking the	l can use a	will enjoy learning and reciting.	gestures to gain and hold the attention
and materials when	story was about and	reading makes sense and go back	meaning of	dictionary to check the meaning of an	I can prepare and	of listeners.
role playing	what happened in it.	to the right place to	unfamiliar words as	unfamiliar word I	present a play script	l can pose questions
characters in	what happened in it.	correct any mistakes	I go and working out	meet in my reading	or a poem and use	for myself as I read
narrative and	I can listen to myself	l make.	what they mean in	and use the	my voice,	and continue
	while I read and	THUKE.	their particular	knowledge to help	expression and	reading to find the
stories.	check that it makes	l can answer	context.	me understand	gestures to gain and	answers to them.
	sense, going back if I	questions about	I can check the	what I read.	hold the attention	I can identify
Develop storylines	need to.	what I have heard or	meaning of an	I can pose questions	of listeners.	whether a writer is
in their pretend						

play.			read and think of	unfamiliar word in	for myself as I read	I can pose questions	sharing a fact or
1 7		I can pick up clues a	questions I want to	the dictionary and	and continue	for myself as I read	offering an opinion.
Lise and	understand	writer leaves for me.	ask.	use what I find out	reading to find the	and continue	I can share my views
		(Inferences from		to make sense of	answers to them.	reading to find the	on a book I have
=	introduced	text and	l can say my	my reading.	I can discuss what I	answers to them.	read,
	ary during	illustrations)	favourite words,	I can pose questions	have heard or read,	I can identify	recommending it to
	ons about		phrases or	for myself as I read	taking turns and	whether a writer is	other readers and
stories, r	non-fiction,	I can say what I	sentences from	and continue	listening to what	sharing a fact or	giving reasons to
rhymes a	•	think about a story	what I have heard or	reading to find the	others say.	offering	support my choices.
and duri	ing role	and listen to what	read and explain	answers to them.		an opinion.	I can talk about my
play.		other people think.	why I	I can discuss what I	V - I can pick out	I can monitor my	reading in a variety
			like them.	have heard or read,	and discuss words	reading for sense	of ways, including
Listen ca	refully to			taking turns and	and phrases from	and go back to make	formal
	and songs,		I can talk to others	listening to what	my reading that	sure of anything	presentations and
			about what we have	others say.	caught my attention	that confuses me,	debates, and I can
	ttention to		read or heard,	I can read a non-	and made me think.	exploring what an	keep my focus when
how they	y sound.		taking turns and	fiction text and find	Explain the meaning	unfamiliar word	I am speaking, using
			listening to other	answers to	of key vocabulary within the context	means in its context	notes to help me. I can read a non-
Learn rhy	ymes,		people's ideas	questions I posed before I read it and I	of the text.	after looking it up. I can share my views	fiction text and find
poems a	nd songs.		l can work out	can make notes for	Identify how the	on a book I have	answers to
			things the writer is	myself so I	writer has used	read,	questions I posed
Engage ir	n non-		hinting at using	remember the	precise word choice	recommending it to	before I read it, and
fiction bo			what they have	information I	to impact on the	other readers and	I can make notes to
			already told the	learned.	reader.	giving reasons to	record the
Listen to	and talk		reader.		I - I can pick up hints	support my choices.	information I
				V - I can pick out	and clues the writer	I can talk about my	learned.
	lected non-		l can make	and talk about	has given me to help	reading in a variety	I can discuss my
	develop a		inferences based on	words and phrases	work out why	of ways, including	reading with others,
•	niliarity with		what is said and	from my reading	characters do and	formal	contributing
new know	wledge		done.	that caught my	say the things they	presentations and	positively, listening
and voca	abulary.			attention and made	do and I can explain	debates, and I can	thoughtfully,
			I can say what I	me think. I am	how I worked this	keep my focus when	offering and
			think is going to	starting to explain	out. Justify	I am speaking, using	accepting challenges
			happen next in what	the meaning of new	responses to the	notes to help me.	respectfully.
			I have heard or read	words using the	text using the PE	I can read a non-	V – I can monitor my

hand on the tr		and the state of	first and such and first	and the feature
based on what has	context.	prompt (Point +	fiction text and find	reading for sense
happened so far.	I - I can pick up clues	Evidence). Consider	answers to	and go back to make
	the writer has given	a range of Evidence	questions I posed	sure of anything
I can find my way	me to help work out	statements,	before I read it and I	that confuses me,
through non-fiction	why characters do	provided by the	can make notes to	exploring what an
texts that are	and say the things	teacher, and	record the	unfamiliar word
organised and laid	they do and I can	summarise the	information I	means in its context
out in many	explain how I	Point.	learned.	after looking it up.
different ways.	worked this out.	P - I can predict	I can discuss my	I - I can pick up hints
	Justify responses to	what I think is going	reading with others,	and clues the writer
I can talk about	the text using the PE	to happen next in a	contributing	has given me to help
what I have heard or	prompt (Point +	story based on what	positively, listening	work out why
read, explaining	Evidence).	has happened so far	thoughtfully,	characters do and
what I have learned	P - I can say what I	and hints the writer	offering and	say the things they
and what I have	think is going to	has given me.	accepting challenges	do, and I can explain
worked out for	happen next in a	E- I can identify	respectfully.	how I worked this
myself.	story based on what	language, structure	I can support and	out. I can support
	has happened so far	and presentation	justify my views	and justify my views
	and hints the writer	features in a text	through reasoned	through reasoned
	has given me.	that help me	explanation.	explanation.
	E- I can identify	understand what	V – I can explain the	Justify opinions and
	language, structure	the writer wants me	meaning of new	elaborate by
	and presentation	to know or believe.	vocabulary in the	referring to the text
	features in a text		context of the text.	e.g. using the PEE
	that help me	R-I can read a non-		prompt –
	understand what	fiction text and find	I - I can pick up hints	Point+Evidence+Exp
	the writer wants me	answers to	and clues the writer	lanation. Infer
	to understand. I can	questions I posed	has given the reader	characters' motives
	see how language,	before I read it and I	to help me work out	from their actions,
	structure and	can make notes for	why characters do	e.g. Why did Fagin
	presentation	myself so I	and say the things	look after the boys?
	contribute to	remember the	they do and I can	What evidence do
	meaning.	information I	explain how I	you have to support
	R- Retrieve and	learned. Scan texts	worked this out.	this? Organise
	record information	in print or on screen	Draw inferences	information or
	effectively from	to locate dates,	about characters'	evidence
		to locate dates,		CHACHEC

non-fiction.	numbers and	motives and justify	appropriately
S - I can identify	names, key words or	inferences with	P - I can predict
what the main ideas	phrases, headings,	references to	what I think is going
in a longer text are	lists, bullet points,	characters' thoughts	to happen next in a
and sum them up in	captions and key	and feelings e.g.	story based on what
a few sentences.	sentences. Retrieve	Why did Bess pull	has happened so far
Sequence the main	and record	the trigger in the	and hints the writer
events in stories,	information from	poem 'The	has given me.
orally and in	non-fiction.	Highwayman'?	Predict
note/picture form.	S - I can identify	Formulate	consequences using
	what the main ideas	hypotheses and,	a combination of
	in a longer text are	through close	information,
	and sum them up	reading, re-reading	including that which
	quickly in a few	and reading ahead,	is stated and that
	sentences.	locate clues to	which is implied.
		support	E- I can identify and
		understanding.	discuss language a
		Justify opinions and	writer has used to
		elaborate by	have an impact on
		, referring to the text,	the reader,
		e.g. using the PEE	including figurative
		prompt - Point +	language (simile,
		Evidence +	metaphor,
		Explanation, e.g. I	personification), and
		think(point) I	explain the impact
		know this because	on me as a reader.
		the author	I can identify how
		says(evidence)	the language,
		This evidence shows	structure and
		that(explanation).	presentation of a
		P - I can predict	text contribute to
		what I think is going	meaning (e.g.
			• • •
		to happen next in a	specialist
		story based on what	vocabulary,
		has happened so far	headings and sub-
		and hints the writer	headings, diagrams,

has given me. charts and (stated and implied) non-fiction E- I can identify and and explain discuss language a these impa- writer has used to reader. Exp have an impact on reasons wh the reader, author ma	n texts), n how act on the plain
E- I can identify and and explain discuss language a these impa- writer has used to reader. Exp have an impact on reasons with the reader, author ma	n how act on the plain
discuss language a these impa writer has used to reader. Ex have an impact on reasons when the reader, author ma	act on the plain
writer has used to reader. Exp have an impact on reasons when the reader, author ma	olain
have an impact on reasons with the reader, author ma	
the reader, author ma	wtho
including figure to a base to	y have
including figurative chosen to	oreak
language (simile, convention	ıs, e.g.
metaphor, one-word	sentence;
personification) and beginning	sentences
explain the impact with 'and'	-
on me as a reader. I repeated u	se of the
can identify how the same word	l.
language, structure R- Use a	
and presentation of combination	on of
a text contribute to skimming,	scanning
meaning (e.g. and close r	eading
specialist across a te	xt to
vocabulary, locate spec	cific
headings and sub- detail. Tex	t mark to
headings, diagrams, make rese	arch
charts and maps in efficient ar	nd fast.
non-fiction texts) S - I can ide	entify
and explain how what the n	nain ideas
these impact on me in a longer	text are,
as a reader. sum them	up
R- Scan for key quickly in a	few
information and text sentences	
mark in fiction and identify ke	y details
non-fiction e.g. to support	-
identify words and summary.	
phrases which tell Summarise	main
you the character ideas, idea	
has a hard life, or key details	
find three words or using quot	

						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.
			Wri	ting			
			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.	Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed; Spell words by identifying the	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	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,	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	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	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 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
Write some or all of their name.	sounds and then writing the sound	short narratives. I can sequence sentences to form	questions, exclamations and commands.	organisational devices in non- narrative (e.g.	devices in non- narrative (e.g. headings & sub-	I can use a wide range of devices to build cohesion	range of devices to build cohesion within and across

with letter/s.	short information		headings & sub-	headings)	within and across	paragraphs
	texts.	I can use expanded	headings)	I can extend my	paragraphs e.g.	(adverbials,
Write simple		noun phrases	I can extend my	range of sentences	adverbials,	pronouns,
phrases and	I can re-read what I	(adjectives).	range of sentences	with more than one	pronouns,	prepositional
sentences that can	have written to	I can use adverbs in	with more than one	clause by using a	prepositional	phrases etc.)
be read by others.	check that it makes	my writing.	clause by using a	wider variety of	phrases.	I can use further
be read by others.	sense and discuss		wider variety of	conjunctions and	I can use further	organisational and
Write short	my writing with my	I can use the past	conjunctions and	subordinate clauses.	organisational and	presentational
sentences with	teacher.	and present tense	subordinate clauses.	(including: when, if,	presentational	devices to structure
		correctly and	(including: when, if,	because, although)	devices to structure	text and to guide
words with known	I can read my	consistently	because, although)	(ISAWAWABUB /	text and to guide	the reader in non-
sound-letter	writing aloud clearly	including the	I use the present	FANBOYS)	the reader in non-	narrative texts (e.g.
correspondences	enough to be heard	progressive form.	perfect form of	I use the present	narratives e.g.	headings, bullet
using a capital letter	by my friends and		verbs.	perfect form of	headings, bullet	points, underlining)
and full stop	teacher.	l can use	I can use adjectives,	verbs.	points and	I can extend the
		subordinating	adverbs,	use expanded noun	underlining.	range of sentences
Re-read what they	I join words and	(when, if, that,	prepositions	phrases with	I can extend the	with more than one
have written to	clauses with 'and'.	because) and co-	(including phrases)	modifying adjectives	range of sentences	clause by using a
check that it makes	I am beginning to	ordinating	and conjunctions.	and prepositional	with more than one	wider range of
	use 'and', 'but' and	conjunctions (or,	I learn the grammar	phrases, e.g. 'The	clause by using a	conjunctions and
sense.	'or' to join my	and, but).	for Year 3 in the	strict teacher with	wider range of	relative clauses. I
	sentences together.		English Appendix.	curly hair.'	conjunctions and	can use passive
		I can use the	(See knowledge	I learn the grammar	relative clauses.	verbs.
	I can use some	grammar in the	organiser – includes	for Year 4 in the	(Using relative	I can extend the
	subordination	English Appendix.	a/an, prepositions)	English Appendix.	clauses with the	range of sentences
	(when / if / because)	(See your	I choose nouns or	(See knowledge	relative pronoun)I	with more than one
	to join clauses.	knowledge	pronouns	organiser – includes	can use the present	clause by using a
		organiser)	appropriately for	determiners,	perfect form of	wider range of
			clarity and cohesion	fronted adverbials)	verbs.	conjunctions and
		I can reread my	and to avoid	I choose nouns or	I can choose nouns	relative clauses.
		writing to check it	repetition.	pronouns	or pronouns	(Using relative
		makes sense and	I use conjunctions,	appropriately for	appropriately.	clauses with or
		edit checking for	adverbs and	clarity and cohesion	l can use	without the relative
		errors in spelling,	prepositions to	and to avoid	conjunctions,	pronoun)
		punctuation and	express time and	repetition.	adverbs and	I understand and
		grammar.	cause.	I use conjunctions,	prepositions to	use the subjunctive

	l am	adverbs and	express time and	form.
l can use some	beginning to use	prepositions to	cause.	l can use present
features of standard	fronted adverbials,	express time and	I can use fronted	perfect forms of
English.	with a comma.	cause.	adverbials.	verbs.
	Planning: I can read,	l can use fronted	l can use modal	l can choose nouns
I am building a	discuss and text	adverbials,	verbs to indicate	
0		,		or pronouns
positive attitude	mark writing similar	consistently	degrees of	appropriately.
towards writing and	to that which I am	punctuated with a	possibility.	I can use fronted
my stamina.	planning to write in	comma. Planning: I	I can proofread for	adverbials.
	order to understand	can read, discuss	spelling and	l can use
I can consider what I	and learn from its	and text mark	punctuation errors.	conjunctions,
am going to write	structure,	writing similar to	I can use the	adverbs and
before beginning by:	vocabulary and	that which I am	grammar for Years	prepositions to
- Planning or	grammar.	planning to write in	Five from the	express time and
saying aloud what I	Planning: Discuss	order to understand	English Appendix	cause.
am going to write	and record ideas for	and learn from its	(See knowledge	I can use standard
about	planning, e.g. story	structure,	organiser)	English.
- Writing	mountain, chunking	vocabulary and		
down ideas and/or	a plot and	grammar. I can think		
key words, including	innovating, flow	about audience,		
new vocabulary	charts, boxing up a	purpose, formality.		
	non-fiction text and	Planning: Discuss		
I can read aloud	innovating,	and record ideas for		
what I have written	spidergrams.	planning, e.g. story		
with appropriate	Planning: I can	mountain, chunking		
intonation and	rehearse what I	a plot and		
expression.	want to say orally	innovating, flow		
	ahead of writing.	charts, boxing up a		
	Planning: I can	non-fiction text and		
	create a draft for my	innovating,		
	writing.	spidergrams.		
	Edit & Improve With	Planning: I can		
	guidance, I can	rehearse what I		
	proofread to check	want to say orally		
	for spelling and	ahead of writing.		
	punctuation errors.	Planning: I can		
	punctuation en 013.			

		1			
			Edit & Improve: I	create a draft for my	
			can edit and suggest	writing.	
			improvements in my	Edit & Improve I am	
			own and others'	gaining	
			writing including:	independence when	
			 strengthening the 	proofreading to	
			use of adverbs e.g.	check for spelling	
			swiftly, rudely,	and punctuation	
			wearily, gingerly.	errors.	
			-proposing changes	Edit & Improve: I	
			to the grammar	can edit and suggest	
			-Proposing changes	improvements in my	
			to vocabulary to	own and others'	
			improve consistency	writing including:	
			and avoid	- strengthening the	
			repetition.	use of adverbs e.g.	
			-ensuring accurate	swiftly, rudely,	
			pronouns in	wearily, gingerly.	
			sentences	-proposing changes	
			I can appropriate	to the grammar	
			intonation, tone and	-Proposing changes	
			volume to present	to vocabulary to	
			their writing to a	improve consistency	
			group or class.	and avoid	
				repetition.	
				-ensuring accurate	
				pronouns in	
				sentences	
				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	
	1				

		something is said.		
Pi	nctuation			1
PLI remember to use a full stop at the end of my sentence.I can start my sentences with capital letters.I remember to use a full stop at the end of my sentences.I remember to use a full stops in most of my sentences.I can start my sentences with capital letters.I remember to use a full stop at the end of my sentence.I use question mark accurately (when required).I use finger spaces between words.I use finger spaces between words.I can use exclamation mark for effect.I am beginning to use exclamation marks.I can use commas lists.I can use commas lists.I am beginning to use question marks.I can use a capital letter for names of the days of the week, and the personal pronoun 't'.With support, I can use apostrophes for singular possessio	I can use full stops, capital letters, exclamation marks and question marks consistently. ks I use commas for lists. 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	something is said. I can use full stops, capital letters, exclamation marks and question marks and question marks consistently. I use commas for lists. 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: - Contracted form - Possessive singular and plural I can use and	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. I can use brackets, dashes or commas to indicate parenthesis.	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. 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

				dense an atmatice at 1		
				demonstrating their		
				understanding of		
				Standard English		
				(for narrative		
				sections) and non-		
				Standard English		
				(for some speech)		
 		Spe				
Spell words by	I can spell many Y1	I can segment	I can use further	I can use further	I can spell further	I can spell further
identifying the	common exception	spoken words into	suffixes and prefixes	suffixes and prefixes	prefixes and suffixes	prefixes and suffixes
sounds and then	words.	phonemes spelling	and know how to	and know how to	and understand how	and understand how
writing the sound	I can name the	many correctly and	add them.	add them.	to use them (See	to use them (See
-	letters of the	making phonetically	I can spell further	I can spell further	English Long Term	English Long Term
with letter/s.	alphabet:	plausible attempts	homophones.	homophones.	Plan)	Plan)
	-naming the letters	at others.	I can spell words	I can spell words	I can spell words	I can spell words
	of the alphabet in		that are often	that are often	with silent letters.	with silent letters.
	order	I can learn new	misspelt. (English	misspelt. (English	I continue to	I continue to
	-using letter names	ways of spelling	Appendix 1)	Appendix 1)	distinguish between	distinguish between
	to distinguish	phonemes for which	I can place the	I can place the	homophones and	homophones and
	between alternative	one or more	possessive	possessive	other words which	other words which
	spellings of the	spellings are already	apostrophe	apostrophe	are often confused.	are often confused.
	same sound	known, including	accurately in words	accurately in words	I can use knowledge	
		homophones.	with regular plurals	with regular plurals	of morphology and	I can use knowledge
	I can use known		(e.g. girls', boys')	(e.g. girls', boys')	etymology in	of morphology and
	phonemes in	I can spell common	and irregular plurals	and irregular plurals	spelling and	etymology in
	unfamiliar words.	exception words.	(e.g. children's).	(e.g. children's).	understand that the	spelling and
		I can learn to spell	Use the	Use the first 2 or 3	spelling of some	understand that the
	I can spell the days	more words with	first 1 or 2 letters of	letters of a word to	words need to be	spelling of some
	of the week.	contracted forms.	a word to check its	check its spelling in	learnt specifically.	words need to be
			spelling in a	a dictionary. (and	I can place the	learnt specifically.
	I can use syllables to	l can use	dictionary. (and our	our spelling	possessive	I can place the
	divide words when	apostrophe for	spelling knowledge	knowledge	apostrophe	possessive
	spelling.	possession (singular)	organiser)	organiser)	accurately in words	apostrophe
	-10.	e.g. the girl's book.	I can write from	I can write from	with regular and	accurately in words
	I can segment		memory simple	memory simple	irregular plurals.	with regular and
	spoken words into	I can add suffixes to	sentences, dictated	sentences, dictated	l can use a	irregular plurals.
l	spoken words into	i can auu sunikes lu	sentences, uitidieu	sentences, uictated	i call use a	in eguiai piùrais.

		phonemes and represent these as graphemes, spelling some correctly. I can use the suffixes: s, es, ing, ed, er and est within my writing where no change is needed to the root word. I know how the prefix 'un' can be added to words to change meaning.	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. I can write from memory simple sentences dictated by the teacher that include words using common exception words and GPCs taught so far.	by the teacher, that include words and punctuation taught so far.	by the teacher, that include words and punctuation taught so far.	thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.	I can use a thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.
Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Use core muscle strength to achieve a good posture when sitting at the table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	I can sit correctly at a table, holding my pencil comfortably and correctly. I can form capital letters and the digits 0-9. I can match upper case and lower case letters. I know which letters sit below the line	Handy I can form lower case letters of the correct size relative to one another. 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	writing 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.	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.	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.	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.

w a preference a dominant d. te some letters urately. F a c
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Further detail is given on the individual year group long term plans.