

The National Curriculum for English 2014

Year group overview with skills identified in **Red Text**

Spoken Language

listen and respond appropriately to adults and their peers
 ask relevant questions to extend their understanding and knowledge
 use relevant strategies to build their vocabulary
 articulate and justify answers, arguments and opinions
 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 speak audibly and fluently with an increasing command of Standard English
 participate in discussions, presentations, performances, role play, improvisations and debates
 gain, maintain and monitor the interest of the listener(s)
 consider and evaluate different viewpoints, attending to and building on the contributions of others
 select and use appropriate registers for effective communication.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	SL1 Organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener SL2 Remember what they have heard, asking questions to clarify meaning SL3 Reflect on how talk varies in different circumstances and for different listeners SL4 Recognise when to use formal language including some features of spoken standard English SL5 Recognise how talk is enhanced by non-verbal communication including gesture, eye contact and by intonation and emphasis SL6 Speak clearly, take turns and make relevant contributions, give opinions and listen to different views SL7 Explore the imaginative use of language and the conventions of talk through role play		SL8 Organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest listeners SL9 Organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate SL10 Identify the main points of what has been said and ask questions to clarify meaning SL11 Reflect on their own and others' speech and investigate how it varies SL12 Take different roles and make relevant contributions in group discussions and role-play SL13 Explain their opinions and ideas, modifying them in the light of what they have heard SL14 Use dialogue and discussion to build up and refine ideas collaboratively in groups SL15 Convey action, themes and emotions through role play and drama		SL16 Convey complex ideas, using different techniques for clarity and effect SL17 Select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners SL18 Organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of the listeners and any communication technology being used SL19 Evaluate their own and others' speech and identify how it varies SL20 Sustain different roles, deal with disagreement and vary contributions in group discussion SL21 Extend and justify their opinions and ideas, building on what they have heard SL22 Use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively SL23 Identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience	

Reading (Word Reading)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use phonic knowledge to decode regular words and read them aloud accurately . ELG Read some common irregular words ELG	Apply phonic knowledge and skills as the route to decode words I can apply my phonic knowledge and skills as the route to decode words R1 Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes R2 Correctly sound graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes R23 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught R3 Blend sounds in unfamiliar words containing GPCs* that have been taught to read more accurately					
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word R4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word R26 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. R41 Read aloud and understand the meaning of new words they meet R42 Read and note unusual correspondences between spellings and sounds within exception words			
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings R5 Read words containing taught GPCs* and -s, -es, -ing, -ed, -er and -est endings					
	Read other words of more than one syllable that contain taught GPCs R6 Read other words of more than one syllable that contain taught GPCs*	Read accurately words of two or more syllables that contain the taught graphemes R24 Read accurately words of two or more syllables that contain the same graphemes as above				
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) R7 Read words with contractions R8 Understand the apostrophe represents omitted letter(s) in contractions					
		Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered R27 Read most words quickly and accurately without overt sounding and blending				
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words R9 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation R28 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				
	Re-read these books to build up their fluency and confidence in word reading. R10 Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading. R29 Re-read books to increase fluency and confidence in word reading				Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet R56 Apply growing knowledge of root words, prefixes and suffixes to read aloud R57 Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words
	Read words containing common suffixes R25 Read words containing common suffixes	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet				

Reading (Comprehension)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Read and understand simple sentences ELG</p> <p>Demonstrate understanding when talking to others about what they have read ELG</p>	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:	
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently R11 Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently R30 Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories (including fairy stories and traditional tales) and non-fiction which is structured in different ways at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R43 Listen to, read and discuss a wide range of fiction (including fairy tales and myths and legends), poetry, plays, non-fiction and reference books structured in different ways for a range of purposes		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R58 Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
	Being encouraged to link what they read or hear read to their own experiences R12 Link what they read or hear read to their own experiences					
		Discussing the sequence of events in books and how items of information are related R31 Discuss the sequence of events in books and how items of information are related	Reading books that are structured in different ways and reading for a range of purposes		Reading books that are structured in different ways and reading for a range of purposes R59 Read books that are structured in different ways and read for a range of purposes	
			Using dictionaries to check the meaning of words that they have read R44 use dictionaries to check the meaning of words			
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics R13 Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions R60 Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
					Recommending books that they have read to their peers, giving reasons for their choices R61 Recommend books that they have read, giving reasons for their choices	
	Recognising and joining in with predictable phrases R14 Recognise and join in with predictable phrase	Recognising simple recurring literary language in stories and poetry R33 Recognise simple recurring literary language in stories and poetry				
		Discussing their favourite words and phrases R34 Discuss their favourite words and phrases	Discussing words and phrases that capture the reader's interest and imagination R47 Discuss words and phrases that capture the reader's interest and imagination			
			Identifying themes and conventions in a wide range of books R45 Identify themes and conventions in a wide range of books		Identifying and discussing themes and conventions in and across a wide range of writing	
					Making comparisons within and across books R62 Make comparisons within and across books	
				Recognising some different forms of poetry [for example, free verse, narrative poetry] R48 Recognise different forms of poetry (e.g. free verse, narrative poetry)		
	Learning to appreciate rhymes and poems, and to recite some by heart R15 Learn to appreciate rhymes and poems, and recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear R35 Build up and recite a repertoire of poems learnt by heart, using appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action R46 Use intonation, tone, volume and action when performing poetry and play scripts to enhance understanding and meaning		Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience R63 Learn a wider range of poetry by heart R64 Prepare poems and plays to read aloud and to perform, making the meaning clear to an audience	

Reading (Comprehension) continued

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Being introduced to non-fiction books that are structured in different ways R32 Recognise how non-fiction books are structured in different ways	Retrieve and record information from non-fiction R55 Retrieve and record information from non-fiction texts		R70 Retrieve, record and present information from non-fiction texts	
	Discussing word meaning	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary				
	Understand both the books they can already read accurately and fluently and those they listen to by the following:		Understand what they read, in books they can read independently, by the following:		Understand what they read by the following:	
	Drawing on what they already know or on background information and vocabulary provided by the teacher R16 Use prior knowledge, or background information and vocabulary provided by the teacher, to understand books	Drawing on what they already know or on background information and vocabulary provided by the teacher R36 Use known facts or information provided by teacher to understand books				
	Checking that the text makes sense to them as they read and correcting inaccurate reading R17 Check that the text makes sense to them as they read and correct inaccurate reading, discussing word meanings	Checking that the text makes sense to them as they read and correcting inaccurate reading R37 Review text to ensure understanding and accuracy	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context R49 Explain the meaning of words in context to aid understanding		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	Discussing the significance of the title and events R18 Discuss the significance of book titles and events					
	Making inferences on the basis of what is being said and done R19 Make inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done R38 Make inferences on the basis of what is said and done	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence R51 Infer characters' feelings, thoughts and motives from their actions, and justify inferences		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence R65 Justify inferences with evidence	
	Predicting what might happen on the basis of what has been read so far R20 Predict what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far R40 Make predictions about text based on initial reading	Predicting what might happen from details stated and implied R52 Predict what might happen from details stated and implied		Predicting what might happen from details stated and implied R66 Make predictions from details stated and implied	
		Answering and asking questions R39 Answer and ask questions	Asking questions to improve their understanding of a text R50 Ask questions to improve their understanding of a text		Asking questions to improve their understanding	
					Provide reasoned justifications for their views R73 Provide reasoned justifications for their views on texts	
					Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader R68 Discuss and evaluate the use of language, considering impact	
			Identifying main ideas drawn from more than one paragraph and summarising these R53 Identify main ideas drawn from more than one paragraph and summarise these		Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas R67 Summarise main ideas from more than one paragraph	
			Identifying how language, structure, and presentation contribute to meaning R54 Identify how language, structure and presentation contribute to meaning		Identifying how language, structure and presentation contribute to meaning	
					Distinguish between statements of fact and opinion R69 Distinguish between statements of fact and opinion	
	Participate in discussion about what is read to them, taking turns and listening to what others say R21 Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views R71 Participate in discussions about books, building on their own and others' ideas and challenging views appropriately	
	Explain clearly their understanding of what is read to them. R22 Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary R72 Make notes and, through formal presentations and debates, exhibit their understanding of texts	

Writing (Spelling)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use phonic knowledge to write words in ways which match spoken sounds ELG</p> <p>Some words are spelt correctly and others are phonetically plausible ELG</p> <p>Write some common irregular words (ELG)</p>	<p>Pupils should be taught to spell: words containing each of the 40+ phonemes already taught Wr20 Spell words containing each of the 40+ phonemes already taught</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Wr49 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>				
		<p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Wr50 Spell phonemes, for which one or more spellings are already known, in new ways and distinguish between</p>	<p>Spell further homophones Wr77 Spell further homophones</p>		<p>Continue to distinguish between homophones and other words which are often confused</p>	
	<p>Spelling common exception words Wr18 Spell common exception words</p>	<p>Spelling common exception words Wr51 Learn to spell common exception words</p>				
		<p>Learning to spell more words with contracted forms Wr52 Learn to spell more words with contracted forms</p>				
	<p>Spell the days of the week Wr19 Spell the days of the week</p>		<p>Spell words that are often misspelt (English Appendix 1) Wr78 Learn to spell key words appropriate to age group</p>			
	<p>Naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound spellings of the same sound Wr21 Name the letters of the alphabet in order Wr22 Use letter names to distinguish between alternative spellings of the same sound</p>		<p>Use the first two or three letters of a word to check its spelling in a dictionary Wr79 Use the first two or three letters of a word to check its spelling in a dictionary</p>		<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use dictionaries to check the spelling and meaning of words use a thesaurus. Wr111 Use dictionaries to check the spelling and meaning of words, using the first three or four letters of a word to check spelling, meaning or both Wr112 Use a thesaurus</p>	
	<p>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Wr23 Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Wr24 Use the prefix un- Wr25 Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Wr54 Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1) I can correctly add prefixes to words including, un, in, dis, mis, in, il, im, re, sub, inter, super, anti, auto. Wr76 Use additional prefixes and suffixes and understand how to add them</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them. Wr108 Use additional prefixes and suffixes</p>	
	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Wr26 Write from memory simple sentences dictated by the teacher that include words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Wr55 Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Wr80 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn] Wr109 Spell some words with 'silent' letters, e.g. knight, psalm, solemn</p>	
		<p>Learning the possessive apostrophe (singular) [for example, the girl's book] Wr53 Use the possessive apostrophe (singular)</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>		<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Wr110 Use knowledge of morphology and etymology in spelling, understanding that some words need to be learnt specifically</p>	

Writing (Handwriting and presentation)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Sit correctly at a table, holding a pencil comfortably and correctly Wr13 Sit correctly at a table holding a pencil comfortably and correctly</p>					
	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place Wr14 Begin to form lower-case letters in the correct direction, starting and finishing in the right</p>	<p>Form lower-case letters of the correct size relative to one another Wr45 Form lower-case letters of the correct size relative to one another</p>				
		<p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Wr46 Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>			
	<p>Form capital letters Wr15 Form capital letters</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Wr47 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>				
		<p>Use spacing between words that reflects the size of the letters. Wr48 Use spacing between words that reflects the size of the letters</p>				
	<p>Form digits 0-9 Wr16 Form digits 0-9</p>					
	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Wr17 Practise forming letters which belong to different handwriting 'families'"</p>					
			<p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Wr75 Increase the legibility, consistency and quality of their handwriting</p>		<p>Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. Wr107 Choose the writing implement that is best suited for a task (e.g. quick notes, letters)</p>	

Writing (Composition)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write simple sentences which can be read by themselves and others (Part of ELG)</p>		<p>Develop positive attitudes towards and a stamina for writing by writing narratives about personal experiences and those of others (real and fictional) about real events poetry for different purposes Wr27 Write for sustained periods of time Wr28 Write narratives about personal experiences and those of others (real and fictional) Wr29 Write about real events Wr30 Write poetry Wr31 Write for different purposes</p>				
	<p>Plan writing: saying out loud what they are going to write about Wr1 Say aloud what they are going to write about</p>	<p>Plan writing: saying out loud what they are going to write about write idea and/or key words including new vocab Wr32 Plan or say out loud what they are going to write about Wr33 Write down ideas and/or key words, including new vocabulary</p>	<p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Wr56 Discuss exemplar writing in order to understand and learn its structure, vocabulary and grammar Wr57 Discuss and record ideas</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Wr81 Identify the audience and purpose of the writing Wr82 Use similar writing as models for their own Wr83 Use reading and research to make notes and develop initial ideas Wr84 In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p>		
	<p>Drafting and writing: composing a sentence orally before writing it Wr2 Compose a sentence orally before writing it</p>		<p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Wr58 Compose and rehearse sentences orally</p>	<p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Wr85 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>		
	<p>Sequencing sentences to form short narratives Wr3 Sequence sentences to form short narratives</p>	<p>Encapsulate what they want to say, sentence by sentence Wr33 Write down ideas and/or key words, including new vocabulary</p>	<p>Organising paragraphs around a theme Wr59 Organise paragraphs around a theme</p>	<p>Using a wide range of devices to build cohesion within and across paragraphs Wr88 Use a wide range of devices to build cohesion within and across paragraphs Wr87 Précis longer passages</p>		
	<p>Re-reading what they have written to check that it makes sense Wr4 Re-read what they have written to check it makes sense</p>	<p>Make additions, revision and corrections to their own writing by: evaluating their writing with the teacher or other pupils re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, incl verbs in the continuous form Wr34 Review work to make simple additions, revisions and corrections Wr35 Evaluate writing with the teacher and other pupils Wr36 Re-read work to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>In narratives, creating settings, characters and plot Wr60 Create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Wr61 Using simple organisational devices such as headings and sub-headings</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Wr86 Describe settings, characters and atmosphere Wr89 Use dialogue to convey character and advance the action</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>		
			<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences my writing, including the accurate use of pronouns in my sentences. Wr62 Assess the effectiveness of their own and others' writing and suggesting improvements Wr63 Change grammar and vocabulary to improve consistency</p>	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Wr90 Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Wr91 Ensure correct subject and verb agreement when using singular and plural Wr92 Use consistent and correct tense throughout</p>		
	<p>Discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. Wr5 Discuss what they have written with the teacher or other pupils Wr6 Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Proof-read for spelling and punctuation errors Wr37 Proof-read work to check for errors in spelling, grammar and punctuation</p> <p>Read aloud their own writing, with appropriate intonation so that the meaning is clear. Wr38 Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Proof-read for spelling and punctuation errors Wr64 Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Wr65 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Proof read for spelling and punctuation errors Wr93 Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. Wr94 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		

Writing (vocabulary, grammar and punctuation)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Wr11 Learn the grammar appropriate to age Wr12 Use the grammatical terminology appropriate to age</p>	<p>Wr44 Learn appropriate grammar associated with relevant year group</p>	<p>Wr71 Learn Grammar appropriate for year 3 and 4</p>			
	<p>Sentence structure: how words can combine to make sentences joining words and joining sentences using and Wr7 Leave spaces between words Wr8 Join words and joining sentences using "and"</p>	<p>Sentence Structure: subordination (using when, if, that, because) and coordination (using or, and or but): expanded noun phrases for description and specification (eg. The blue butterfly) how the grammatical patterns in a sentence indicate its function as a statemnt, question, exclamation or command Wr43 Use subordination (when, if, that, or because) and co-ordination (or, and, or but)</p>	<p>Sentence Structure: expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in because) Wr66 Extend the range of sentences with more than one clause by using a wider range of conjunctions Wr67 Use the present perfect form of verbs in contrast to past tense Wr68 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Wr69 Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Sentence Structure: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g) the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard bad news) Wr66 Extend the range of sentences with more than one clause by using a wider range of conjunctions Wr67 Use the present perfect form of verbs in contrast to past tense Wr68 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Wr70 Use fronted adverbials</p>	<p>Sentence Structure: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Wr98 Use expanded noun phrases to convey complicated information concisely Wr99 Use modal verbs or adverbs to indicate degrees of possibility Wr100 Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p>	<p>Sentence Structure: use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g He's your friend, isn't he? or the use of subjunctive forms such as I were or were they to come in some very formal writing and speech Wr95 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Wr96 Use passive verbs to affect the presentation of information in a sentence</p>
	<p>Text Structure: sequencing sentences to form short narratives</p>	<p>Text Structure: correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress Wr42 Use present and past tenses correctly and consistently including the progressive form Wr41 Expand noun phrases to describe and specify</p>	<p>Text Structure Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentations use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</p>	<p>Text Structure: Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Text Structure: Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before) Wr97 Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Text Structure: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text</p>
	<p>Punctuation: Separation of words with spaces introducution to capital letters, full stops, question marks and exclamation mmarks to demarcate sentences. Capital letters for names and the personal pronoun I Wr9 Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Wr10 Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Wr39 Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms Wr40 Use sentences with different forms:(statement, question, exclamation, command)</p>	<p>Punctuation: Introduction to inverted commas to punctuate direct speech Wr74 Use and punctuate direct speech</p>	<p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials Wr72 Use commas after fronted adverbials Wr73 Indicate possession by using the possessive apostrophe with regular and irregular plural nouns Wr74 Use and punctuate direct speech</p>	<p>Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Wr101 Use commas to clarify meaning or avoid ambiguity in writing Wr102 Use hyphens to avoid ambiguity Wr103 Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation: Use of semicolon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity. Wr104 Use semi-colons, colons or dashes to mark boundaries between main clauses Wr105 Use a colon to introduce a list Wr106 Punctuate bullet points consistently</p>

	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas for 'speech marks'</p>	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>determiner pronoun, possessive pronoun adverbial</p>	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>subject, object active, passive synonym antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Terminology: use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>subject, object active, passive synonym antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
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