



Key Learning Outcomes – Knowledge and Skills - ENGLISH

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reading	<p>Early Learning Goal I can read and understand simple sentences.</p> <p>I can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>I can read some common irregular words.</p> <p>I can demonstrate understanding when talking with others about what I have read.</p>	<p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read aloud accurately books that are consistent with their developing phonic knowledge and that do not require to use other strategies to work out words.</p>	<p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain alternative sounds for graphemes.</p> <p>I can read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can re-read books to build up fluency and confidence in word reading.</p> <p>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p>I can apply my 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 I meet.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I can develop positive attitudes to reading and understanding of what I read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; using dictionaries to check the meaning of words that I have read; identify themes and conventions in a wide range of books.</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet.</p> <p>I maintain a positive attitude to reading and understand what I read by increasing my 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.</p> <p>I can understand what I read by: checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p>		



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Reading		<p>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently;</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales; retelling key stories, fairy stories and traditional tales considering their particular characteristics.</p> <p>I can understand both the books I can already read accurately and fluently and those I listen to by: checking that the text makes sense to me as I read correcting inaccurate reading; discuss the significance of the title and events; predict what might happen on the basis of what has been read so far.</p>	<p>Listening to, discussing and expressing views about a wide range of texts at a level beyond that at which I can read independently; discuss the sequence of events in books and how items of information are related; become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; be introduced to non-fiction books that are structured in different ways.</p> <p>I can understand both the books that I can already read accurately and fluently and those that I listen to by: checking that the text makes sense to me as I read and correcting inaccurate reading; answer questions; predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p>	<p>I can understand what I read, in books I can read independently, by: checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predict what might happen from details stated and implied; identify main ideas drawn from more than one paragraph and summarising these; I can retrieve and record information from non-fiction.</p>	<p>identify how language, structure and presentation contribute to meaning; retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to me and those I can read by myself.</p> <p>I can provide reasoned justifications for my views.</p>		



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Writing	<p><u>Early Learning Goal</u> I can use my phonic knowledge to write words in ways which match my spoken sounds.</p> <p>I can write some irregular common words.</p> <p>I can write simple sentences which can be read by themselves and others.</p> <p>I can spell some words correctly and others are phonetically plausible.</p>	<p>I can write sentences by: sequencing sentences to form short narratives; re-reading what I have written to check that it makes sense.</p>	<p>I can develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>I can consider what I am going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation.</p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I can draft and write by: organising paragraphs around a theme; in narratives, create settings, characters and plot.</p> <p>I can proof-read for spelling and punctuation errors.</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing.</p> <p>I can draft and write by: in narratives describe settings, characters and atmosphere integrating dialogue to convey character and advance the action; using further organisational and presentational devices to structure text and to guide the reader [<i>for example, headings, statements, underlining</i>]. evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>I can proof-read for spelling and punctuation errors.</p>		



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SPAG		<p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can name the letters of the alphabet naming the letters of the alphabet in order.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>I can Pass Y1 Phonics Screening Test.</p> <p>I can begin to know capital letters, full stops, question marks and exclamation marks and how to use them.</p>	<p>I can Spell by: segmenting spoken words into phonemes and representing 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.</p> <p>I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.</p> <p>I can use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>I can consistently use of present tense and past tense throughout writing.</p> <p>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>I can use commas to separate items in a list.</p>	<p>I can use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>I can express time, place and cause using conjunctions.</p> <p>I know how to use inverted commas to punctuate direct speech.</p> <p>I can use headings and sub-headings to aid presentation.</p> <p>I can use present perfect form of verbs instead of the simple past.</p>	<p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can use Standard English forms for verb inflections instead of local spoken forms.</p> <p>I can use fronted adverbials.</p> <p>I can use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p>	<p>I can Convert nouns or adjectives into verbs using suffixes.</p> <p>I can indicate degrees of possibility using adverbs.</p> <p>I can use devices to build cohesion within a paragraph.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>I can use passive voice to affect the presentation of information in a sentence.</p> <p>I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>I can use colons to introduce a list.</p> <p>I can punctuate statements to list information.</p>



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National Curriculum Spoken Language Statutory Requirements	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> Listen and respond to the speaker making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups Begin to ask questions that link clearly to the topic being discussed Show that the conversation is being followed through the questions that are asked To be encouraged to listen to and use new vocabulary to develop their own vocabularies Given opportunities to use this vocabulary in a variety of meaningful contexts To be encouraged to think of alternatives for simple vocabulary choices Can answer questions clearly in sentences Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts Being able to describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment Can speak clearly when talking in class. Speak in grammatically correct sentences Know when it is their turn to speak in a simple presentation / discussion Take part in role play to find out about different characters and situations Take different roles in a drama / role play to explore how others felt about a character's actions Speak clearly so that the listener can hear what is said Organising thoughts into sentences before expressing them 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared Work in a variety of group situations following appropriate etiquette for group dynamics Generate questions to ask a specific speaker / audience in response to a talk / conversation Ask questions in direct response to something heard / presented To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience. Can give answers to questions that are supported by justifiable reasons Can support own ideas and opinions with explanations Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener Can show through the contributions made and questions asked that they have followed a conversation Develop ideas and expand on these building on what others say Adapt these ideas in light of new information Can speak to a wider audience e.g whole school in assembly Can adapt speaking style to suit the audience Prepare and present information orally Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions Adapt language, tone and style to suit the purpose of the listener 			<p>For Instance :</p> <p>Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas</p> <p>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</p> <p>For Instance :</p> <p>Spontaneously ask questions which develop the conversation and take ideas or knowledge further</p> <p>For Instance :</p> <p>Using vocabulary appropriately and for effect</p> <p>Use appropriate terminology linked to other curriculum subjects</p> <p>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</p> <p>For Instance :</p> <p>Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation</p> <p>Can present ideas / opinions coherently , supported with reasons</p> <p>For Instance :</p> <p>Can talk about feelings ,thought sand ideas with some detail to make meaning explicit</p> <p>Can present information clearly and in an appropriate form to the listener</p> <p>Can plan and present information verbally selecting the appropriate format and style to match the purpose</p> <p>Can sustain a longer conversation about a given topic</p> <p>For Instance :</p> <p>Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</p>	



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National Curriculum Spoken Language Statutory Requirements	<ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> -Choosing words to add interest or detail -Know that different people have different ideas / responses and recognise that these are as valuable as their own -Notice how different speakers talk and consider why this might be the case 	<ul style="list-style-type: none"> -Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener -Take account of the viewpoints of others when building own arguments and offering responses -Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices 	<ul style="list-style-type: none"> For Instance : Offer ideas and support these with reasoning. Be prepared to change these in response to new information and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus For Instance : Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation For Instance : Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions For Instance : Be aware of the listener and adapt talk to maintain the listener’s interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non verbal features to maintain listener’s interest For Instance : Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions For Instance : Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk 			



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