

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language: Listening and Responding	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - 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. 	<p>Maintains eye contact</p> <ul style="list-style-type: none"> · listens with periods of sustained concentration · demonstrates active listening by the detail provided when responding to and answering questions · uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event · uses talk rather than actions to resolve a problem 	<p>Listens with periods of sustained concentration when more than one person is speaking</p> <ul style="list-style-type: none"> · recalls and conveys simple information clearly · considers and offers alternative viewpoints · explains their preferences/choices · extends ideas using some conjunctions and adverbs to express time, place and cause e.g. <i>when, before, after, so, because, then, next, before, after</i> 	<p>Sustains listening to a variety of sources, making notes if required</p> <ul style="list-style-type: none"> · listens to key information and makes relevant, related comments · follows longer instructions that are not familiar · builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others · demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses · explains or gives reasons for their views or choices explains a process ensuring ideas are clearly sequenced 	As Year 3	<p>Maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources:</p> <ul style="list-style-type: none"> determining key information · demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing · incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener · demonstrate connections with other ideas and draws on different points of view when responding · anticipates the listener's response and makes use of counter arguments 	As Year 5

<p>Spoken Language: Questioning</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Asks questions to find out specific information including 'How' and 'Why'</p> <ul style="list-style-type: none"> · answers simple 'How' or 'Why' questions · answers justified using the word 'because' 	<p>Asks questions for clarification and understanding</p> <ul style="list-style-type: none"> · answers justified using evidence from the context 	<ul style="list-style-type: none"> · asks questions for clarification and understanding · poses 'What if?' questions that may change the outcome or direction of the problem · asks and answers questions using modal verbs and adverbs to indicate degrees of possibility · when answering, refers back to and rephrases evidence from the context 	<p>As Year 3</p>	<ul style="list-style-type: none"> · deepens understanding by questioning the given information · questions introduce new ideas/material · supports others to develop their understanding through questioning · understands which questions will develop learning / understanding · when answering, refers to evidence and communicates ideas with precision/clarity for given audience 	<p>As Year 5</p>
<p>Spoken Language: Presenting</p>	<ul style="list-style-type: none"> · joins in with repetitive refrains <p>Explores and retells familiar stories in a range of contexts- e.g. role-play, small world.</p>	<ul style="list-style-type: none"> · joins in with repetitive refrains · recites poetry by heart · orally rehearses in preparation for writing · re-tells familiar stories using story language 	<p>Uses verb tenses/forms increasingly accurately for spoken standard English</p> <ul style="list-style-type: none"> · retells a range of stories using some of their own words · recites poetry by heart with appropriate 	<p>Shows an awareness of spoken standard English required for formal contexts</p> <ul style="list-style-type: none"> · reads aloud and performs poems and play scripts showing understanding through intonation, 	<p>As Year 3</p>	<p>Generally selects spoken standard English appropriately with few exceptions</p> <ul style="list-style-type: none"> · effectively uses intonation, tone, volume and action when speaking or performing so that 	<p>As Year 5</p>

		<ul style="list-style-type: none"> · recounts personal experiences with some detail · reading aloud is audible for the listener 	<p>intonation to make the meaning clear</p> <ul style="list-style-type: none"> · orally rehearses planning and writing · speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud · speaks clearly and audibly to a group · sometimes uses voice, gesture or movement, in role play and improvisation 	<p>tone, volume and action</p> <ul style="list-style-type: none"> · uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) · participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates 		<p>meaning is clear to the audience</p> <ul style="list-style-type: none"> · presents findings from enquiries, including conclusions, causal relationships and results · some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect · presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language 	
<p>Spoken Language: Talking with others</p>	<p>ELG Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Takes turns in group conversations</p> <ul style="list-style-type: none"> · sometimes expresses a view/opinion 	<p>Takes turns and occasionally asks questions as well as offering ideas</p> <ul style="list-style-type: none"> · occasionally begins a group discussion 	<ul style="list-style-type: none"> · follows up others' points and shows whether they agree or disagree in a whole-class discussion · makes generally relevant comments which add to ideas or suggests alternatives 	As Year 3	<p>Builds on their own and others' ideas and challenges views courteously</p> <ul style="list-style-type: none"> · sustained contributions draw ideas together and promotes effective discussion · influences direction of talk 	As Year 5

<p>Reading Comprehension: reading for pleasure</p>	<p>ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;</p>	<p>Listen and discuss a range of texts at a level beyond which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Orally retell stories in a range of contexts. Enjoy and recite poems and rhymes by heart. Participate in discussion, listening</p>	<p>Listen, discuss and express views on a range of texts at a level beyond which they can read independently, including stories, non-fiction, contemporary and classic poetry. Recognise repetitive language in a text or poem. Orally retell a wider range of stories and traditional tales. Sequence and discuss the main events in stories and recounts. Learn and recite a range of poems with appropriate intonation. Participate in discussion, listening to others and considering other points of view.</p>	<p>Listen to and discuss a range of fiction, non-fiction, poetry, plays. Read books structured in different ways and read for a range of purposes. Recognise some different forms of poetry. Orally retell a range of stories, including fairy stories, myths and legends. Sequence and discuss the main events in stories. Prepare playscripts and poems to read aloud and perform, showing understanding through intonation, tone, volume and action.</p>	<p>As Year 3</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books. Read books structured in different ways for a range of purposes. 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. Recommend books they have read to peers, giving reasons for choices. Learn a wider range of poetry by heart. Prepare playscripts and poems to read aloud and perform, showing understanding through intonation, tone and</p>	<p>As Year 5</p>
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		to what others say and taking turns.		Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.		<p>volume so that the meaning is clear to an audience.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	
Reading Comprehension: vocabulary development	ELG Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss key vocabulary, linking meaning of new words to those already known.	<p>Discuss words within the context of a text, linking meanings to known vocabulary.</p> <p>Discuss favourite words and phrases.</p> <p>Use morphology to work out the meaning of unfamiliar words (e.g., <i>terror/terrorised</i>)</p>	<p>Use dictionaries to check the meaning of words read.</p> <p>Discuss words and phrases which capture the reader's interest and imagination, e.g., <i>metaphors, similes</i>.</p> <p>Explain the meaning of words in context.</p>		<p>Explore the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Use technical terms: e.g., <i>metaphor, simile, analogy, imagery, style, effect</i>.</p>	As Year 5

<p>Reading Comprehension: understanding the text</p>		<p>Give opinions and support with reasons.</p> <p>Answer and ask questions to support understanding.</p> <p>Demonstrate understanding of characters and events through role play and drama.</p> <p>Identify and discuss main events in stories. Identify and discuss main characters in stories.</p> <p>Make basic inferences and predictions.</p>	<p>Explain their understanding, giving opinions and supporting with reasons.</p> <p>Answer and ask questions to support understanding.</p> <p>Demonstrate understanding of characters and events through role-play and drama, using language from the text.</p> <p>Make inferences about characters and events using evidence from the text.</p> <p>Make predictions based on what has been read so far.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</p> <p>Predict what might happen based on details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure</p>		<p>Identify themes and conventions within and across a wide range of writing.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</p> <p>Predict what might happen based on details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure</p>	<p>As Year 5</p>
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				and presentation contribute to meaning.		and presentation contribute to meaning, including conventions of different types of writing. Distinguish between statements of fact and opinion. 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. Provide reasoned justifications for their views.	
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<p>Reading Comprehension: non-fiction</p>		<p>Locate parts of non-fiction texts which give specific information. (<i>e.g., title, contents page, diagrams and labels</i>).</p>	<p>Read a range of non-fiction texts which are structured in different ways.</p> <p>Identify how information is organised within non-fiction texts (<i>e.g., sub-headings, contents, bullet points, glossary, diagrams</i>).</p>	<p>Read a range of non-fiction texts.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Evaluate how information is organised in non-fiction texts (<i>e.g., contents, index, text boxes, bullet points, glossary diagrams</i>)</p> <p>Retrieve and record information from non-fiction.</p>		<p>Retrieve, record and present information from non-fiction.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Skim to gather the gist of the text.</p> <p>Apply information retrieval skills across the curriculum.</p>	<p>As Year 5</p>
<p>Writing Composition: planning</p>		<p>Compose a sentence orally before writing it.</p>	<p>Say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning</p>	<p>As Year 3</p>	<p>Identify 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.</p>	<p>As Year 5</p>

				using a range of formats.			
Writing Composition: drafting and writing	ELG: Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Sequence ideas. Compose and sequence sentences to write short narratives and non-fiction texts.	Orally rehearse sentences prior to writing. Write about real and fictional events. Develop stamina for writing in order to write at length. Use specific text type features to write for a range of audiences and purposes. Make simple notes from non-fiction texts, including key vocabulary.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Create and develop settings and characters for narrative. Create and develop plots based on a model. Generate and select from vocabulary banks appropriate to the text type.	Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense. Improvise and compose dialogue using Standard and Non-Standard English. Create and develop plots based on a model. Generate and select from vocabulary banks appropriate to the text type.	Select appropriate grammar and vocabulary for the audience and purpose , understanding how such choices can change and enhance meaning. Use different sentence structures with increasing control. Use a wider range of narrative structures e.g., flashbacks, time-shifts.	Select appropriate vocabulary and language effects , appropriate to task, audience and purpose , for precision and impact. Select appropriate register for formal and informal purposes. Make conscious technique choices to engage the reader- e.g., tone, style. Blend action, dialogue and description within and across paragraphs. Use dialogue to convey character and advance the action.

							<p>Consciously control the use of different sentence structures for effect, drawing on techniques used by authors.</p> <p>Combine text types to create hybrid texts- e.g., a persuasive report.</p>
<p>Writing Composition: Proof-reading, editing & presenting</p>		<p>Discuss what they have written with the teacher or other pupils.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Reading their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>Evaluate their writing with the teacher and other pupils in order to make simple additions, revisions and corrections.</p> <p>Reread to check that their writing makes sense, proofreading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Assess the effectiveness of their own and others' writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Assess the effectiveness of their own and others' writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting improvements proposing changes to grammar and vocabulary.</p> <p>Proofread for grammar, spelling and punctuation errors.</p> <p>Use appropriate intonation, tone and volume to present their writing, adding movement and gesture to enhance meaning.</p>	<p>Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammar, spelling and punctuation errors.</p> <p>Use appropriate intonation, tone and volume to present their</p>

							writing, keeping the audience in mind at all times.
Vocabulary, Grammar & Punctuation (VGP): word level	ELG Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. <i>whiteboard, superman</i>) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes , such as <i>super–, anti–, auto–</i> Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) Word families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>) Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).
VGP: sentence level		How words combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain</i>)	Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths</i>)	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]</i>).

			<p><i>flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><i>before, after, during, in, because of)</i></p>	<p><i>teacher with curly hair)</i></p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)</p>	<p>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. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
VGP: text level		<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Use organisational and presentational devices e.g. bullet points, underlining, headings.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or</p>

				Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			tables, to structure text
VGP: punctuation		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun /	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	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas <i>(e.g. The conductor shouted, "Sit down!")</i> Apostrophes to mark singular and plural possession <i>(e.g. the girl's name, the girls' names)</i> Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses <i>(e.g. It's raining; I'm fed up)</i> Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity <i>(e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i>
VGP: terminology		<i>letter, capital letter word, singular, plural,</i>	<i>noun, noun phrase</i>	<i>adverb, preposition conjunction word family, prefix</i>	<i>determiner pronoun, possessive pronoun,</i>	<i>Modal verb, relative pronoun, relative clause</i>	<i>subject, object active, passive synonym, antonym</i>

		<i>sentence, punctuation, full stop, question mark, exclamation mark.</i>	<i>statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</i>	<i>clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i>	<i>adverbial</i>	<i>parenthesis, bracket, dash, cohesion, ambiguity</i>	<i>ellipsis, hyphen, colon, semi-colon, bullet points</i>
Handwriting	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>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.</p> <p>Form capital letters.</p> <p>Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>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.</p> <p>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.</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>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]</p>	As Year 3	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose when it is appropriate to print and/or use lower/upper case rather than joining (e.g., labelling a scientific diagram; filling in a form; writing an email address).</p> <p>Choose the writing implement best suited to the task (e.g., pencil for quick notes, pen for letters, marker pens for posters).</p>	As Year 5

