

ENGLISH: END OF YEAR EXPECTED STANDARD OF SKILLS AND KNOWLEDGE

	FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HANDWRITING	I can write most upper and lower case letters	I can write words using appropriately formed upper and lower case letters	I can write words fluently using unjoined letters of consistent size and formation	I can write words using correctly formed joined letters	I can write words fluently using joined letters of consistent size and formation	I can write legibly, fluently and automatically	I can write legibly, fluently and automatically for sustained periods
PUNCTUATION	I can begin my writing with a capital letter and end with a full stop.	I can use capital letters for proper nouns and correctly end my sentence with a full stop, question mark or exclamation mark.	I can use capital letters for titles and commas to separate items in a list.	I can use apostrophes correctly	I can use quotation marks correctly when writing dialogue in my stories	I can use commas to correctly separate phrases in my writing	I can use appropriate punctuation correctly in my writing to help enhance its quality
SPELLING	I can recognise and name all upper and lowercase letters and the most common sounds. I can use letters and sounds to read and spell three letter words. I can write most of the first 25 high frequency words.	I can spell 1 and 2-syllable words with common letter patterns I can spell most of the first 50 high frequency words.	I can spell words of one or more syllables that include two letters making one sound (eg ea, ar) I can spell most of the first 100 high frequency words.	I can spell words with less common letter patterns I can spell new words by applying prefixes and suffixes correctly to base words	I can spell homophones correctly given their context I can spell new words using my knowledge of known words and base words.	I can spell new words using my knowledge of known words and base words.	I can apply my knowledge of letter patterns and spelling rules to correctly spell new complex words
GRAMMAR	I can write a simple sentence that includes a subject and a verb.	I can write a grammatically correct sentence that has one idea or event.	I can correctly use a conjunction ('and', 'but' etc) to write a compound sentence	I can write a sentence that has the subject and verb in agreement	I can maintain the correct tense when I am writing	I can write a grammatically correct complex sentence	I can correctly use a variety of noun and verb groups to expand my ideas and make my writing more interesting

TEXT WRITING		I can write short narratives and informative texts following the correct structure.	I can follow the correct structure to write short narratives, persuasive and informative texts	I can write following the correct structure for the given genre I can group my ideas into paragraphs	I can write texts using the correct structure for the genre and including ideas that are logically linked	I can write a variety of text types that follow the appropriate structure and suit the purpose and audience	I can write a variety of text types with well developed ideas that suit the purpose and audience
READING	I can automatically read the first 100 high frequency words I can use my knowledge of letters and sounds to read age appropriate texts I can make simple text to self connections to help me understand what I read.	I can automatically and fluently read the first 200 high frequency words I can read age appropriate texts with some phrasing and fluency I can use the strategies of visualising and predicting to help me understand read texts	I can read age appropriate texts with increasing fluency and monitor and self correct while reading I can read age appropriate texts using correct phrasing and fluency I can use strategies such as visualising and making connections, to help me infer meaning from age appropriate texts	I can use several strategies to read texts accurately and fluently and self correct when required I can identify the purpose of different text types and use a range of comprehension strategies to build literal and inferred meaning	I can combine a number of strategies to read texts accurately and fluently and self correct when required I can identify the purpose of different text types and use a range of comprehension strategies to infer meaning	I can read increasingly complex texts with accuracy and fluency I can combine a number of comprehension strategies to infer the meaning within texts including the author's purpose	I can read a variety of complex texts with accuracy and fluency I can use a variety of comprehension strategies to connect and compare ideas within and between texts
SPEAKING AND LISTENING	I can use full sentences to share my ideas with my class after listening to a story.	I can actively listen to and interact with my classmates, using appropriate turn taking.	I can listen to and make appropriate contributions to informative discussions	I can use appropriate voice control to deliver a short prepared presentation to my peers	I can contribute to class discussions and gather information to deliver structured spoken texts to an audience	I can use appropriate interaction skills including paraphrasing and questioning to clarify meaning to present and justify an opinion or idea	I can use appropriate interaction skills to develop and support my ideas in a formal argument