ENGLISH - End

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) SPEAKING AND LISTENING - ORACY								
a) Talking to others	To use simple statements and questions, often linked to gestures. To use vocabulary focused on objects and people that are of particular interest to them. To experiment with language describing possession. To use a widening range of vocabulary to express and elaborate on ideas. To begin to use more complex sentences.	To use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others. To extend vocabulary by grouping and naming. To extend vocabulary, exploring the meanings and sounds of new words. To speak clearly and audibly with confidence and awareness of the listener. To use simple grammatical	To express feelings and ideas when speaking about matters of immediate interest. To talk in ways that are audible and intelligible to familiar others, with an increasing command of grammatically sound spoken Standard English, allowing for dialect. To show some awareness of the listener by making changes to language and non-verbal features.	To recount experiences and imagine possibilities, often connecting ideas. To vary talk in simple ways to gain and hold the attention of the listener. To make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners.	To develop ideas and feelings through sustained speaking turns. To organise talk to help the listener, with overall structure evident. To adapt language and non-verbal features to suit content and audience.	To speak in extended turns to express straightforward ideas and feelings, with some relevant detail. To structure talk in ways which support meaning and show attention to the listener. To vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.	To express and explain relevant ideas and feelings, with some elaboration to make meaning explicit. To shape talk in deliberate ways for clarity and effect to engage the listener. To adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context.	To explore complex ideas and feelings in a range of ways, both succinct and extended. To maintain generally controlled and effective organisation of talk to guide the listener. To adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands.

b) Listen and respond to others								
	To listen to stories with increasing attention and recall. To listen to others in 1:1 or small groups when conversations interest them. To respond to simple instructions. To question why things happen and give simple explanations.	To initiate conversation, attend to and take account of what others say. To have confidence to speak to others about their own wants and interests. To initiate conversation, attend to and take account of what others are saying. To sustain attentive listening, responding to	To understand and engage with the speaker, demonstrating attentive listening. To engage with others through taking turns in pairs and small groups.	To listen and respond to the speaker, making simple comments and suggestions. To make helpful contributions when speaking in turn, in pairs, and in small groups.	To respond to the speaker's main ideas, developing them through generally relevant comments and suggestions. To attempt different roles and responsibilities in pairs or groups.	To show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas. To take on straight forward roles and responsibilities in pairs and groups.	To recognise significant details and implicit meanings, developing the speaker's ideas in different ways. To sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions.	To engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings. To adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.

To use vocabulary and forms of speech that are increasingly influenced by experiences of books.

To listen with enjoyment and respond to stories, songs, rhymes and poems and make up own stories, songs, rhymes and poems.

To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

To describe main story events, setting and characters.

To interact with others, negotiating plans and activities and taking turns in conversation.

To engage in imaginative play enacting simple characters and situations using

c) Talking within role-play, improvisations, drama and negotiations.

To create imaginative play enacting simple characters and situations using everyday speech, gesture, or movement.

To extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.

To show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios.

To convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios.

To show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios.

To demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues.

d) Talking about talk		To enjoy listening to and using spoken language and readily turn to it in their play and learning.	To notice simple differences in speakers' use of language and try out new words and ways of expressing meaning.	To show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.	To recognise and comment on different ways that meaning can be expressed in own and others' talk.	To show understanding of how and why language choices vary in their own and others' talk in different situations.	To explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations.	To analyse meaning and impact of spoken language variation, exploring significant details in own and others' language.

2i) READING (Technical)

a) Phonological Awareness	To enjoy rhyming and rhythmic activities. To show awareness of rhyme and alliteration. To recognise rhyme in simple words.	To continue a rhyming string. To hear and say the initial sound in simple words. To hear and say sounds in words in the order in which they occur. To link sounds to letters, sounding the letters of the alphabet. To decode familiar and some unfamiliar words using blending as the	To decode familiar and some unfamiliar polysyllabic words using blending as the prime approach. To use the knowledge of phonemes and graphemes for 40+ sounds to read words containing these.	To decode unfamiliar words using appropriate strategies, e.g. phonological awareness, blending, picture cues, syntax etc.	To use a range of strategies effectively to read with fluency and expression.			

b) Word Awareness	To know that print carries meaning. To understand the concept of a word.	To read Foundation Stage common exception words.	To read Year 1 common exception words fluently and note the unusual correspondence between spelling and sound. To read words with endings of -s, -es, -ing, -ed, -er, -est. To read common contraction words (I'll, we'll) knowing that the apostrophe represents letters. To read compound sentences aloud.	To read Year 2 common exception words on sight and automatically note the unusual correspondance between spelling and sound. To read words with two or more syllables. To read words containing common suffixes - ure, - tion, - sion, - able, - ible, - ful, -ment.
c) Sentence Awareness		To read simple sentences aloud.	To read aloud and take note of punctuation - pausing at a full stop - speech	To read aloud fluently with expression and understanding.

2ii) READING (Comprehension)

a) Understanding, describing, selecting or retrieving information.								
To listen to and join in with stories and poems, 1:1 or in small groups.

To suggest how the story might end.

To know information can be relayed in the form of print. | To retell a simple event from familiar stories in their own words.

To know that information can be retrieved from books and computers.

To show an understanding of the elements of stories and how information can be found in non-fiction texts to answer questions about, where, why, who and how.

To begin to describe characters | To identify their favourite character, page, picture, event from the story. | To recall straightforward information including; names of characters (who), main componenets (where and when).

To understand where to find information about characters or an event in the story.

To ask questions to develop understanding of text. | To begin to identify the key events and simple, most obvious points from different places in the text.

To begin to make references to the text when retelling some events and favourite parts. | To identify the key events and most obvious points from different places in the text.

To make reference and begin to include quotations from the text when commenting on the events, characters, information and ideas. | To clearly identify relevant points, including those selected from different places in the text.

To consistently support comments with quotation or reference to the text. | To clearly identify relevant points, including summary and synthesis of information from different sources and different places in the same text.

To consistently support main comments or argument with accurate quotation and reference to the text. |

b) Deducing, infering, predicting or interpreting information							
	To speculate how a story might end.	To infer who is speaking in a story. To make basic inferences about why events in the story have happened. To discuss the significance of the title.	To make a simple prediction about what might happen based on what has been read so far. To make simple, plausible inference about events and characters, based on a single word or phrase e.g. he was upset because it says 'he was crying'. To demonstrate a straightforward understanding of the text.	To begin to make accurate inferences about characters and events based on a single word or phrase. To deduce meaning at a literal level e.g. 'walking good' means 'walking carefully' or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text.	To make accurate inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points.	To develop an explanation of inferred meanings drawing on evidence across the text – understand a character's behaviour throughout a story e.g. 'you know her dad was lying because earlier she saw him take the letter. To make inferences and deductions based on textual evidence e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions.	To securely base comments in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement. To consider wider implications or significance of information, events or ideas in the text and across other texts, e.g. tracing how details contribute to overall meaning.

c) Identifying and commenting on the structure and organisation of texts	To begin to be aware of the way stories are structured. To show interest in illustrations and print in books and in the environment. To hold books the correct way up and turn pages. To handle books carefully.	. To retell narratives in the correct sequence, drawing on language patterns in stories. To know that print carries meaning and in English, is read from left to right and top to bottom.	To identify simple text features and their purpose, e.g. font style, labels, titles.	To show awareness of the organisation of a text, e.g. beginning and ending of story, headings and illustrations.	To identify features of organisation at text level, with a brief comment related to a text, e.g. 'it tells about all the different things you can do at the zoo'	To begin to identify some structural choices identified with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'	To identify structural choices which show some general awareness of the writer's purpose, e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you'	To comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas.a.) To idenitfy how structural choices support the writer's theme or purpose through detailed exploration, e.g. tracing how main ideas/characters develop over the text as a whole.

| d) Explaining and commenting on a writers' use of language | To discuss favourite words from a familiar story. | To discuss word meaning and begin to link new meanings to words they already know.

To identify obvious features of language, e.g.rhymes and refrains, significant words and phrases. | To discuss and clarify word meaning and link new meanings to words they already know.

To comment on the author's effective language choices, e.g. 'slimy' is a good word there.

To recognise simple reoccurring literary language in stories and poems, e.g. once upon a time; first, next, last, the end | To identify a few basic features of writer's use of language e.g. 'there are lots of adjectives'. | To identify various features of writer's use of language, with some explanation, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense'.

To begin to comment on why the writer's choice langauge is effective, e.g.'"disgraceful" is a good word to use to show he is upset'. | To comment on and show an awareness of the effect of writer's language choices, e.g. '"inked up" is a good way of describing how the blackberries go a bluey black colour as they ripen'. | To provide a detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text.

To comment on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'. |

e) Identifying and commenting on writers' purposes and viewpoints					
To make some simple comments about preferences, mostly linked to own experience.	To state likes or dislikes about the text and sometimes give reasons. To state what the text is trying to say: e.g. 'it tells you how to do something'.	To make comments which show some awareness of the writer's viewpoint, e.g. „it tells you how to do something", she thinks it"s not fair".	the main purpose of a text, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'. To show awareness of the writer's viewpoint and make a simple comment on the effect this has on the reader, e.g.he only tells you good things about the farm and makes the shop sound boring". To express a personal response with a developing awareness of writer's viewpoint or effect on	To clearly identify a viewpoint in texts, with an explanation,rooted in the text, e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and mysterious.' To show awareness of the effect the purpose and viewpoint has on the reader, with explaination linked to the text.	purpose with evidence located at word/ sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'. To clearly identify the viewpoint and explain how it is developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person' To identify the effect on the reader, with explicit explanation as to how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the

f) Relate texts to their social, cultural and historical traditions	To identify a few basic features of a well-known story and information texts distinguished, e.g. what typically happens to good and bad characters.	To identify general features of a few text types, e.g. information books, stories, print media some awareness that books are set in different times and places	To identify some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters recognition of some features of the context of texts, e.g. historical setting, social or cultural background. To recognise the features of the context of texts e.g. historical, social or cultural settings.	To identify features common to different texts or versions of the same text, with simple comment, e.g. characters, settings, presentational features. To make simple comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, place, social relationships.	To identify similarities and differences between texts, or versions, with explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports. To begin to explain how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written.	To explore textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing. To partake in detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time.

3i) WRITING (Transcription)

a) Handwriting and presentation	To use one handed tools and equipment. To draw lines and circles using gross motor movements. To manipulate objects with increasing control. To develop a triangular grip on a pencil.	To begin to use anticlockwise movement and retrace vertical lines. To use a pencil and use it to form mostly recognisable letters, most of which are accurately formed. To master a triangular grip on a pencil. To use phonic knowledge to write simple regular words and make phonetically plausible attempts at more	To form and orientate most letters correctly. To put clear spaces between words. To show an awareness of upper and lower case. To use ICT equipment to type own name. To develop a	To form and orientate all letters correctly, with ascenders and descenders distinguished. To generally use upper and lower case letters accurately. To master a cursive handwriting style.	To use a legible style, shows accurate and consistent letter formation, sometimes joined.	To use a legible style, shows accurate and consistent letter formation, consistently joined.
b) Spell accurately			Refer to Appendix 1 - 2014 British NC - progression for spelling - Years1-6			

3ii) WRITING (Composition)

a) Creative ideas

To convey basic information through appropriate word choice, e.g. relate to topic.

To use some descriptive language, e.g. colour, size, simple emotion. | To use mostly relevant ideas and content, sometimes repetitive or sparse.

To use some apt word choices to create interest.

To use brief comments, questions about events or actions suggest viewpoint. | To use some appropriate ideas and relevant content included.

To elaborate on basic information or events, e.g. nouns expanded by simple adjectives.

To attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration. | To use relevant ideas and content included.

To develop detail and ideas in material, e.g. descriptions elaborated by adverbial and expanded noun phrases.

To generally establish and maintain a straightforward viewpoint , e.g. writing in role or maintaining a consistent stance. | To use relevant ideas and material developed with some imaginative detail.

To develop ideas and material appropriately shaped for selected form, e.g.succinctness.

To establish clear viewpoint, that is generally consistent, with some elaboration, e.g. some, uneven, development of individual voice or characterisation in role. | treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, e.g. deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot.

To develop convincing, individual voice or point of view established and mostly sustained throughout, e.g. authoritative expert view, convincing characterisation, adopting a role.

To establish a level of formality used for purpose and audience generally |

b) Purpose of text	To sometimes give meanings to marks when drawing or painting. To ascribe meaning to marks that are seen in different places.	To write name. To attempt writing for different purposes, using features of different forms such as lists, stories and instructions.	To give some indication of basic purpose, particular form or awareness of reader, e.g. story, label, message.	To establish basic purpose, e.g. main features of story, report, some appropriate features of the given form used some attempts to adopt appropriate style.	To establish purpose at a general level, main features of selected form sometimes signalled to the reader, some attempts at appropriate style, with attention to reader.	To clearly (but not yet consistenly) maintain the main purpose of writing, main features of selected form are clear and appropriate to purpose,style generally appropriate to task, though awareness of	To clearly and consistently maintain the main purpose of writing, features of selected form clearly established with some adaptation to purpose, appropriate style clearly established to maintain reader's interest throughout.

c) Organisation of text						
	To use some formulaic phrases indicate start/end of text, e.g. once upon a time, one day, the end, events/ideas sometimes in appropriate order, e.g. actions listed in time sequence, items numbered. To make simple connections between ideas, events, e.g. repeated nouns, pronouns relate to main ideas.	To basically sequence ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers, openings and/or closings sometimes signalled. To organise ideas in sections grouped by content, some linking by simple pronouns.	organise ideas with related points placed next to each other, e.g. openings and closings usually signal some attempt to sequence ideas or material logically. To use some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials movement between paragraphs / sections	ideas by clustering related points or by time sequence. To organise ideas simply with a fitting opening and closing, (sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled.) To use paragraphs / sections help to organise content, e.g. main idea usually supported or elaborated by following sentences within paragraphs / sections, limited range of connections between	To structure the material clearly, with sentences organised into appropriate paragraphs. To develop the material effectively across text, e.g. closings refer back to openings. To organise the overall direction of the text, with clear links between paragraphs.	material clearly and in a controlled and sequenced form, taking account of the reader's likely reaction, e.g. paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions. To use a range of features clearly to signal overall direction of the text for the reader, e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs. To use paragraphs to organise texts, e.g. main idea usually supported or elaborated by following sentences within paragraphs /

d) Clarity of text						
	To use simple phrases and clauses, some sentence-like structures formed by chaining clauses together, e.g. series of ideas joined by repeated use of 'and'.	With support to use some variation in sentence openings, e.g. not always starting with name or pronoun. To mainly use simple sentences with 'and' used to connect clauses. To generally consistently use past and present tense.	To use simply structured sentences, variation with support, e.g. some complex sentences and, but, so are the most common connectives, To occasionally use subordination. To use limited variation in use of tense and verb forms.	To use sentences with some variety in length. To use some subordinating connectives, e.g. if, when, because throughout the text. To use some variation in tense and verb forms, generally accurately.	To use a variety of sentence lengths, structures and subjects provides clarity and emphasis. To use a wider range of connectives to clarify relationship between ideas, e.g. although, on the other hand, meanwhile. To use sentence structure to build up detail or convey shades of meaning, e.g. variation in word order, expansions in verb phrases.	To control use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. To confidently use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials ('Reluctantly, he…, Five days later, it…'), complex noun or prepositional phrases.

e) Language Structure						
To begin to show some awareness of use of full stops and capital letters, e.g. beginning/end of sentence.	To write mostly grammatically accurate clauses. To show some awareness of use of full stops and capital letters, e.g. beginning/end of sentence.	To use correct sentence demarcation with capital letters and full stops accurately, 75%. To sometimes use question and exclamation marks, and commas in lists accurately.	To write straightforward sentences accurately. To consistently use correct sentence demarcation e.g. full stops, question, exclamation marks and capital letters accurately. To sometimes use speech punctuation and commas (in	To generally write sentences demarcated accurately throughout the text, including question marks, speech marks to denote speech. To use commas in lists accurately and occasionally to mark clauses.	To use a full range of punctuation accurately to demarcate sentences, including speech punctuation. To use syntax and punctuation within the sentence generally accurately, including commas to mark clauses, though some errors occur where ambitious structures are attempted.	To write using syntax and a full range of punctuation consistently accurately in a variety of sentence structures, with occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semi-colons, not always accurate.

f) Planning

			To compose and rehearse sentences orally, progressively building in a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2.)	To identify the audience for and the purpose of the writing. To note and develop initial ideas, drawing on reading and research where necessary.
To say out loud what they are going to write about. To compose sentence orally before writing it. To sequence sentences to form short narratives.	To write down ideas and/or key vocabulary. To orally rehearse writing e.g. tell you writing to a partner.	To organise paragraphs around a theme. To note ideas using a graphic organiser. To discuss writing similar to that which they are planning to	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, record ideas on a graphic organiser when appropriate.

g) Editing

		To re-read what has been written to check that it makes sense and propose changes to grammar/vocabulary to improve consistency.	To re-read what has been written to check that it makes sense and ensure consistent and correct use of tense throughout a piece of writing.
	To re-read what has been written to check that it makes sense and that verbs to indicate time are used correctly and consistently.	To read aloud writing, to a group or a whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To read aloud and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
To re-read what has been written to check that it makes sense.	To read writing aloud with appropriate intonation to make the meaning clear.	To assess the effectiveness of their own and others' writing and suggest improvements.	
To read writing aloud clearly enough to be heard by peers and the teacher.	To begin to proof read writing to check for errors in spelling, grammar and punctuation.	To proof read writing to check for errors in	To proof read writing to check for errors in spelling, grammar and

4) EVALUATE

a) Critiquing the work of a professional.	To respond in different ways to what they saw/heard/felt/smelt and begin and begins to notice patterns. / To express feelings about the final product/performance of an expert.	To respond in different ways to what they saw/heard/felt/smelt. / To say what they liked best or least about a final product or performance.	To identify and begin to describe similarities, differences or patterns in a final product/performance. / To say how a piece of work makes them feel and give simple reasons.	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. / To describe their final product/performance or the process and identify strengths and weakness/errors.	To generate criteria to assess a final product/performance. / To identify strengths, weakness giving reasons. / To compare final product/performance of more / To describe their final product/performance in relation to the context/purpose/design brief.	To evaluate the overall intended effect or purpose of a product or performance and explain how this could be improved. / To give reasons as to why particular features were used. / To prepare and use criteria to evaluate their own final product/performance or that of a peer.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts.
b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer.	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To say whether it was different to expected.	To keep a tracker to identify successes and areas of	To use given criteria to evaluate the process or journey to arrive	To generate success critera to evaluate their steps in a process to arrive at a final product/performance.
c) Making improvements		To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference. - To ask where and how do I get help?	To use information gathered throughout the process to improve and adapt work. / To test products	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.