

English Curriculum Assessment Grid for Years 1 to 6

R e a d i n g - W o r d R e c o g n i t i	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	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	<i>phonic knowledge and blending skills are embedded and reading is fluent</i>	<i>phonic knowledge and blending skills are embedded and reading is fluent</i>
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	<i>blending a range of unknown words and using all graphemes and alternative sounds for graphemes</i>	<i>recognise how graphemes change in words derived from other languages e.g. baguette, Prague, en suite etc</i>
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read most words quickly and accurately, without over sounding and blending, when they have been frequently encountered	<i>read quickly and fluently</i>	<i>read quickly and fluently</i>
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	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.	apply their 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 that they meet.
	read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes taught so far	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>continue to read a wide range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>
	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	continue to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<i>continue to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i>
	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 re-read these books to build up their fluency and confidence in word reading.	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.	<i>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</i>	<i>When teachers are reading with or to pupils, attention should continue to be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</i>
	read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) <i>discussing the letters that have been omitted</i>	<i>Continue to read a breadth of words with contractions and discussing the letters that have been omitted and the words before contraction e.g. should not, would have</i>	<i>Continue to read a breadth of words with contractions and discussing the letters that have been omitted and the words before contraction e.g. should not, would have</i>
				<i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</i>

English Curriculum Assessment Grid for Years 1 to 6

o n				
----------------	--	--	--	--

Re adi ng – Co mp re he nsi on	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	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 (<i>repetition, alliteration, verses</i>) stories (<i>plot, characters, setting</i>) 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 (<i>similes, onomatopoeia, repetition, alliteration, verses</i>) stories (<i>plot, characters, setting</i>) and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction (<i>plot, characters, setting, organisation</i>), poetry (<i>audience, purpose, similes, onomatopoeia, repetition, alliteration, verses</i>), plays (<i>stage directions, adverbs, intonation, plot, characters</i>), non-fiction (<i>audience, purpose, organisation</i>) and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction (<i>plot, characters, setting, organisation, language, context</i>) poetry (<i>audience, purpose, rhythm, imagery, metaphors, personification, similes, onomatopoeia, repetition, alliteration, verses</i>), plays (<i>audience, purpose, stage directions, adverbs, intonation, plot, characters</i>), non-fiction (<i>audience, purpose, organisation</i>) and reference books or textbooks
	<i>discussing the sequence of events in a story</i>	discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways (<i>leaflets, encyclopaedias</i>)	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
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them orally and considering their particular characteristics being encouraged to link what they read or hear read to their own experiences	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and stories from other cultures and traditions <i>being encouraged to link what they read or hear read to their own and others experiences</i>	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <i>Children should continue to be exposed to stories from other cultures and traditions.</i> <i>being encouraged to link what they read or hear read to their own and others experiences in other contexts</i>	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 <i>being encouraged to link what they read or hear read to their own and others experiences in other social or historical contexts</i>
	recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart	recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with 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 recognising some different forms of poetry [for example, free verse, narrative poetry]	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
	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing words and phrases that capture the reader's imagination	<i>discussing words and phrases and explain their desired impact on the reader</i>
	<i>discussing their favourite words</i>	discussing their favourite words and phrases	<i>discussing the authors deliberate choice of words and phrases</i>	<i>discussing the authors deliberate choice of words and phrases for a desired effect on the reader in fiction and non-fiction texts</i>

English Curriculum Assessment Grid for Years 1 to 6

	understand both the books they can already read accurately and fluently and those they listen to by:	understand both the books that they can already read accurately and fluently and those that they listen to by:	understand what they read, in books they can read independently, by:	understand what they read by:
	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	identifying themes and conventions in a wide range of books <i>e.g. plot, characters, setting, organisation</i>	identifying and discussing themes and conventions in and across a wide range of writing (<i>novels, anthologies and reference books</i>)
	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <i>and how words can change depending on the context</i>
	<i>begin to use picture dictionaries</i>	beginning to use dictionaries to check the meaning of words	using dictionaries to check the meaning of words that they have read	continuing to use dictionaries to check the meaning of words they have read

R e a d i n g C o m p r e h	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence across texts
	predicting 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 <i>giving reasons</i>	predicting what might happen from details stated and implied <i>giving reasons using evidence from the text</i>	predicting what might happen from details stated and implied across texts <i>giving reasons using evidence from the text</i>
	participate in discussion about what is read to them, taking turns and listening to what others say discussing the significance of the title and events	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 a range of texts 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 courteously
	explain clearly their understanding of what is read to them.	answer and ask questions about a text	ask questions to improve their understanding of a text	ask questions to improve their understanding <i>of the author, across a range of texts, throughout a longer text</i>
	<i>discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i>	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	recommend books they have read and give reasons for their choices	recommend books that they have read to their peers and provide reasoned justifications for their views. make comparisons within and across books
	<i>begin to talk about how language, structure, and presentation contribute to meaning</i>	discuss how language, structure, and presentation contribute to meaning	identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	retrieve information	retrieve and record information	retrieve and record information from a range of non-fiction	retrieve, record and present information from a wide range of non-fiction (e.g – encyclopaedia, reference books and the internet.)
	<i>discuss what happens or what information is given in a text</i>	<i>discuss the general summary of a story, poem or content of non-fiction</i>	identify the main ideas drawn from more than one paragraph and summarising these	summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	<i>discuss a character's likes and dislikes</i>	<i>understand opinions</i>	begin to distinguish between fact and opinion	distinguish between statements of fact and opinion
	<i>share thoughts</i>	<i>share thoughts giving reasons</i>	<i>make notes</i>	explain and discuss their understanding of what they have read, including through formal presentations

English Curriculum Assessment Grid for Years 1 to 6

e n s i o n			<i>contribute to a debate</i>	and debates, maintaining a focus on the topic and using notes where necessary
--	--	--	-------------------------------	---

English Curriculum Assessment Grid for Years 1 to 6

W r i t i n g - T r a n s c r i p t i o n	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	spell words containing each of the 40+ phonemes already taught	segment spoken words into phonemes and representing these by graphemes, spelling many correctly		
	spell common exception words, e.g. <i>the, said, one, two</i>	spell common exception words	spell words that are often misspelt (English Appendix 1)	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
	spell the days of the week			
	name the letters of the alphabet in order			
	use letter names to distinguish between alternative spellings of the same sound	learn 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 (e.g. <i>two, to, too</i>)	spell further homophones	
	use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs use the prefix <i>un</i> use <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>)	add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i>	use further prefixes and suffixes and understand how to add them (English Appendix 1)	use further prefixes and suffixes and understand the guidance for adding them
		learn to spell more words with contracted forms, e.g. <i>can't, don't</i> Learning the possessive apostrophe (singular) for example – <i>the girl's book</i>	place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>]	<i>apply use of the possessive apostrophe accurately for singular, plural and nouns ending in 's'</i>
		distinguish between homophones and near-homophones	<i>distinguish between homophones and other words which are often confused</i>	continue to distinguish between homophones and other words which are often confused
			use the first two or three letters of a word to check its spelling in a dictionary	use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
write from memory simple sentences, dictated by the teacher, that include words using the GPCs	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>at speed write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</i>	
Apply simple spelling rules and guidance as listed in English Appendix 1	Apply simple spelling rules and guidance as listed in English Appendix 1	Apply simple spelling rules and guidance as listed in English Appendix 1	-spell some words with 'silent' letters [for example, knight, psalm, solemn]	

English Curriculum Assessment Grid for Years 1 to 6

W r i t i n g - H a n d w r i t i n g	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:	
	sit correctly at a table, holding a pencil comfortably and correctly	<i>sit correctly at a table, holding a pencil and pen comfortably and correctly</i>	<i>sit correctly at a table, holding a pencil and pen comfortably and correctly</i>	<i>sit correctly at a table, holding a pencil and pen comfortably and correctly</i>	<i>sit correctly at a table, holding a pencil and pen comfortably and correctly</i>
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	form lower-case letters of the correct size relative to one another	<i>correctly size and position the lower and upper case letter p, j, f, s, c and w</i>	<i>correctly size and position the lower and upper case letter p, j, f, s, c and w consistently</i>	
	form capital letters form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	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	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	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
	<i>write on and between the line</i>	use spacing between words that reflects the size of the letters	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].	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	

English Curriculum Assessment Grid for Years 1 to 6

W r i t i n g - C o m p o s i t i o n	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	write sentences by:	consider what they are going to write before beginning by:	plan their writing by:	plan their writing by:
	saying out loud what they are going to write about composing a sentence orally before writing it	<p>planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence</p> <p>writing down ideas and/or key words, including new vocabulary</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><i>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i></p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use to develop their own writer's voice</p>
	Write by:	make simple additions, revisions and corrections to their own writing by:	draft and write by:	draft and write by:
	<i>evaluating their writing with the teacher</i>	evaluating their writing with the teacher and other pupils	composing and rehearsing sentences orally (including dialogue)	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	re-reading what they have written to check that it makes sense	re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	sequencing sentences to form short narratives	<p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events, <i>poetry and a range of other purposes</i></p>	<p>organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material</p> <p>using simple organisational devices [for example, headings and sub-headings]</p>	<p>precising longer passages and using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>
		evaluate and edit by:	evaluate and edit by:	evaluate and edit by:
	<p>discussing what they have written with the teacher or other pupils</p> <p>reading aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-reading for spelling and punctuation errors</p> <p>reading 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>assessing the effectiveness of their own and others' writing</p> <p>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</p> <p>proof-reading for spelling and punctuation errors</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>performing their own compositions, using appropriate intonation, so that meaning is clear.</p>

English Curriculum Assessment Grid for Years 1 to 6

W r i t i n g - G r a m m a r	Year 1 Children should be taught to develop an understanding of:	Year 2 Children should be taught to develop an understanding of:	Years 3 and 4 Children should be taught to develop an understanding of:	Years 5 and 6 Children should be taught to develop an understanding of:
	clauses by:	clauses by:	clauses by:	clauses by:
<p>what a sentence <i>is and what it should have</i></p> <p><i>using noun phrases for description</i></p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>joining words and sentences using and (main clauses and coordinating clauses)</p> <p><i>using fronted adverbials</i></p> <p>using capital letters for proper nouns and the personal pronoun 'I'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, commas, exclamation marks and question marks.</p>	<p>statements, questions, exclamations and commands</p> <p><i>using nouns and pronouns</i></p> <p>expanding noun phrases for description and to specify</p> <p>using the progressive form of verbs in the past and present tense.</p> <p>learning the grammar for year 2 in English Appendix 2</p> <p>using subordination (when, if, that, because) (subordinating clauses)</p> <p>using coordination (or, and, but)</p> <p><i>using fronted adverbials</i></p> <p><i>beginning to punctuate direct speech</i></p> <p>learning how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, questions marks, commas for lists. See English Appendix 2.</p>	<p><i>use a variety of statements, questions, exclamations and commands</i></p> <p>how to organise paragraphs around a theme</p> <p>paragraphs, headings and sub-headings</p> <p>the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p><i>Term clause is introduced (subject, verb)</i></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, <i>until, even though, therefore, despite, due to the fact that</i></p> <p>using conjunctions, adverbs and prepositions to express time and cause (when, so, before, after, while, because)</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials and punctuating direct speech (<i>varying structure of speech and narration</i>)</p>	<p><i>use a variety of statements, questions, exclamations and commands for a desired effect</i></p> <p>structuring paragraphs</p> <p>how to use layout devices such as headings, sub-headings, bullets, and tables to structure text</p> <p>using relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><i>expanding noun phrases and choosing language deliberately for a desired effect on the reader</i></p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> <p><i>changing position of conjunctions, varying sentence structures for a desired effect on the reader</i></p> <p>how to use adverbials to build cohesion in a paragraph (then, after, than, firstly)</p> <p>using commas to clarify meaning or avoid ambiguity in writing, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, semi colon, colon and dash to mark boundary between independent clauses and colon to introduce a list</p>	

English Curriculum Assessment Grid for Years 1 to 6

		informal/formal style by:	informal/formal style by	informal/formal style by:
		using possessive apostrophes for singular nouns using features of written Standard English using contractions in informal writing	indicating possession by using the possessive apostrophe with plural nouns using a wider range of contractions in informal writing (e.g he'll, would've, could've)	using passive verbs to affect the presentation of information in a sentence recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using modal verbs or adverbs to indicate degrees of possibility