

# ENGLISH

## Pre-levels

	<b>Experience stage</b>	<b>Responsive stage</b>	<b>Interactive stage</b>	<b>Engagement stage</b>	<b>Insight stage</b>
<b>Spoken English</b>	<ul style="list-style-type: none"> <li>Creates a range of pre-verbal sounds and responds to sounds including speech</li> </ul>	<ul style="list-style-type: none"> <li>Responds to speech, contact and communication using eyes, expressive sounds and early words</li> </ul>	<ul style="list-style-type: none"> <li>Interacts with others using simple words and phrases, facial expression, gesture and reciprocal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Talks clearly to others, sometimes initiating conversations and replying to questions</li> </ul>	<ul style="list-style-type: none"> <li>Is able to question, reply, initiate and hold a short conversation</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Shows interest in and awareness of the pages of a book and the process of being read to</li> </ul>	<ul style="list-style-type: none"> <li>Responds to being told or read a story, rhyme or song, showing awareness of pictures, key moments and the turning of pages</li> </ul>	<ul style="list-style-type: none"> <li>Displays preferences for particular poems or stories and shows awareness of the direction of print and memory of key points in a repeated story</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of individual words and how reading converts words into sounds. Joins in stories, poems and songs and can say what has happened in them.</li> </ul>	<ul style="list-style-type: none"> <li>Can articulate separate sounds in simple words and knows enough letters to form simple phonically-regular words</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Can make line-marks with different implements such as crayons or pencil.</li> </ul>	<ul style="list-style-type: none"> <li>Can make patterned lines such as loops, curves and circles as a precursor to writing</li> </ul>	<ul style="list-style-type: none"> <li>Can form some common letters correctly with the help of stencils or guide lines</li> </ul>	<ul style="list-style-type: none"> <li>Can sound out most letters, write own name and say the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Can write regular CVC words using letters that start and end in the right place</li> </ul>

# ENGLISH: Key Stage 1

		Year 1	Year 2
Spoken Word	Participation and Presentation	<p>I can listen, respond and ask questions for help or interest</p> <p>I can play in role</p> <p>I can take turns, listening to what others have to say, and stay on topic in a conversation</p> <p>I can speculate, imagine and explore ideas</p> <p>I speak clearly when talking to adults and peers</p> <p>I talk to others about first-hand experience or knowledge</p>	<p><b>I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself</b></p> <p>I can ask relevant questions</p> <p>I maintain attention when listening to others</p> <p>I can contribute several sentences to group/class discussions</p> <p>I can speak audibly</p> <p>I can act out a short scenario</p> <p>I can explain a simple idea or process and use strategies to build my vocabulary</p> <p>I can continue to build up a repertoire of poems learnt by heart</p> <p>I can discuss my favourite words and phrases</p>
Reading	Word reading	<p><b>I can read regular words with confidence, including CVC, CCVC, CVCC</b></p> <p><b>I can respond speedily with the correct sound to graphemes for all phonemes</b></p> <p><b>I can suggest alternative sounds for graphemes where appropriate</b></p> <p><b>I can use phonetic knowledge to blend sounds together in unfamiliar words containing taught GPCS</b></p> <p><b>I can read multiple syllable words containing taught GPCs</b></p> <p><b>I recognise the common exception words</b></p> <p><b>I read aloud texts linked to my phonic knowledge with some fluency and expression</b></p> <p><b>I can read aloud words with common verb and adjectival endings so that their sense is clear (e.g. -s, -es, -ing, -ed, -er)</b></p> <p><b>I can read contractions and understand how the apostrophe is used</b></p>	<p><b>I can read familiar words quickly, without needing to sound them out.</b></p> <p><b>I can use my phonic knowledge to blend sounds together, including alternative graphemes</b></p> <p><b>I can read multi-syllable words which contain alternative graphemes</b></p> <p><b>I can read aloud books that are matched to my phonic knowledge and confidently sound out unfamiliar words</b></p> <p><b>I can re-read these books to build up my fluency and confidence in word reading</b></p> <p><b>I can self-correct when I have a sentence incorrectly</b></p> <p>I can read the common exception words and can see the unusual correspondences</p> <p>I recognise and read common suffixes that create verbs, nouns, adjectives and adverbs</p> <p>I can make choices about which texts to read, based on prior reading experience</p> <p>I can discuss and clarify the meaning of words, linking new meanings to known vocabulary</p>

	Comprehension	<p>I am familiar with a range of literature including fairy stories and poems and recognise obvious story language</p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which I can read independently, explaining clearly what is being read to me</p> <p>I can check that the text makes sense as I read and correct mistakes</p> <p>I can identify the significance of the title, events and characters and express opinions about them using the text</p> <p>I can make simple predictions about the text based on what has been read so far and think about what might happen next</p> <p>I can draw on what I already know or information provided by my teacher and use my own experiences to help me</p> <p>I can answer straightforward questions about a story</p> <p>I can make inferences on the basis of what is said and done and recognise why a character is feeling a certain way</p> <p>I can recognise and join in with predictable phrases</p> <p>I appreciate poems and recite some poetry by heart</p> <p>I can discuss what new words mean, linking new meanings to those already known.</p> <p>I recognise the difference between fiction and non-fiction</p> <p>I can identify the main events or key points in a text</p>	<p>I can answer and ask questions about a text in a group discussion and take turns and listens to what others have to say</p> <p>I can discuss the sequence of events in books and how items of information are related</p> <p>I can find answers to questions in non-fiction, stories and poems</p> <p>I am very familiar with a wide range of stories, fairy stories and traditional tales.</p> <p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently</p> <p>I have started to look at non-fiction books that are structured in different ways</p> <p>I can make predictions based on what has been read so far, my own experiences and reading other books by the same author</p> <p>I can make simple inferences about thoughts and feelings of characters and reasons for their actions</p> <p>I can identify and comment on vocabulary and literary features in stories and poetry – ‘All fairy tales start with Once upon a Time...’</p> <p>I am aware that books are set in different times and places</p> <p>I can relate what I read to my own experiences and using background knowledge I have already learnt</p> <p>I can recognise key themes and ideas within a text</p> <p>I understand why a writer has written a text – ‘She wants you to know how to make a kite’</p> <p>I can identify how vocabulary choice affects meaning – ‘Crept lets you know that he is trying to be quiet’</p>
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Writing	Spelling & handwriting	<p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I have begun to write neat lower case letters, capitals and numerals, starting and finishing in the right place for joins</p> <p>I know the alphabet names and I can sequence them thoroughly</p> <p>I can spell words using the 40+ phonemes that I have already been taught</p> <p>I can write from memory simple sentences dictated by the teacher that include the GPCS and common exception words taught so far.</p> <p>I can spell the 100 high frequency words and the common exception words</p> <p>I can use simple suffixes that do not change the base word e.g. -ing, -ed, -er, -est, -ly and -y</p> <p>I can suggest alternative sounds for graphemes where appropriate</p> <p>I can distinguish between -s and -es plurals and I am beginning to use them regularly in my writing</p> <p>I understand what prefixes are and can use the prefix un- in my writing</p> <p>I can spell the days of the week</p>	<p>I can write capital letters, lower case letters and digits of the correct size, orientation and relationship to one another</p> <p>I can spell the homophones and exceptions listed in the Y2 curriculum</p> <p>I can segment spoken words into phonemes and represent these as graphemes, spelling many correctly</p> <p>I know alternative graphemes for the same sound and have learnt some words with each spelling</p> <p>I can use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</p> <p>I can spell 10 words with contractions (It's, can't, won't they're etc.)</p> <p>I can add suffixes to spell longer words e.g. -ment, -ful, -less, -ly</p> <p>I can use the apostrophe to contract and show singular possession</p> <p>I understand which letters need to be joined in my writing and can make simple, clear joins</p> <p>I can spell most of the common exception words and apply simple spelling rules and guidance as listed in English Appendix 1</p> <p>I can write simple sentences dictated to by the teacher</p>
	Composition	<p>I can rehearse sentences before writing and read back afterwards to check it makes sense and make corrections.</p> <p>I can compose a narrative sequence of sentences</p> <p>I can read aloud my own work clearly for others</p> <p>I can identify ways to improve my own writing and discuss this with others</p> <p>I can use simple structure in my writing e.g. beginning, middle and end</p> <p>I can convey basic information and ideas through appropriate word choices</p> <p>My writing can be read without mediating</p>	<p>I can show my stamina and enjoyment of writing appropriately for different purposes such as narration, recount and poetry</p> <p>I can write longer noun phrases with words before and sometimes after the noun</p> <p>I can improve my writing by rereading for sense, with intonation and proofreading for accuracy</p> <p>I know who my writing is for (my intended audience)</p> <p>I am beginning to use appropriate language across different types of writing e.g. story language, non-fiction</p> <p>I can think about the different styles needed for different types of writing</p> <p>I understand that there are different types of poetry and have begun to write some of my own</p> <p>I can write narratives about personal experience</p> <p>I can gather ideas and marshal them into sentences ready for writing</p> <p>I have begun to use an appropriate opening and closing</p> <p>I can evaluate my work with the teacher and other pupils</p>

	<p style="text-align: center;"><b>Vocabulary, Grammar &amp; Punctuation</b></p>	<p>I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>I can punctuate sentences using a capital letter and a full stop</p> <p>I can use exclamation and question marks correctly.</p> <p>I can join clauses to make longer sentences using 'and'</p> <p>I can write in complete simple sentences and leave spaces between words</p> <p>I can make some appropriate word choices from word banks, class lists and sentence openers</p> <p>I can use some basic descriptive language – colour, size, simple emotions</p> <p>I understand the grammar principles for Y1 in English Appendix 2</p> <p>I can use the grammatical terminology from English Appendix 2 when discussing my writing</p>	<p>I can use present and past tenses consistently throughout a written piece</p> <p>I can use co-ordinating connectives (or, and, but) and connectives that signal time e.g. then, after, before</p> <p>I can use subordinating connectives (when, if, that or because) to link ideas logically</p> <p>I can use capital letters, full stops to demarcate sentences</p> <p>I can use question marks and exclamation marks to demarcate sentences</p> <p>I can use commas to separate items in a list</p> <p>I can use sentences with different forms: statement, question, exclamation, command</p> <p>I can identify nouns, verbs, adverbs and adjectives</p> <p>I can write longer noun phrases with words before and sometimes after the noun</p> <p>I can use interesting adverbs to describe actions and have begun to use a variety of verbs suited for purpose</p> <p>I can use progressive verbs correctly</p>
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## ENGLISH: Lower Key Stage 2

		Year 3	Year 4
Spoken English	Participation and Presentation	<p>I join in discussions and extending ideas by asking relevant questions</p> <p>I listen and respond appropriately to adults and peers</p> <p>I can talk about my answers, arguments and opinions</p> <p>I speak aloud with expression using an appropriate tone</p> <p>I can retell a story expressively and with awareness of audience reaction</p> <p>I can prepare poems and plays to read aloud and to perform</p> <p>I can ask questions to improve my understanding of a text</p>	<p>I can clearly discuss answers arguments and opinions</p> <p>I can work collaboratively in discussion and extend ideas by asking relevant questions</p> <p>I can adapt tone and formality to suit different audience</p> <p>I speak aloud with expression using an appropriate tone and can adapt this to varying audiences</p> <p>I can work with others to devise a short improvised drama or presentation</p> <p>I can ask questions to improve my understanding of a text</p> <p>I can prepare poems and plays to read aloud and perform, showing understanding</p> <p>I can retell some of the stories that I am familiar with orally, including fairy stories and myths and legends</p>
Reading	Word reading	<p><b>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b></p> <p><b>I can check spellings and their meaning in a dictionary using alphabetical order</b></p> <p>I know the meaning of common roots, prefixes and suffixes</p> <p>I can work out the meaning of unknown words from their roots, prefixes and suffixes</p> <p>I recognise word families united by common roots</p> <p>I can read aloud confidently, understanding how to use a range of punctuation</p> <p>I can use the context of the sentence to help me read unfamiliar words</p>	<p><b>I can recognise and understand an even greater variety of root words, suffixes and prefixes</b></p> <p><b>I can recognise where words are an exception to the rule, and notice unusual correspondences between spelling and sound and where these occur in the word</b></p> <p><b>I can use the first 2/3 letters of a word to check its spelling and meaning in a dictionary</b></p> <p><b>I can check that the text makes sense, discuss my understanding and explain the meaning of words in context</b></p> <p>I understand the difference between words ending in s, plurals and possessives</p> <p>I recognise the standard form of common verbs (especially <i>be, go, do, have, get</i>)</p> <p>I can read, on sight, all the words from the Year 3/4 spelling list</p> <p>I can read books that are structured in different ways and read for a range of purposes</p>

	<p style="text-align: center;"><b>Comprehension</b></p>	<p><b>I listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books</b></p> <p><b>I recognises the main idea, theme or moral of a story or extract in a wide range of books</b></p> <p><b>I can draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justifying inferences with evidence</b></p> <p><b>I can predict what might happen from details stated and implied in the text</b></p> <p><b>I can retrieve and record information from non-fiction, including using alphabetically ordered texts, labels, diagrams and charts</b></p> <p>I can retell stories and recite poems with good understanding and expression and I am increasingly familiar with a wide range of books, including fairy stories, myths and legends.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination</p> <p>I can comment on the choice of language to create moods and build tension</p> <p>I recognise links between books by the same author or theme</p> <p>I recognise different forms of poetry</p> <p>I can empathise with a character</p> <p>I am starting to recognise some features of the text that relate to the historical setting or its social or cultural background</p> <p>I can identify the features of different text types and use this to evaluate texts</p> <p>I understand what the writer might be thinking and I am beginning to identify and comment on different points of view in the text</p>	<p><b>I can locate information using skimming, scanning and text marking in non-fiction</b></p> <p><b>I can pull clues from action, dialogue AND description to infer meaning</b></p> <p><b>I can make predictions with evidence from the text and with knowledge of wider reading</b></p> <p><b>I can identify themes and conventions in a wide range of books</b></p> <p><b>I can identify main ideas drawn from more than one paragraph and can summarise these</b></p> <p><b>I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</b></p> <p>I can recognise some different forms of poetry</p> <p>I can identify how language, structure and presentation contribute to meaning</p> <p>I can find and comment on examples of how authors express different moods, feelings and attitudes</p> <p>I can identify features of different fiction genres and use this to compare, contrast and evaluate different non-fiction texts</p> <p>I can identify how language, structure and presentation contribute to meaning</p> <p>I can make connections between books by the same author or theme</p> <p>I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting</p> <p>I know how suspense is built up in a story, including the development of the plot</p>
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<b>Writing</b>	<b>Spelling &amp; handwriting</b>	<p><b>I spell words as accurately as possible using phonic knowledge and other knowledge of spelling and I am familiar with words that are often misspelt</b></p> <p><b>I can use the possessive plural apostrophe correctly including regular and irregular plurals</b></p> <p>I can use and spell common homophones</p> <p>I know at least half of the spellings in the Y3 &amp;4 list</p> <p>I can write from memory simple sentences dictated by the teacher that include punctuation and spelling taught so far</p> <p>I can apply the common antonyms and root prefixes dis-, mis-, in- and im-</p> <p>I spell words ending in -tion, -sion, -cian, -ssion</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left unjoined</p> <p>My handwriting shows increasing legibility, consistency and quality</p>	<p><b>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b></p> <p>I can spell all of the Year 3&amp;4 word list</p> <p>I can use the possessive apostrophe correctly in all situations, including regular and irregular plurals</p> <p>I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-</p> <p>I can use the suffixes -ly, -ation, -ous</p> <p>I can spell words that are often misspelt (see appendix 1)</p> <p>I can spell all the sets of homophones/near homophones in appendix 1</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters, when adjacent to one another, are best left unjoined</p> <p>My handwriting shows increasing legibility, consistency and quality</p>
	<b>Composition</b>	<p><b>I can group similar information together in paragraphs in non-fiction writing, using headings if necessary</b></p> <p><b>I can organise paragraphs around a theme or a new location in a story</b></p> <p><b>My stories have well defined settings, characters and plots</b></p> <p>I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts</p> <p>I can read aloud my own writing to a group using appropriate intonation for clarity</p> <p>I can discuss and record my ideas when planning</p> <p>I can suggest some changes to improve the consistency of my writing and assess the effectiveness of my own and others work, suggesting improvements</p> <p>I can include details to add an element of humour, surprise or suspense</p> <p>I can show evidence of viewpoint in my writing</p>	<p><b>I can group similar information together in paragraphs in non-fiction writing, using headings and subheadings if necessary</b></p> <p><b>In narrative, I can use paragraphs for a change in action, setting and time</b></p> <p>In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion</p> <p>I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts</p> <p>I can read aloud my own writing to a group using appropriate intonation for clarity</p> <p>I can discuss and record my ideas when planning</p> <p>My paragraphs have relevant openings</p> <p>I can assess the effectiveness of my own and others work and suggest improvements, including thinking about the consistency of my writing</p>

	<b>Vocabulary, Grammar &amp; Punctuation</b>	<p> <b>I can proof-read for errors in spelling and punctuation</b>  <b>I can use inverted commas to punctuate direct speech</b>  <b>I can use the present perfect form of verbs instead of the simple past</b>  <b>I can use the correct form of 'a' or 'an'</b>  <b>I can modify nouns by one or more precise adjectives – 'a loud wailing sound'</b>  I can use a wider range of conjunctions e.g. when, if, because, although, however  I can write in complex sentences to clarify relationships in time and cause e.g. meanwhile, during, while, until and following  I can use detail to clarify information  My vocabulary is interesting and appropriate  I can compose and rehearse sentences orally to build vocabulary and sentence structure </p>	<p> <b>My stories contain vivid and interesting settings, characters and plots</b>  <b>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>  <b>I can write in Standard English forms for verb inflections (e.g. we were instead of we was)</b>  <b>I can use and punctuate direct speech, including punctuation within and surrounding the inverted commas</b>  <b>I can use commas after fronted adverbials</b>  <b>I can proof-read for errors in spelling and punctuation</b>  I can use extended noun phrases, including with prepositions  I understand the difference between the plural and possessive –s  I can use conjunctions, adverbs and prepositions to express time, cause and place  My writing suggests insights into character development through describing how characters look, react, talk, or behave, rather than by telling the reader  I can consider the needs of the reader and provides background information in my writing  I can choose words and phrases that engage the reader and support the purpose  I can use the present perfect form of verbs in contrast to the present tense </p>
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## ENGLISH: Upper Key Stage 2

		Year 5	Year 6
Spoken English	Participation and Presentation	<p>I can develop, explore and speculate about ideas</p> <p>I can articulate and justify arguments and opinions with evidence and I recognise different points of view</p> <p>I can adopt a formal role in discussion e.g. chair, spokesperson</p> <p>I can project voice for larger audience</p> <p>I can use standard English as necessary</p> <p>I can rehearse and perform poems and plays competently for an audience</p> <p>I can participate in discussions about books, building on my own and others' ideas and challenging views courteously</p> <p>I can ask questions to improve my understanding</p> <p>I can discuss complex narrative plots</p> <p>I can recite a range of poetry by heart, showing an understanding through intonation, tone and volume</p>	<p>I can initiate and lead discussions</p> <p>I can respond to counter-arguments</p> <p>I can help to progress or manage discussions</p> <p>I can use standard English confidently</p> <p>I can prepare and present a particular speaking task competently for a large audience including poems and plays</p> <p>I can discuss my understanding of what I have read through formal presentations and debates</p> <p>I can ask questions to improve my understanding</p> <p>I can recommend books that I have read, giving reasons for my choices</p> <p>I can recite a range of poetry by heart, showing an understanding through intonation, tone and volume</p> <p>I can comment critically on the overall impact of poetry or prose, with reference to the text</p> <p>I can compare and contrast the styles of individual writers and poets providing examples</p>
Reading	Word reading	<p><b>I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words</b></p> <p><b>I can check the book makes sense, discuss my understanding and the meaning of words in context</b></p> <p>I can use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary</p> <p>I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses</p> <p>I can work out the pronunciation of homophone, using the context of the sentence</p> <p>I can respond to more sophisticated punctuation including colons.</p> <p>I can recommend books that I have read, giving reasons for my choices</p>	<p><b>I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words</b></p> <p><b>I can check the book makes sense, discuss my understanding and the meaning of words in context</b></p> <p><b>I can use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary</b></p> <p>I can cope with different features of language in poems and prose e.g. dialect</p> <p>I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary</p> <p>I can use connectives as signposts to indicate a change of tone</p> <p>I can comment on and explain the writer's use of language features</p>

	<p style="text-align: center;"><b>Comprehension</b></p>	<p>I can retrieve, record and present information from non-fiction</p> <p>I can summarise the main ideas drawn from more than one paragraph</p> <p>I am increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction and fiction from our literary heritage</p> <p>I understand that texts reflect the time and culture in which they were written</p> <p>I can give reasoned justifications for my views</p> <p><b>I am able to talk about themes in a story and recognise thematic links with other texts</b></p> <p>I can predict what might happen from details stated and implied</p> <p>I can draw information from different parts of the text to infer meaning and discuss moods, feelings and attitudes using inference</p> <p>I can talk about the author's techniques for describing character, settings and actions</p> <p>I can distinguish between statements of fact and opinion</p> <p>I can identify and describe the styles of individual writers and poets</p> <p>I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose</p> <p>I can use language features of range of non-fiction text-types to support understanding</p>	<p>I can summarise the main ideas drawn from more than one paragraph, identifying key details which support the main ideas</p> <p>I can retrieve, record and present information from non-fiction</p> <p>I am increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction and fiction from our literary heritage</p> <p>I understand that texts reflect the time and culture in which they were written</p> <p><b>I can give reasoned justifications for my views</b></p> <p>I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can justify why I think inferences and predictions are correct (point, evidence, explain)</p> <p>I can use detailed knowledge of text types to make reasoned predictions</p> <p>I can identify and describe the key characteristics about a writer's or poet's style</p> <p>I know how style and vocabulary are linked to the purpose of the text</p> <p>I can identify and comment on explicit and implicit points of view</p> <p>I am beginning to evaluate texts by comparing how different sources treat the same information</p> <p>I can identify different character types across a range of texts</p> <p>I can identify themes across a range of texts (social, cultural and historical)</p>
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<b>Writing</b>	<b>Spelling &amp; handwriting</b>	<p>I can spell some words with silent letters</p> <p>I can distinguish between homophones and other words that are often confused</p> <p>I can use a dictionary and a thesaurus to find the spelling and meaning of words</p> <p>I can spell words with the endings –cious and –tious</p> <p>I know how to use the ‘i before e’ rule following a c</p> <p>I can choose the writing implement that is best suited for a task</p> <p>I can choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters</p> <p>My handwriting shows increasing legibility, consistency and quality</p>	<p><b>I can spell all of the Year 5&amp;6 word list</b></p> <p><b>I can spell some words with ‘silent’ letters</b></p> <p><b>I can use a thesaurus</b></p> <p>I can spell words with the endings –ible and -able</p> <p>I can spell words with the endings –ance and -ence</p> <p>I can spell words with the endings –cial and -tial</p> <p>I can choose the writing implement that is best suited for a task</p> <p>I can choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters</p>
	<b>Composition</b>	<p><b>I can use connectives, within a paragraph, to link sentences e.g. secondly, in addition, furthermore</b></p> <p><b>I can use further presentational devices to structure text and guide the reader</b></p> <p>I can control the structure of my paragraphs to shape the story e.g. 5 paragraph structure involving a build-up, conflict and resolution</p> <p>I can use shifts in time and place to shape a story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event</p> <p>I can select the appropriate formal language for my writing, using similar writing as a model</p> <p>I can assess the effectiveness of my own and others work and suggest improvements</p> <p>I can develop my characters through the story to help move the story forward</p> <p>I can include some significant interaction between characters through action, description, and characters responses.</p>	<p><b>I can use further organisational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b></p> <p>In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more points, the use of examples and connectives to guide the reader</p> <p>I can make links between paragraphs in non-fiction writing</p> <p>In narrative, I can use references to the start of the story to signal a change at the end of the story</p> <p>My writing is well paced</p> <p>I can draw on what I have read in my initial research and background knowledge to develop ideas</p> <p>I can develop characters and setting by considering how other writers have done this</p> <p>I can assess the effectiveness of my own and others work and suggest improvements</p> <p>I can recognise how changing the word choice can change the meaning of the writing</p>

	<p style="text-align: center;"><b>Vocabulary, Grammar &amp; Punctuation</b></p>	<p><b>My vocabulary choices are more thoughtful – using a thesaurus to extend range of words used (settings, characters, atmosphere)</b></p> <p><b>I can convert nouns or adjectives into verbs using suffixes (e.g. –ate; -ise; -ify)</b></p> <p><b>I can use modal verbs or adverbs to indicate possibility</b></p> <p><b>I can ensure the consistent and correct use of tense throughout a piece of writing</b></p> <p><b>I can proof-read for spelling and punctuation errors</b></p> <p><b>I can write in a given style successfully if they refer to the ‘tricks of the trade’</b></p> <p><b>I can identify the audience and purpose for my writing</b></p> <p><b>I can choose words for deliberate effect, including expanded noun phrases, and change vocabulary, grammar and punctuation to enhance effect and clarify meaning</b></p> <p><b>Can use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe)</b></p> <p><b>I can use relative clauses beginning with: who, which, where, when, whose and that</b></p> <p><b>In my writing, the setting is used to create mood</b></p> <p><b>In writing, characterisation is evident, through direct and reported speech</b></p> <p><b>I can use a colon to introduce a list</b></p> <p><b>Throughout my writing, the subject/verb agreement is used correctly</b></p>	<p><b>I can use passive verbs to affect the presentation of information in a sentence</b></p> <p><b>I can recognise vocabulary and structures that are appropriate for formal speech and writing</b></p> <p><b>I can use semi-colons, colons or dashes to mark boundaries between independent clauses</b></p> <p><b>I can proof-read for spelling and punctuation errors</b></p> <p><b>I can punctuate bullet points consistently</b></p> <p><b>I can make assertive use of the characteristic language of the chosen text type</b></p> <p><b>I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words</b></p> <p><b>I can identify the audience for my writing and show a secure grasp of the chosen genre</b></p> <p><b>I can use brackets, dashes or commas to indicate parenthesis</b></p> <p><b>I can use the setting and weather as a ‘sympathetic background’ to the characters situations</b></p> <p><b>I can change vocabulary, grammar and punctuation to enhance effect and clarify meaning</b></p> <p><b>I can use the perfect form of verbs</b></p>
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## ENGLISH: Key Stage 3

		Year 7	Year 8
Spoken English	<b>Presentation &amp; participation</b>	<ul style="list-style-type: none"> <li>• Contributes clearly to small and larger group discussion</li> <li>• Can give a short, clear, well-structured speech to a familiar audience</li> </ul>	<ul style="list-style-type: none"> <li>• Can make a sustained and coherent contribution to debate or discussion, acknowledging and adding to the things that others have said.</li> <li>• Can plans and act out play scripts with confidence and clear speech</li> </ul>
	<b>Spoken standard English</b>	<ul style="list-style-type: none"> <li>• Uses the main features of spoken Standard English and knows when it is appropriate to use it</li> </ul>	<ul style="list-style-type: none"> <li>• Can sustain the use of Standard English</li> </ul>
Reading	<b>Reading range and experience</b>	<ul style="list-style-type: none"> <li>• Has tackled and grasped some scenes from Shakespeare</li> <li>• Has read independently at least one work of fiction per half-term</li> <li>• Has read and explained the work of at least one poet and one poem in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Has participated in the reading, reading aloud and acting of one whole Shakespeare play</li> <li>• Personal reading has included reading and writing about 2 or 3 works linked by author, theme, period or genre</li> <li>• Over the year, has sampled at least 3 different writers, periods, genres and cultures.</li> </ul>
	<b>Reading strategies</b>	<ul style="list-style-type: none"> <li>• Has an effective method for looking up and learning new terminology</li> <li>• Can infer the motivation of characters from their actions and track record</li> <li>• Understands how texts are targeted at specific audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Has an established habit for learning new words and expressions, and using them in their own work</li> <li>• Can point to words and details in the text to support an inference</li> <li>• Has a range of mechanisms for checking sense in reading</li> </ul>
	<b>Critical reading</b>	<ul style="list-style-type: none"> <li>• Understands the range of literary techniques and why they are used</li> <li>• Keeps effective track of the developing plot, characters and themes of a text</li> <li>• Is able to articulate the special features of writing by particular author</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how the organisation of a text influences the way the reader understands it</li> <li>• Has successfully compared two works of literature by theme, style and approach.</li> <li>• Has written a competent critical appreciation of a poem.</li> <li>• Understands the way plays may be performed and interpreted differently</li> </ul>
Writing	<b>Range of writing</b>	<ul style="list-style-type: none"> <li>• Can write well-structured exposition</li> <li>• Can write well-structured narrative</li> <li>• Has written scripts, poems and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Can write formal and informal letters</li> <li>• Can make useful speaking and revision notes</li> <li>• Writes with style in a range of imaginative forms</li> </ul>
	<b>Writing skills</b>	<ul style="list-style-type: none"> <li>• Can identify and edit out of weaknesses, repetitions, infelicities and irrelevancies</li> <li>• Can write in a plain, clear style.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use basic methods of summary: generalisation, contraction, omission and compression.</li> <li>• Borrows techniques from reading to use in own writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Spells all the words in the primary lists</li> <li>• Knows the most common spelling rules and has a range of strategies for learning spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Has a good eye for checking spelling and has eliminated the most common spelling errors</li> </ul>
<b>Writing process</b>	<ul style="list-style-type: none"> <li>• Is able to adapt writing for a given audience, purpose or context</li> <li>• Has an effective method for revising work to improve it</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to generate writing for a given audience, purpose or context</li> <li>• Revises spelling, grammar, vocabulary and expression to make the work accurate, consistent and appropriate.</li> </ul>
<b>Knowledge about grammar</b>	<ul style="list-style-type: none"> <li>• Has learnt the vocabulary, grammar and punctuation listed in the primary curriculum</li> <li>• Appreciates the different demands of spoken and written, formal and informal language</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify and comment on the use of grammar and punctuation devices used by writers</li> <li>• Understands that there are degrees of formality</li> </ul>
<b>Written Standard English</b>	<ul style="list-style-type: none"> <li>• Uses the main features of standard English and knows when it is appropriate to use it</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to write in sound, plain, consistent formal English for most tasks</li> </ul>