

Wilkinson Primary School
Target Card
Literacy Reading
Standard 1

Understanding language

When a familiar story or ditty is read to me by an adult, I can:

- **point to characters and objects when asked questions like: 'Where is (the)'**
- **join in with book e.g. wanting to turn the page and find out what is going to happen next.**
- **Join in with some actions or repeat some words, rhymes or phrases.**

Wilkinson Primary School
Target Card
Literacy Reading
Standard 2

Word reading

I can:

- **say a single sounds for 10+ letters**
- **with help, rad words by blending sounds I know using my Fred fingers**

Understanding language

After I have been read a story or ditty few times , I can:

- **Answer questions like: 'Where is she / he / it?', 'What is this?', 'Who is this?', 'What is he / she doing?'**
- **Join in with some of the phrases.**

Wilkinson Primary School
Target Card
Pre Key Stage Literacy Reading
Standard 3

Word reading

I can:

- **say a single sound for 20+ letters and blends.**
- **read words on my own by blending the sounds in words with 2 and 3 known sounds.**

Understanding language

After I have been read a story or ditty few times, I can:

- **answer question by remembering what I have heard.**
- **Re-tell the story or events by ordering pictures or objects.**

Wilkinson Primary School
Target Card
Pre Key Stage Literacy Reading
Standard 4

Word reading

I can:

- **say a single sound for 40+ letters and blends.**
- **read by blending the sounds in words with up to 5 sounds or blends (e.g. ch, th)**
- **read some red words**
- **read aloud books that my teacher has chosen for me without help from the pictures.**

Understanding language

After I have been read a story or information book a few times, I can:

- **talk about the events in the story, or some of the information I have been read.**
- **Retell some of the story or remember some of the information .**

Wilkinson Primary School
Target Card
Literacy Writing
Standard 1

Composition

I can

- **say an appropriate word to complete a sentence when an adult pauses (e.g. 'We're going to the....zoo /park /shop /beach')**

Transcription

I can:

- **draw lines or shapes on a small or large scale (e.g. on paper, in the air, or sand).**

Wilkinson Primary School
Target Card
Literacy Writing
Standard 2

Composition

I can

- **say an appropriate word to complete a sentence when an adult pauses (e.g. 'We're going to the....zoo /park /shop /beach')**

Transcription

I can:

- **draw lines or shapes on a small or large scale (e.g. on paper, in the air, or sand).**

Wilkinson Primary School
Target Card
Pre Key Stage Literacy Writing
Standard 3

Composition

I can

- **make up my own phrases and short sentences to tell my thoughts aloud about stories and my experiences.**
- **write a caption or a short phrase using the letters that I know.**

Transcription

I can:

- **correctly form 20+ lower case letters**
- **identify or write 20+ letters or blends (e.g. ch, th) when I have heard the sound (the phoneme)**
- **spell words by sounding them out with my Fred fingers and using letters and blends that I know. (e.g. in, cat, pot)**

Wilkinson Primary School
Target Card
Pre Key Stage Literacy Writing
Standard 4

Composition

I can

- **make up my own sentences and say them aloud after talking with an adult.**

Transcription

I can:

- **correctly form most lower case letters.**
- **identify or write 40+ letters or blends (e.g. ch, th, or, ee) when I have heard the sound (the phoneme)**
- **spell words by sounding them out with my Fred fingers and using letters, blends and clusters that I know. (e.g. frog, hand, chop, storm, splash)**
- **spell a few red words (e.g. I, the, he, said, of)**

I can	English – Year 1 (emerging)	😊	Date
Word Reading	I know all Set 1 RML sounds and can blend Set 1 words		
	With help I can use my Fred Talk to sound out words		
	Read some words ending in: s, es, ed, er.		
	I can, with help, split longer words into syllables		
	Read some words that are shortened with an apostrophe		
	Read most red words taught so far		
	Read aloud texts that use some RML sounds from Set 1 and 2		
Comprehension	Listen to lots of short poems, stories and non-fiction. I sometimes give good ideas in discussion: e.g. we had another story with pigs in.		
	With help from the teacher, answer 'how' and 'why' questions about what they have read.		
	With help from the teacher, I can tell stories such as fairy stories and traditional tales that shows I know how these stories are put together		
	Join in with some things that the whole class is saying together.		
	With support, I check that the text makes sense to me as I read and I correct any mistakes.		
	I can say what the text will be about from the title.		
	With support, show some inference at a basic level: e.g. <i>Mr Gumpy is nice because he says yes to everyone.</i>		
	Tell you what has happened in a story I have read or heard.		
	With help, I give ideas about what will happen next in the story because of what has already happened, sometimes linked to my own experiences: e.g. <i>I think they will have a nice ride on the boat.</i>		
	With help, I can say what I think about the characters or things that happen in the story and answer questions about why things happen: e.g. <i>The boat tipped because all the animals started to be bad, and the children, too.</i>		
Take turns when talking and listen to what other people are saying.			

I can	English – Year 1 (emerging)	😊	Date
Handwriting/Spelling	Write some letters of the alphabet.		
	Write some numbers.		
	Say some of the alphabet in the right order.		
	Tell you some letters that sound the same but are different.		
	Spell some words ending in s and er;		
	With support, use the prefix un- in own writing.		
	With support, use the suffixes -ing, -ed, -er and -est in own writing.		
	Spell simple high-frequency words from RML Set 2 level		
	Spell some words in the word-bank including attempting days of the week.		
	Trace upper-case letters.		
Trace lower-case letters.			
Trace numbers 0-9.			
I mostly sit correctly at a table and with support hold the pencil usually using the correct pencil grip in my preferred hand.			
Composition and SpAG	Tell you about what I did at the weekend.		
	Write a sentence with spaces between words. Some use of "and" to join clauses.		
	Correct my work after my teacher has checked it.		
	Use some capital letters and full stops.		
	Use a capital letter for my names.		
	Is aware of a question or exclamation mark.		
	Tell you about some of the grammar I have learned.		

I can	English – Year 1 (expected)	😊	Date
Word Reading	Tell you the letters of the alphabet in order.		
	I can, with support, apply my phonic knowledge to Fred Talk words		
	I can speedily respond with the correct sound to the graphemes I look at in Set 1 and Set 2		
	I can read accurately by blending taught sounds		
	I can read most red words <i>their, people, asked</i> .		
	Read some words ending in: s, es, ing, ed, er, est.		
	Read words that have one part.		
	Read words that have two parts.		
	Begin to read common shortened words and I am aware of the apostrophe to show missing letters.		
	I read aloud texts for my age using Fred Talk to sound out words		
	Re-read a book that I have read before.		
Comprehension	Listen carefully to a wide range of poems, stories and non-fiction. I give good ideas and thoughts to discussion.		
	Identify similarities and differences between my life and the life of characters in stories. I show my understanding through what I say.		
	I know some features of stories, fairy tales and traditional tales. I can retell stories in order. I re-tell stories and fairy tales using the right features.		
	Tell you the names of some traditional tales.		
	Can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information.		
	Tell you about the meanings of some words.		
	Can check that the text makes sense and self correct		
	Am beginning to recognise fiction and non fiction.		
	Talk about print – bold, italic, underlining, bold etc.		
	Demonstrate simple inference.		
	I can predict what might happen because I understand the story, characters, plot and language read .		
Take turns when talking and listen to what people say.			
Explain what you are reading to me.			

I can	English – Year 1 (expected)	😊	Date
Handwriting/Spelling	Write words using letters I have already learned, including attempting irregular words that are phonically plausible.		
	Write and spell the days of the week.		
	Tell you the alphabet in the right order.		
	Tell you some letters that sound the same but are different.		
	Spell some words ending in: s, es, ing, ed, er, est.		
	Spell some words starting with un.		
	Spell the words in the word-bank.		
	Write down what the teacher is telling me leaving spaces between words.		
	Write most upper-case letters, correctly formed.		
	Write most lower-case letters, correctly formed.		
	Write numbers 1-9, correctly formed.		
Composition and SpAG	Tell you about handwriting families e.g. tall letters		
	Sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.		
	Tell you what I am going to write.		
	Write a story correctly sequenced.		
	Check my work.		
	Confidently and correctly joins words and clauses with 'and': e.g. <i>I went to the park and played on the swing.</i>		
	Use capital letters, full stops, question marks and exclamation marks.		
Use a capital letter for names, places, days of the week and 'I'.			
Tell you about some of the grammar I have learned.			

I can	English – Year 1 (exceeding)	😊	Date
Word Reading	Can decode words, using Fred Talk confidently when I see any new word.		
	I can speedily give the correct sound to graphemes for all of Set 1, 2, 3 sounds in all my reading.		
	Can read fluently, and accurately blend, taught sounds from Set 3 and beyond		
	Can automatically read all red words		
	Can automatically read all common suffixes taught in Yr 1		
	Confidently read all multi-syllable words containing sounds from Set 1, 2, 3		
	Automatically read contractions and words with apostrophes to show where letters are missing.		
	Read aloud with ease texts suitable for my age and ability, using Fred Talking skills.		
	Comprehension	Listen carefully to longer poems, stories and non-fiction. Confidently give good ideas when talking about books.	
Begin to identify detailed similarities and differences between their own lives and the lives of story characters.			
Always remember features of stories, fairy stories and traditional tales, retelling stories in order with detail and correct story language.			
Quickly remember the lines in a text and almost always join in, saying them aloud with the class.			
Show enthusiasm when listening to rhymes and poems. I always join in with reciting some of these off by heart.			
Can nearly always use my knowledge to find the meaning of new words			
Confidently answer 'how' and 'why' questions about what I have read and find some information from the text.			
I know the difference between fiction and non-fiction.			
I know how information books are set out and I use this to help me to read information books.			

I can	English – Year 1 (exceeding)	😊	Date
Handwriting and Spelling	Understand that some words can be shortened.		
	Spell many words ending with s, es, ing, ed, er, est.		
	Consistently and confidently use the prefix un- in own writing.		
	Make phonically plausible attempts at all common red words, almost all of which are correctly spelt.		
	Write all letters – upper and lower - using guidelines, with letters correctly formed.		
	Write some numbers using guidelines, with numbers correctly formed.		
	Leave a space between words.		
	Correctly identify all handwriting families and sort all letters into them, using this knowledge to remember to correct letter formation when writing.		
	Almost always sit correctly at a table and always hold the pencil using the correct grip in my hand.		
Composition and SpAG	Confidently and quickly write simple sentences given by the teacher that include words using the Set 1, 2, 3 sounds and common red words taught so far, spelling them correctly.		
	Write about something that I would like to happen to me.		
	Write some poems and other writing genres.		
	Tell you about what I'm going to write and why I'm going to write it.		
	Check my work for spelling mistakes.		
	Read what I have written out loud.		
	Write a story with a beginning, middle and end.		
	Often use a question or exclamation mark correctly as well as confidently using the full stop.		
	Write a sentence that describes		

I can	English – Year 2 (emerging)	😊	Date
Word Reading	Read slowly, my Fred Talk may be slow but mostly right.		
	Slowly blend alternative sounds for Set 3 sounds.		
	With help, I identify syllables within a word containing Set 3 sounds. I sometimes read these separately before combining them to read a word.		
	I can read words with some common suffixes: e.g. started, eating, foxes.		
	I read some common red words, sometimes talking about “grotty graphemes”		
	Read most familiar words slowly but accurately, but I still needs to sound and blend.		
Comprehension	Listen to and discuss and give opinions about a range of types of poetry, stories and non-fiction		
	I can re-tell the main events in a wide range of stories, fairy stories and traditional tales.		
	Recognise some simple repeated language in stories and poetry: e.g. I know that ‘Once upon a time’ and ‘They all lived happily ever begin and end fairy tales.		
	Recall some poems (less than 5) and can say off by heart parts of poems		
	Talk about meanings of words, sometimes linking new meanings to words I already know.		
	Talk about the order of events in books and can sometimes explain how items of information connect together.		
	Show my understanding by using what I already know or by using information and vocabulary provided by the teacher.		
	Recognise when my reading does not make sense and I then self-correct.		
	Make inferences based on what is being said and done.		
	Sometimes modify my inferences by answering and asking questions.		
	Make suggestions about what will happen next in the story based on what has happened so far.		
	Say some words and phrases I like and begin to say why.		
	Pick out non-fiction books from other genres, I am beginning to know some key features to help me locate and understand information: e.g. facts, photographs, diagrams, labels.		
Sometimes give ideas for discussion; remember significant events/key information and, with support, discuss in groups of 3-4.			

I can	English – Year 2 (emerging)	😊	Date
Transcription/Spelling	With support, place the possessive apostrophe accurately in words with singular nouns.		
	With support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.		
	With support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.		
	Sometimes spell single syllable and multi-syllabic words by breaking spoken words into sounds and then using my Fred Fingers to match the sounds with letters. Spellings are often phonically right.		
	With support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.		
	Make phonically plausible attempts at common red words, some of which are correctly spelt.		
	With support, know the difference between homophones and near-homophones and also spell these words.		
Handwriting	Remember and write a dictated sentence, using my phonic skills and taught punctuation with some accuracy.		
	Correctly write some lower-case letters acorrectly, showing some control over the letter size.		
	With support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters		
	Form some capital letters, digits and lower-case letters showing some control over the position and size.		
Composition	Sometimes leave correct spaces between words.		
	Write about something that has happened to me.		
	With support, write simple narratives, simple poems and simple recounts of real events; I can write for a longer time and use some standard English.		
	Tell you about what I’m going to write, sentence by sentence.		
	Check my work, and others’, for spelling mistakes, vocabulary, grammar, punctuation.		
SpAG	Read what I have written out loud with some expression.		
	Sometimes structure statements, questions, exclamation sentences and commands.		
	Write a sentence that describes using noun phrases		
	Tell you about some of the grammar I have learned.		
	Begin to use the present tense and past tenses correctly		
	With support, use subordination.		

I can	English – Year 2 (expected)	😊	Date
Word Reading	Read fluently, Fred Talking is good.		
	I can always blend words using all sounds taught		
	Accurately, spot syllables within a word containing alternative sounds for graphemes. I usually use syllables to read a word: e.g. unicorn, gingerbread, handkerchief.		
	Read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly.		
	Read almost all red words taught picking out “grotty graphemes”: e.g. mind, pretty, prove, would, whole		
	Read most familiar words without hesitating and without having to sound out and blend.		
Comprehension	Independently and accurately give the main events in a wide range of stories, fairy stories and traditional tales.		
	Recognise simple repeated language used in stories and poetry.		
	I can recite of poems (approx. 10).		
	Discuss and give meanings of words.		
	Usually discuss the order of events in books and explain how information is connected.		
	Show my understanding by using, unprompted, what I already know or on information and vocabulary provided by the teacher.		
	Check that words I have Fred talked make sense and fit in with what I have already read and self-correct if it doesn't make sense.		
	Give inferences based on what is being said and done.		
	Change my inferences by answering and asking questions.		
	Predict what might happen with my answers linked to the story characters, plot and language read.		
	Discuss favourite words and phrases, giving reasons for choices.		
	Explain how non-fiction books are used, I can independently give key features and use these to help me find information: e.g. facts, photographs, diagrams, labels, index, heading, alphabetical ordering		
	Explain and discuss my understanding of what has been read, acted out or listened to.		
Give ideas and thoughts to discussion, remember main events/key information and usually take part in discussion working in groups.			
Trans-cription	Usually spell single syllable and multi-syllabic words by using Fred Fingers and then choosing letters to match the sounds. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall.		
	Usually spell single-syllable and multi-syllabic words containing Set 3 sounds: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader.		

I can	English – Year 2 (expected)	😊	Date
	Spell some words that sound the same, but are spelled differently – homophones.		
	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people.		
	Use an apostrophe to show that something belongs to somebody and for contraction.		
	Spell words that end with ment, ness, full, less and ly.		
	Usually remember and write a dictated sentence that include words using the Set 3 sounds and red words taught so far, spelling most of them correctly and using my RML skills and punctuation carefully: e.g. The farmer had eight sheep, two dogs and four children.		
Handwriting	Write letters in the correct size.		
	Write letters that can be joined with another.		
	Tell you which letters don't join up.		
	Write capital letters and numbers in the correct size.		
	Leave space between words.		
Composition	Sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.		
	Write simple stories, simple poems, other appropriate genres; I can write for longer amountst of time and my writing matches the genre.		
	Write about something that has happened to me – real or imagined – using good vocabulary.		
	Tell you about what I'm going to writen and practise sentences first		
	Change sentence starters and vocabulary.		
	Include detail to interest the reader.		
	Plan my work on paper showing I write in differnet ways depending on the genre.		
	Check my work for spelling, grammar, vocabulary and punctuation mistakes.		
	Read my work and make the meaning clear with my voice.		
	SpAG	Use a statement, question, exclamation and command as well as consistent use of the full stop.	
Write a sentence that describes something using expanded noun phrases.			
Tell you about Standard English and begin to use in writing.			
Use the grammar in that I have learned.			
Use the past and present tense; use subordination and coordination more consistently.			
	Use commas in lists.		

I can	English – Year 2 (exceeding)	😊	Date
Word Reading	Read fluently, my Fred Talk is quick and accurate.		
	Use all sounds taught quickly and without stopping		
	Accurately and quickly read multi-syllabic words containing Set 3 sounds.		
	Quickly and accurately read words with all common suffixes.		
	Quickly and accurately read all common exception words, spotting “grotty graphemes”.		
	Read almost all familiar words without hesitation and without obvious sounding and blending.		
Comprehension	Listen to, discuss and give opinions on, giving reasons for opinions, a wide range of contemporary and classic poetry, stories		
	Independently and accurately give the main events across a wide range of stories, fairy stories and traditional tales in order and with detail.		
	Almost always recognise simple recurring literary language in stories and poetry.		
	Recall poems (at least 10), and can recite some of these.		
	Discuss and clarify meanings of words.		
	Almost always discuss the order of events in books and explain how information is related.		
	Show understanding by confidently and accurately matching events to what I already know		
	Almost always recognise when my reading does not make sense and self-correct		
	Almost always use inferences based on what is being said and done.		
	Change inferences by answering and asking questions.		
	Predict what might happen. My predictions are linked closely to the story characters, plot and language read so far.		
	Discuss favourite words and phrases		
	Explain the purpose of non-fiction books and how they are different from fiction books. I can quickly and independently identify key features and use these to help me find and understand information: e.g. facts, photographs, diagrams, labels, index, heading and sub-heading, glossary, alphabetical ordering		
	Confidently give a number of ideas to discussion, using all the main events and most of the key information, discussing in an appropriate way.		
	Confidently explain and discuss my understanding of what I have read, acted out or listened to, justifying my ideas and arguments.		
Begin to summarise main points in a paragraph			
Explain structures found in texts			

I can	English – Year 2 (exceeding)	😊	Date
Transcription/Spelling	Spell all the words in the word-bank and some more difficult ones.		
	Work out how to spell a word by breaking it down into parts, matching phonemes to the correct graphemes regularly.		
	Use prefixes such as pre- and anti-.		
	Understand what a possessive apostrophe is for and also use apostrophe for contraction.		
	Spell several words that end with ment, ness, full, less and ly and exception words ending in _y		
	Spell words that are commonly misspelled such as homophones and near homophones and red words.		
Hand-writing	Confidently remember and write a dictated sentence, using phonic knowledge and punctuation accurately.		
	Write lower case and capital letters and numbers in the correct size. Presentation is good. I have an excellent writing position.		
	Write letters that can be joined with another and tell you which letters don't join up. Consistently leave the correct amount of space between words.		
Composition	Write longer pieces of writing – both fiction and non fiction – using correct features of the genre		
	Write some different styles of poetry.		
	Confidently write more complicated narratives, poems, recounts and reports about real events for different purposes, showing I can write for longer amounts of time.		
	Confidently and consistently use the right structure and language of the genre.		
	Tell you about what I'm going to write and why I want to write it using appropriate vocabulary.		
	Write a draft of my work containing key ideas and new vocabulary.		
	Check my work for spelling, grammar and punctuation, vocabulary mistakes by using a dictionary and a thesaurus		
	Consistently and confidently read my writing aloud with expression to make the meaning clear to all.		
SpAG	Use a statement, question, exclamation and command correctly and with the correct punctuation. I try to use inverted commas for speech. Commas in lists are used accurately.		
	Write several sentences that describe something using expanded noun phrases.		
	Tell you when I should use Standard English.		
	Explain some of the grammar I have learned.		
	Consistently use the past and present tense. Confidently and consistently use subordination and co-ordination.		

I can	English – Year 3 (emerging)	✓	Date
Word Reading	Tell you the meaning of some new words.		
	Read some words that I have never seen before.		
Comprehension	Listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.		
	Read a range of books that are structured in different ways and for a range of purposes.		
	Recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.		
	Recognise and discuss some key themes and plots in a range of books.		
	Read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.		
	Recognise, with support, some different forms of poetry.		
	Sometimes use a dictionary to check the meaning of words I have read.		
	With support, check what I read makes sense and self-correct when I mis-read and can sometimes explain how the same word can have different meanings in different contexts.		
	Sometimes ask myself questions to improve my understanding when independently reading texts.		
	Independently recognise the main ideas in paragraphs and can sometimes summarise the paragraphs.		
	With support, I can make inferences from my reading of texts and am beginning to explain my thinking, returning to the text to support opinions when prompted.		
	Sometimes read 'between the lines' when independently reading texts and draw on my experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.		
	Sometimes identify words or phrases that interest, inspire or intrigue me from my reading and sometimes say why.		
	With support, identify good language, layout and presentational features and sometimes show understanding of how these help the reader understand the text.		
	With support, identify questions to be answered beforehand and use the features of non-fiction texts to answer them.		
With support, discuss my reading of texts in groups or whole class.			

I can	English – Year 3 (emerging)	✓	Date
Transcription/ Spelling	Tell you what a prefix/suffix is and use with developing accuracy in spelling of words.		
	Write some words that sound the same but are spelled differently.		
	Spell some commonly mis-spelled words and notice when I have made an error.		
	Begin to use the possessive apostrophe for regular plurals.		
	Check words in a dictionary using knowledge of alphabetical ordering.		
	Write short sentences that have been said by the teacher containing spelling patterns taught so far.		
Composition	Plan my writing by discussing my writing before I start, including features and vocabulary needed within the writing.		
	Begin to display knowledge of a range of genres so as to write across a range of genres.		
	Draft the work I am planning to complete orally and on paper.		
	Create characters and a plot for a story, using setting and descriptive language to help create atmosphere.		
	With support, I can sometimes organise material into chunks and write a series of linked sentences for each.		
	Use headings and sub-headings in non-fiction writing.		
Handwriting	Evaluate my work checking for spelling and errors, sentence types and vocabulary choices.		
	Read my work out loud in front of the class, using expression to aid meaning.		
	Join up some letters and understand which letters should be joined up. I may need to be reminded about joining and lead-ins		
	Can sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed house style.		
	Write sentences that have one or more clauses.		
	Use some conjunctions like when and if, but, or, yet, so		
Spelling, grammar and punctuation	Begin to use the present perfect form of verbs. Use the correct tense for the genre of writing.		
	Use some adverbs, conjunctions and prepositions to express time.		
	Use some fronted adverbials.		
	Use some of the grammar I have learned.		
	Begin to punctuate some direct speech. Use other punctuation taught so far.		
	Use some of the correct nouns and pronouns.		
With support, I can decide whether a noun needs 'a' or 'an' in front of it and sometimes make the right choice in my independent writing.			

I can	English – Year 3 (expected)	✓	Date
Word Reading	Read applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words		
	Read further exception words with unusual ways of matching spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength.		
Comprehension	Listen attentively; take part in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.		
	Independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading and features of different texts.		
	Independently be able to discuss a wide range of age-appropriate books re-telling some of these orally.		
	Identify and discuss themes and features in a wide range of age-appropriate books: in non-fiction, I can identify presentational features e.g. numbering and headings.		
	I can read aloud and perform poems and play scripts, showing understanding of intonation, tone, volume and action. Re-read, rehearse and perform		
	Identify and name some different forms of poetry: e.g. free verse, narrative poetry.		
	Usually use a dictionary independently to check the meaning of words.		
	Independently check texts for sense, self-correcting if misread and discuss the meaning of new words.		
	Ask questions to improve understanding when independently reading.		
	Independently, identify the main ideas in paragraphs and can usually summarise the paragraph.		
	Make inferences from my reading texts, often, but not always, using the text for evidence.		
	Read 'between the lines' when reading a text and draw on my experience of similar texts to predict what might happen next.		
	Identify words or phrases that interest, inspire or intrigue, such as words used to create mood, atmosphere.		
	Identify distinctive language, structural and presentational features in my reading of texts and say how these help the reader find meaning from the text e.g. paragraphs.		
	Identify questions to be answered beforehand and use the specific features of non-fiction texts to answer them.		
Discuss reading of texts in groups and whole class.			

I can	English – Year 3 (expected)	✓	Date
Trans-cription	Tell you what a prefix and a suffix are.		
	Write correctly lots of words that sound the same but are spelled differently – homophones.		
	Identify most common spelling mistakes from the 3/4 list and begin to use taught strategies to help with spellings.		
	Use the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.		
	Check words in a dictionary.		
	Write sentences that have been dictated by the teacher spelling correctly spelling patterns and punctuation taught to date.		
Composition	Usually identify and name key organisational and language features of a shared text e.g. headings, sub-headings, paragraphs, conjunctions, fronted adverbials.		
	Usually compose and speak a whole sentence: e.g. for a shared write or before writing independently, using newly acquired vocabulary and using recently learned sentence types.		
	Draft the work I am planning to complete orally and on paper showing ability to organise work into paragraphs and how paragraphs appear on a page.		
	Create settings, characters and a plot for a story showing ability to use a variety of descriptive techniques.		
	Use headings and sub-headings in a variety of genres.		
	Evaluate and edit my work and others' work, checking for spelling, punctuation and vocabulary errors.		
	Evaluate other people's work showing how and where to improve.		
	Read my work out loud in front of the class with expression		
Hand writing	Join up letters and understand which letters should be joined up maintaining a good writing position throughout.		
	Write in cursive handwriting smoothly and legibly.		
Spelling, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech. Use the punctuation taught to date: ! commas in lists, full stops, ? ,		
	Use the correct nouns and pronouns for effect, use a, an correctly		

I can	English – Year 3 (exceeding)	✓	Date
Word Read- ing	Read aloud accurately and make sense of new words with confidence.		
	Read a range of exception words with confidence, explaining the links between spelling and sounds.		
Comprehension	Listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.		
	Confidently read a range of books for a range of purposes.		
	Confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.		
	Confidently identify and discuss themes and conventions in a wide range of age-appropriate books.		
	Demonstrate enthusiasm to prepare and perform poems and play scripts and show understanding through appropriate intonation, tone, volume and action.		
	Confidently identify and name some different forms of poetry and name them.		
	Efficiently use a dictionary to check the meaning of new words.		
	Make sense of reading, self-correct when they mis-read and can often explain how the same word can have different meanings in different contexts.		
	Almost always ask themselves questions to improve their understanding.		
	Independently, identify the main ideas in paragraphs and can summarise accurately		
	Draw inferences from independent reading of texts and justify opinions with evidence from the text.		
	Read 'between the lines' when independently reading text and draw on my experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.		
	Almost always identify words or phrases that interest, inspire or intrigue from my reading and almost always say why.		
	Almost always identify distinctive language, structural and presentational features in texts and almost always show my understanding of how these help the reader gather meaning from the text e.g headings, paragraphs, glossary, font		
	Always identify questions to be answered beforehand and use non-fiction texts to gather information.		
Almost always discuss my reading of texts in groups and whole class.			
Transcription/ Spelling	Spell some key stage 3 words.		
	Work out how to spell a word by breaking it down into parts and by confidently using prefix and suffix knowledge and associated rules.		
	Consistently spell correctly the words from the word bank.		
	Tell you what the possessive apostrophe is for and use it for contraction, possession including regular and irregular plural possession.		
	Use and spell most words that sound the same but have different meanings correctly.		
	Spell lots of words that are commonly misspelled and use a dictionary competently to check or find words.		
	Can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.		

I can	English – Year 3 (exceeding)	✓	Date
Composition	Can consistently identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials.		
	Can consistently and confidently organise my material into sensible chunks and write a series of linked sentences for each. I show paragraphs on the page and almost always remembers to do this as I write.		
	Can write for different audiences showing awareness of how structures and language will change depending on the audience.		
	Confidently tell you about what I'm going to write, how I am going to structure it and the types of language features to include.		
	Draft my work orally and on paper.		
	Can consistently and confidently create an appropriate setting, two or three clearly different characters and a convincing plot, drawing on sections of a modelled story and on my wider reading of fiction.		
	Can use descriptive techniques to create atmosphere or character or detail. Can use technical vocabulary for effect.		
	Check peers' work for spelling, grammar and punctuation mistakes, vocabulary choices using a dictionary or thesaurus and structure of the work.		
Hand – Writing	Consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all my letters as I have been taught. Lower and upper case letters, numbers are all the correct size and correctly formed.		
	Begin to use the present perfect form of verbs.		
Spelling, grammar and punctuation	Use the correct tense consistently for the genre.		
	Use inverted commas confidently and consistently to punctuate direct speech. Can use the comma with growing confidence in a range of sentences and for different purposes.		
	Use Standard English correctly displaying a good grasp for the grammar I have learned, explaining the grammar I have used.		
	After teacher modelling, I can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.		
	Can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing.		
	Consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and automatically applying the new learning across a range of independent writing.		

I can	English – Year 4 (emerging)	✓	Date
Word Reading	Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.		
	Read a range of exception words using approximate pronunciation.		
Comprehension	Listen attentively, discuss and give opinions on a range of fiction and non-fiction.		
	Use experience of reading a range of books to give examples of how books are structured differently.		
	Accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends.		
	Give examples of the same themes and conventions in different age-appropriate books.		
	Perform poems and play scripts, experimenting with intonation, tone, volume and action.		
	Recognise and name some different forms of poetry.		
	Use a dictionary to check the meaning of words found in reading..		
	I can check texts for sense and self-correct when I misread and can explain how the same word can have different meanings in different contexts.		
	Ask myself questions to improve my understanding		
	Recognise the main ideas in paragraphs and can sometimes summarise the content of these.		
	Draw inferences from my reading and explain thinking, returning to text to support opinions when prompted.		
	Read 'between the lines' when reading texts and draw on my experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader..		
	Identify words or phrases that interest, inspire or intrigue me from my reading explaining the effect on the reader.		
	Identify language, structural and presentational features in texts and sometimes show how these help draw meaning from texts.		
	Identify questions to be answered beforehand and use the specific features of non-fiction texts to answer them.		
Discuss reading of texts in groups and whole class.			
Talk about the author's purpose.			
Spelling	Work out how to spell a word by breaking it down into parts and by using prefix and suffix knowledge and associated rules. Can explain the meaning of prefixes <i>un-, dis-, mis-, in-</i>		
	Spell correctly the words from the word bank.		
	Tell you what the possessive apostrophe is for and also use ther apostrophe for contraction and possession including regular and irregular plural possession.		
	Use and spell most words that sound the same but have different meanings correctly.		
	Spell lots of words that are commonly misspelled and use a dictionary or a strategy to spell the word correctly.		

I can	English – Year 4 (emerging)	✓	Date
	Can remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.		
Composition	Can identify and name key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials with comma.		
	Can organise my material into logical chunks and write a coherent series of linked sentences for each. I know how to demarcate paragraphs on the page and almost always remember to do this.		
	Can write for different audiences showing awareness of how structures and language will change depending on the audience.		
	Tell you about what I'm going to write, how I am going to structure text and the types of language features to include.		
	Draft my work orally and on paper.		
	Can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on elements of the modelled story and on their wider reading of fiction.		
	Can use descriptive techniques to create atmosphere or character or detail. Can use technical vocabulary for effect.		
	Can create imagery through use of descriptive detail.		
	Check peers' work for spelling, grammar and punctuation mistakes, vocabulary choices using a dictionary or thesaurus and structure of the work.		
	Hand-writing	Sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style. Lower and upper case letters, numbers are the correct size and correctly formed.	
Write in cursive handwriting.			
Spelling, grammar and punctuation	Begin to use the present perfect form of verbs.		
	Use the correct tense for the genre and explain why the tense has been used.		
	Can use inverted commas to punctuate direct speech. Can use the comma with growing confidence in a range of sentences and for different purposes.		
	Use Standard English correctly displaying a good grasp for the grammar I have learned, explaining the grammar I have used.		
	After teacher modelling, I can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.		
	Can using a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.		
	Write with an increasing range of sentences with more than one clause using the conjunctions taught so far and spontaneously applying the new learning across a range of independent writing.		

I can	English – Year 4 (expected)	✓	Date
Word Reading	Use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts.		
	Use my understanding of unusual spelling-sound graphemes to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.		
Comprehension	Listen attentively and take part in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text. Know fact and opinion.		
	Use, select and read books that are structured in different ways for the appropriate purposes.		
	Accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.		
	Independently identify and discuss some themes and conventions and author's purpose in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.		
	Perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.		
	Confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.		
	Independently use a dictionary to check the meaning of words found in reading.		
	Independently check reading for sense, self-correcting if I have misread and discussing the meaning of new or unusual words.		
	Identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.		
	Draw inferences from reading of age-appropriate texts, often correct but not always fully supported by reference to the text.		
	Read 'between the lines' when independently reading an age-appropriate text and draw on similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.		
	Identify words or phrases that interest, inspire or intrigue me from my reading and I usually say why, explaining the effect on me as a reader.		
	Identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and sometimes demonstrate my understanding of how these help me draw meaning from the text.		
Identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts. Use skimming and scanning.			
Transcription/ Spelling	Can usually distinguish between and correctly spell further homophones and near-homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle.		
	Can usually correctly spell words with prefixes and suffixes with and without any associated changes in spelling. I can explain the meaning of most prefixes: e.g. il-, im-, ir-, re-, sub-.		

I can	English – Year 4 (expected)	✓	Date
	Correctly spell commonly misspelled words, selecting strategies to check spellings of words.		
	Can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's, people's, children's		
	Check words in a dictionary, using a dictionary with ease.		
Composition	Write sentences that have been dictated to me, punctuating and spelling accurately.		
	Discuss what I plan to write before I begin writing, clustering related information into paragraphs.		
	Can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. I usually identify the text type by naming it and when prompted describe a context/scenario for using it.		
	Can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing.		
	Draft the work I am planning to complete orally and on paper, incorporating relevant features of text, structure, key vocabulary, sentence types.		
	Create settings, characters and a plot for a story, using descriptive techniques such as adjectives, adverbs, similes.		
	Use headings and sub-headings, paragraphs showing, when writing, they can structure these devices on paper.		
	Evaluate and edit my work checking for spelling and vocabulary errors, structure, purpose and content.		
	Evaluate other people's work using their knowledge of grammar, punctuation, genre type, vocabulary choices, and structure to suggest improvements.		
	Read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.		
Hand writing	Sit correctly at a table, hold a writing implement comfortably and correctly form and join all my letters. Lower and upper case letters, numbers are the correct size and correctly formed.		
	Write in cursive handwriting.		
Spelling, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although, either within the sentence or at the beginning of a sentence.		
	Use the present perfect form of verbs. Show a growing awareness of use of tense within the writing.		
	Use adverbs, conjunctions and prepositions to express time and cause. These are used to provide variety in the writing.		
	Use fronted adverbials with a comma.		
	Use the grammar I have learned.		
	Use inverted commas and other punctuation to show direct speech consistently and reliably. Use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Use other punctuation taught so far.		
Use the correct nouns and pronouns, ensuring these are used for effect and have been deliberately chosen.			

I can	English – Year 4 (exceeding)	✓	Date
Word Reading	Use knowledge of root words, prefixes and suffixes to fluently read and interpret new words in the context of what is being read. I can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.		
	Read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.		
Comprehension	Discuss preferences when reading fiction and non-fiction, providing justification by drawing on and comparing examples.		
	Compare books that are structured differently and give opinions on how effectively they meet their purpose.		
	Accurately retell a wide range of age-appropriate fairy stories, myths and legends, including phrases straight from the text showing familiarity and understanding through appropriate level of detail with some embellishment or adaptation.		
	Independently identify and discuss many themes and conventions in age-appropriate texts.		
	Perform poems and play scripts, using intonation, tone and volume, and uses drama approaches with individual interpretation.		
	Confidently identify and name a wider range of different forms of poetry and describe some of their features.		
	Spontaneously turn to a dictionary to check the meaning of words encountered in reading.		
	Always check texts for sense and self-correct when I misread and can often explain how the same word can have different meanings in different contexts.		
	Always ask myself questions to improve my understanding when independently reading age-appropriate texts.		
	Independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.		
	Confidently draw inferences from my independent reading of age-appropriate texts and justify opinions with evidence from the text.		
	Always read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.		
	Identify words or phrases that interest, inspire or intrigue me from my reading and almost always say why, explaining the effect on them as a reader.		
	Always identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and almost always demonstrate my understanding of how these help the reader draw meaning from the text.		
	Highlight the most important information in a non-fiction text.		
	Discuss books I have read at school and at home and why I like or dislike them.		
Empathise with certain characters, explaining reasons clearly.			

I can	English – Year 4 (exceeding)	✓	Date	
Transcription and spelling	Explain what a prefix and a suffix is and use them correctly, whether a spelling change is needed or not.			
	Consistently spell homophones correctly after reading the context of the word.			
	Always correctly spell commonly misspelled words.			
	Consistently use the possessive apostrophe correctly in regular and irregular plurals.			
Composition	Check words in a dictionary quickly and adjusting my work.			
	Write more complex sentences that have been dictated to me, punctuating consistently and correctly.			
	Plan my writing, making notes and drafts before I begin to write, including relevant structures, vocabulary, information, descriptive techniques. I show consistently that I am able to select the relevant styles depending on text type.			
	Can, independently, plan narrative and non-fiction texts into paragraphs before writing. I develop ideas within and between paragraphs. Demarcate paragraphs on the page and almost always remember to do this as I write.			
	Consistently and confidently identify, name and describe key organisational and language features of a text. I identify the text type by naming it and describe a context/scenario for using it. I can use headings and sub headings for increasing effect.			
	Create settings, characters, and a plot for a story which uses organisational and presentational devices. Vocabulary is chosen carefully for effect and descriptive techniques are used well. There are meaningful interactions between characters.			
	Correct other people's spelling, grammar, pronouns. Suggest ways to improve the overall effectiveness of the text type. Suggest improvements in vocabulary.			
	Find several alternative words to use in my writing using a thesaurus and explain my choice of word. Show I am able to use vocabulary for increasing impact. I am able to use technical and descriptive vocabulary.			
	Prepare a collaborative oral presentation for an assembly with a group of peers.			
	Hand-writing	Join up letters and understand which letters should be joined up.		
		Consistently write in cursive handwriting, quickly, smoothly and legibly using correct spacing and sizing.		
	Spelling, grammar and punctuation	Write multi-clausal sentences, consistently using commas and adding commas correctly to sentences without any punctuation. Suggest the correct conjunction after reading the context of a sentence.		
Consistently use the grammar I have learned correctly.				
Consistently punctuate direct and indirect speech correctly.				
Use some passive verbs				
Use some relative clauses.				
Use some expanded noun phrases.				
Use hyphens and brackets.				

can	English – Year 5 (emerging)	✓	Date
word Read ing	Apply knowledge of word patterns and association to read aloud, working out unfamiliar words and sometimes making sense of new words they meet.		
	I can read a range of text types fluently and accurately. I can recite poetry by heart.		
Comprehension	I re-read and read ahead to look for clues to help me with meaning .		
	I use features to find information e.g. contents, headings, index, sub headings.I can summarise points in a paragraph.		
	I can predict and use the text to give me evidence for my predictions.		
	I can find information by skimming, scanning.		
	Can understand and explain the function of sophisticated punctuation		
	I know what a fact and an opinion is.		
	I deduce meaning, themes using evidence from the text.		
	Can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard.		
	I use clues from dialogue to give me meaning.		
	Can refer to the text to support predictions and opinion		
	I can make judgements on a character's actions.I can empathise with characters and use evidence to justify.		
	I know features of different genres of writing.		
	Can retrieve and collate key ideas and information from a range of sources.		
	I can talk about the author's use of language and why they have used particular words or writing features e.g. similes.		
	I can say what the author's main purpose was e.g. to persuade the reader, to tell a story, to give factual information.		
Transcription/Spelling	Prepare, read aloud and perform poems and play scripts with some understanding of intonation, tone, volume.		
	Can, with support, spell words with prefixes and suffixes with or without associated changes in spelling.		
	I can write sentences dictated by my teacher that include words and punctuation taught over KS 2.		
	Distinguishes and correctly spells some confusing pairs: e.g. led/lead, farther/father, aloud/allowed, new/knew, herd/heard, steal/steel, past/passed, weather/whether, whose/who's.		
	Spells some common kn, mb and stle words correctly: e.g. knee, thumb, rustle.		
	Use a dictionary to check the spelling and meaning of words, particularly commonly misspelt words.		
	Use a thesaurus.		

I can	English – Year 5 (emerging)	✓	Date	
Composition	Identify my audience and write with them in mind selecting the correct models offered, including formal and informal language.			
	Use paragraphs to group related ideas and information.			
	Use simple organisational features such as sub-headings and headings to aid presentation.			
	Can, with support, describe settings, characters and atmosphere and am beginning to experiment with integrating dialogue to convey character and advance the action.			
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.			
	Select and use the correct grammar and vocabulary and explain how my choices can change and enhance meaning.			
	Select and use the correct features for a genre type.			
	Use organisational and presentational devices to structure texts.			
	Assess the effectiveness of my writing and other people's writing and so as to suggest improvements.			
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.			
	Check my work to ensure that the correct subject and verb agreement is used, as well as the correct tense.			
	Check my work for spelling and punctuation errors.			
	Hand-writing	Write in an increasingly legible style, using diagonal and horizontal strokes to join letters.		
		Some deliberate choices over letter shapes and size for effect. With support, I can select the appropriate writing instrument: e.g. a pen for formal writing, a pencil for note-taking.		
	Vocabulary, grammar and punctuation	Punctuate direct speech.		
		Sometimes convert nouns or adjectives into verbs.		
		Use prefixes to generate new verbs.		
a or an is used correctly				
Use the present perfect form of verbs.				
Use some expanded noun phrases.				
Use some modal verbs or adverbs.				
Use devices to build cohesion, including adverbials of time, place and number.				
Use some relative clauses in sentences using conjunctions, using who, which, where, when, whose, that				
Use commas to aid meaning within a sentence				
Begin to develop concept of parenthesis				
Use a colon to introduce a list.				
Understand the difference between plural and possessive apostrophe.				
Use punctuation effectively that has been taught to date.				

I can	English – Year 5 (expected)	✓	Date
Word Reading	Read aloud and understand the meaning of new words met, applying growing knowledge of word patterns and association across a wide range of texts. Can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation.		
	Discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
Comprehension	Read and understand differently structured books.		
	Read and understand books written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and explain why I like them.		
	Identify and discuss themes and conventions in stories.		
	Recite poetry from memory.		
	Prepare a play for performance.		
	Sense check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict what might happen from details stated and implied.		
	Summarise the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss and evaluate how authors use language to impact the reader. Identify fact and opinion.		
	Retrieve, record and present information from non-fiction.		
	Participate in discussion about longer and more challenging fiction, poetry, plays, non-fiction and reference books, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.		
	Explain and discuss what I have read through formal presentation.		
Provide a reasoned argument to support my views.			
Transcription	With support, spell words with prefixes and suffixes with or without associated changes in spelling.		
	Spells most common kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.		
	Distinguish between homophones by their spelling.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix. Use strategies to help spell words on the list.		
	Use a dictionary with ease to check the spelling and meaning of words.		
	Use a thesaurus		

I can	English – Year 5 (expected)	✓	Date
Composition	Identify my audience and write with them in mind, adapting language, structures, genre type, grammar, punctuation as necessary.		
	Draft my work developing initial ideas and researching where necessary.		
	Usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on using other fiction as a source of ideas.		
	Select and use the correct grammar, vocabulary and explain how my choices can change and enhance meaning e.g. use of technical vocabulary in an explanation.		
	Write a short précis of a longer passage identifying key points.		
	Use organisational and presentational devices to structure text. I can usually produce coherent paragraphs in a logical sequence.		
	Usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation, structure, standard English I have used to improve the writing.		
	Check my work to ensure that the correct tense is used, understanding the tense needed for particular genres		
Check my work to ensure that the correct subject and verb agreement is used. Check my work for spelling and punctuation errors.			
Hand-Writing	Choose the writing implement that is best suited for the task		
	I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters		
Vocabulary, grammar and punctuation	Usually convert nouns or adjectives into verbs: e.g. hyphen into hyphenate; terrific into terrify; random into randomise.		
	Punctuate direct and indirect speech.		
	Use the perfect form of verbs.		
	Usually use expanded noun phrases to convey precise and detailed information concisely: e.g. ...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...		
	Use modal verbs or adverbs.		
	Use relative clauses – who, which, where, when, whose, that		
	Use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.		
	Use commas; hyphens; brackets, dashes and commas for parenthesis.		
	Use a colon to introduce a list.		
	Punctuate bullet points.		
Use the grammar I have learned.			

I can	English – Year 5 (exceeding)		Date
Word Reading	I can respond to more sophisticated punctuation		
	I can maintain fluency and accuracy when reading complex sentences and subordinate clauses		
	I can work out the pronunciation of homophones using the context of the sentence		
Comprehension	I can discuss complex narrative plots with fluency.		
	Learn by heart a wider range of age-appropriate poems. I perform plays and poetry showing a deepening understanding of text.		
	I can summarise the main ideas drawn from more than one paragraph		
	I can recognise different points of view and state what they are.		
	I can discuss moods, feelings and attitudes using inference and how they impact on the reader.		
	Draw information from different parts of the text to infer meaning.		
	Use language features of a range of non-fiction texts to support understanding citing what those language features are.		
	Identify and comment on expressive figurative and descriptive language to create effect in poetry and prose and state what the effects are.		
	Identify and describe the styles of individual writers and poets with some examples.		
	Recognise ways in which writers present issues and points of view in fiction and non fiction.		
	Talk about the author's techniques for describing characters, settings and actions, using examples from the text.		
	Talk about themes in a story and recognise thematic links with other texts		
	Participate in discussions about books, building on my own and others' ideas and challenging views courteously.		
	Understand that texts reflect the time and the culture in which they were written, giving examples from the text and comparing times and cultures.		
Compare the openings of a particular novel with the openings of other novels read recently giving reasons for why they are similar or different, using the text for examples.			
Transcription/ Spelling	Almost always spell words with prefixes and suffixes with or without associated changes in spelling.		
	Spells nearly all kn, mb, stle, mn, silent b and silent n words correctly.		
	Distinguish and correctly spells nearly all confusing pairs: e.g. as at left and aisle/isle, advise/advice, practise/practice, license/licence.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.		
	Almost always use a thesaurus to introduce varied and precise vocabulary.		

I can	English – Year 5 (exceeding)		Date	
Hand-writing	Choose the writing implement that is best suited for the task			
	Choose which shape of a letter to use when given choices and decide whether or not to join specific letters to help make my writing have impact and meaning.			
Composition	Identify my audience and write with them in mind stating which features of my text suggest a particular audience.			
	Write from different view points.			
	Draft my work developing initial ideas and researching where necessary, ensuring there is an improvement in the text.			
	Use shifts in time and place to shape a story. I am beginning to think about two plots running at the same time.			
	Select and use the correct grammar and explain how my choices can change and enhance meaning.			
	In my writing, the setting is used to create mood and I am able to use a range of settings to create a range of moods.			
	Almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction. I am beginning to use standard English, dialect and colloquialism for effect.			
	Almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.			
	Assess the effectiveness of my writing and other people's writing giving reasons for my ideas.			
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing so as to maintain clarity.			
	Check my work to ensure that the correct tense is used, showing some ability to sometimes vary tense for effect.			
	Check my work for spelling and punctuation errors.			
	SpAG	Punctuate direct and indirect speech.		
		Use the perfect form of verbs.		
Almost always use expanded noun phrases to convey precise and detailed information concisely.				
Use modal verbs or adverbs to indicate degree of possibility.				
Use relative clauses – who, which, where, when, whose, that				
Use commas; hyphens; brackets, dashes and commas for parenthesis.				
Use a colon to introduce a list.				
Punctuate bullet points.				
Begin to use passive verbs.				
Almost always use devices to build cohesion, including adverbials of time, place and number.				
Almost always convert nouns or adjectives into verbs.				

I can	English – Year 6(emerging)	✓	Date
Word Reading	Tell you the meaning of new words.		
	Read words that I have never seen before using word knowledge to assist me in my reading.		
Comprehension	Discuss a range of fiction, poetry, plays, non-fiction and reference/text books that I have read.		
	Read and understand differently structured books with some indication of awareness of how structures change.		
	Read and understand books written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and give some reasons why I like them.		
	Identify and discuss some of the themes and conventions in stories and across texts but I may need to add more detail in my discussion.		
	Recite some poetry from memory.		
	With the help of others, prepare a play for performance.		
	Sense-check texts for meaning.		
	Ask questions to improve my understanding with an awareness of accuracy of question.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading.		
	Predict relatively accurately what might happen from details stated and implied.		
	I am getting better at summarising the main ideas in a text of more than one paragraph.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss and evaluate how authors use language to impact the reader with direction from the teacher.		
	Retrieve, record and present information from non-fiction.		
Participate in discussions with my classmates about books that I have read, or that somebody has read to me.			
Explain and discuss what I have read through formal presentation.			
Provide a reasonable argument to support my views.			

I can	English – Year 6(emerging)	✓	Date
Transcription	Use prefixes and suffixes.		
	Spells some common ps, psy and gn words correctly: e.g. psalm, gnaw.		
	Distinguish between homophones by their spelling.		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus.		
Composition and handwriting	Identify my audience and write with them in mind.		
	Draft my work developing initial ideas and researching where necessary.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short précis of a longer passage.		
	Use organisational and presentational devices to structure test.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	I use technical and specific vocabulary within my writing		
	Check my work to ensure that the correct subject and verb agreement is used. I use the correct tense throughout.		
Check my work for spelling and punctuation errors.			
	Write cursive text legibly, fluently and with increasing speed.		
Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.		
	Begin to understand how use of the passive voice enables the writer to put the agent of the action in the background: e.g. 'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.		
	Use the perfect form of verbs in some of their work.		
	Use expanded noun phrases.		
	Use modal verbs or adverbs.		
	With support, use devices to build cohesion, including adverbials of time, place and number.		
	Use relative clauses using who, where, when, whose, that, which		
	Use commas; hyphens; brackets for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use a colon to introduce a list.		
	Punctuate bullet points.		
	Use the grammar I have learned.		

I can	English – Year 6 (expected)	✓	Date
Word Reading	Tell you the meaning of many new words.		
	Read many words that I have not encountered before.		
Comprehension	Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Read and understand a variety of different literary structures.		
	Read and understand books written for a wide range of different purposes.		
	Enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and discuss why I like them and what could be better about them.		
	Identify and discuss the themes and conventions of many stories and texts.		
	Recite many poems from memory.		
	Prepare and direct a play for performance.		
	Sense-check texts for meaning.		
	Ask questions to improve my understanding.		
	Infer information about the feelings, thoughts and motives of characters from what I am reading, using the text for evidence.		
	Predict what might happen from details stated and implied. Identify fact and opinion.		
	Summarise the main ideas in a text of several paragraphs.		
	Tell you how the language, structure and presentation add to the meaning of a text, giving examples.		
	Discuss and evaluate how authors use language to impact the reader.		
	Retrieve, record and present information from a variety of non-fiction sources.		
Participate in classroom discussions with my peers about books that I have read, or that somebody has read to me or summarised for me.			
Explain and discuss what I have read through formal presentation.			
Provide a reasoned argument to support my views.			
Transcription	Use a variety of prefixes and suffixes – ible, able, ance, ence,		
	Spell words with 'silent' letters.		
	Distinguish between homophones by their spelling.		
	Spell the words I have been taught.		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus to find alternative words with the same meaning.		

I can	English – Year 6 (expected)	✓	Date	
Composition and handwriting	Identify my audience and write with them in mind.			
	My writing is well constructed and shows a secure grasp of the chosen genre			
	Draft my work developing initial ideas and researching where necessary.			
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.			
	Select and use the correct grammar and explain how my choices of grammar and vocabulary can change and enhance meaning.			
	Write a short précis of a longer passage more accurately.			
	Use organisational and presentational devices to structure stories.			
	Assess the effectiveness of my writing and other people's writing.			
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.			
	I can make links between paragraphs in non fiction writing			
	Check my work to ensure that the correct tense is used.			
	Check my work to ensure that the correct subject and verb agreement is used.			
	Check my work for spelling and punctuation errors.			
	Write cursive text legibly, fluently and with increasing speed. I can select the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.			
	Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.		
		Use passive verbs consistently and independently.		
Use the perfect form of verbs to mark relationships of time.				
Use expanded noun phrases to convey complex information e.g. the younger predators with less experience of hunting and fewer successful kills...				
Use modal verbs or adverbs to indicate degrees of possibility.				
Usually use devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly.				
Usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: e.g. The riverbank, where we used to play, was washed away in last week's flood.				
Use commas; hyphens; brackets for parenthesis.				
Use semi-colons, colons and dashes as boundaries between independent clauses.				
Use a colon to introduce a list.				
Punctuate bullet points mostly accurately				
Use the grammar I have learned.				

I can	English – Year 6 (exceeding)	✓	Date
Word Reading	Tell you the meaning of new words using a range of clues to form the meaning of new words.		
	Read nearly all the words that I have not encountered before.		
Comprehension	Retrieve and collate key ideas from a range of sources.		
	Identify and evaluate the techniques the author has used to create moods, feelings, messages and attitudes.		
	Explore how the structural choices support the writer's themes and purpose.		
	Explore how the language choices used support the writer's theme and purpose in non fiction texts.		
	Describe and evaluate the styles of individual writers providing evidence and justifying interpretations.		
	Identify and discuss irony.		
	Give clear responses to literature, identifying how and why the text affects the reader.		
	Compare and contrast the key features of a range of texts.		
	Compare and contrast characters across a range of texts.		
	Compare themes across arrange of texts		
	Retrieve and collate key ideas from a range of sources.		
	Uncover different layers of meaning.		
	Explore how the structural choices support the writer's themes and purpose.		
	Explore how the language choices used support the writer's theme and purpose in non fiction texts.		
	Articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent.		
Explain the impact of the context on the text.			
Transcription	I am able to write from memory sentences dictated by the teacher that include wordes and puntuation from the whole KS 2 NC		
	I can spell accurately with only occasional errors in more ambitious vocabulary choices		
	Use a dictionary to check the spelling and meaning of words.		
	Use a thesaurus to find alternative words with the same meaning, understanding the need for variety.		

I can	English – Year 6 (exceeding)	✓	Date
Composition and handwriting	Write for a range opf puposes and audiences and demonstrate that I can use the appropriate forms		
	Confidently and consistently use the features needed in types of writing.		
	Re-draft effectively to ensure deliberate choices of grammar and vocabualry has been used to enhance meaning.		
	Organise my texts to reflect the audience in mind.		
	Show a range of devices such as deliberate repetition, precisely chosen adverbials, consistent use of tense throughout.		
	Use paragraphs effectively to help shape the text for effect.		
	Use more than one subordinate clause to elaborate and expand on ideas.		
	Use the passive voice deliberately to affect the presentation of information in both formal and informal situations.		
	Evaluate the the effectiveness of my own and others' writing so as to make assured changes to vocabualry, grammar and punctuation to enhance effects and clarify meaning.		
	Write cursive text legibly, fluently and with efficient speed.		
Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.		
	Confidently and appropriately uses the passive voice across a wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.		
	Use the perfect form of verbs to show relationships of time.		
	Use expanded noun phrases to convey complicated information.		
	Use modal verbs or adverbs for effect within the writing.		
	Almost always use devices to build cohesion, including adverbials of time, place and number.		
	Use relative clauses across a wide range of writing.		
	Use commas; hyphens; brackets for parenthesisconsistently within their writing.		
	Use semi-colons, colons and dashes as boundaries between independent clauses across a range of writing.		
	Use a colon to introduce a list and mark the boundary between independent clauses without needing to be prompted.		
Punctuate bullet points accurately.			
Use the grammar I have learned.			