



# Park Road Academy Primary School



**Curriculum Progression**  
**English**

# Nursery English Targets

Listening, Attention and Understanding	Speaking ...including Foundation Phase Phonics Little Wandle Letters and Sounds.	
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, <i>such as "Get your coat and wait at the door"</i></p> <p>Understands 'why' questions, <i>like "Why do you think the caterpillar got so fat?"</i></p>	<p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for swam</p> <p>May have problems saying</p> <ul style="list-style-type: none"> <li>- Some sounds: r, j, th, ch, and sh.</li> <li>- Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Lets go on a bus...you sit there...I'll be the driver."</p>	

Reading: Comprehension	Reading: Word Reading <i>...including Foundation Phase Little Wandle Letters and Sounds.</i>	Writing
Engage in extended conversation about stories, learning new vocabulary.	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom.</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Use some of their print and letter knowledge in their early writing. <i>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i></p> <p>Write some or all of their name</p> <p>Write some letters accurately.</p>

# Reception English Targets

<b>Listening, Attention and Understanding</b>	<b>Speaking ...including Foundation Phase Phonics Little Wandle Letters and Sounds.</b>	
<p>Understanding how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and song.</i></p> <p>Engage in non fiction books</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases</p> <p>Retell the story, once they have developed a deep familiarity with the text; some exact repetition and some words in their own words.</p> <p>To use vocabulary in different contexts.</p>	
<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	

Reading: Comprehension	Reading: Word Reading ...	Writing
<p>Re –read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b><i>*Linked with word reading</i></b></p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sounds correspondences</p> <p>Read some letter groups that each represent one sound say sound for them</p> <p>Read a few common exception word matched to the schools phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondence and where necessary, a few exception words.</p>	<p>Form lower –case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> </ul> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> </ul> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p>Write simple phrases and sentences that can be read by others.</p>

# Year 1 Reading, Speaking & Listening targets

## Word Reading

Apply phonic knowledge and skills as the route to decode words.  
*I can use letter sounds to work out and read new words.*

**Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**  
*I can say quickly the sound of all the letters and letter groups.*

**Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**  
*I can read new words correctly by blending the letter and letter group sounds I have been taught.*

**Read many common exception words from English Appendix 1.**  
*I can read many common exception words.*

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.  
*I can read words made up of the letter sounds I know and which have the endings -s, -es, -ing, -ed, -er and -est.*

Read other words of more than one syllable that contain taught GPCs.  
*I can read words of more than one syllable using sounds that I have been taught.*

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).  
*I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.*

Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.  
*I can read many words quickly and accurately without needing to sound and blend words I have seen before.*

**Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.**  
*I can read aloud books that use letters and letter groups I have been taught.*

Re-read phonically decodable books to build up fluency and confidence in word reading.  
*I can use the sounds I know to re-read books more fluently and with more confidence.*

## Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.**  
*I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.  
*I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  
*I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.  
*I can join in with words when I can guess what is coming next.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.  
*I can enjoy and understand rhymes and poems, and can recite some by heart.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.  
*I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**  
*I can usually spot if a word has been read wrongly by following the sense of the text.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**  
*I can talk about the title and events in books I have read or heard.*

Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.*

**Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.**  
*I can say what might happen next in a story.*

Participate in discussion about what is read to him/her, taking turns and listening to what others say.  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*

Explain clearly his/her understanding of what is read to him/her.  
*I can explain clearly my understanding of texts which have been read to me.*

## Spoken Language

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can listen to and talk about a wide range of poems, stories and non-fiction.*

Discuss the significance of the title and events.  
*I can join in a talk about the title and what happens in a book.*

Recite some poems and rhymes by heart.  
*I can recite some poems and rhymes by heart.*

Say out loud what he/she is going to write about.  
*I can say out loud what I am going to write about.*

Compose a sentence orally before writing it.  
*I can speak a sentence before writing it.*

Read aloud his/her writing clearly enough to be heard by the group and the teacher.  
*I can read aloud my writing clearly enough to be heard by the group and the teacher.*

Use the language of time (including telling the time throughout the day first using o'clock and then half past).  
*I can use words about the time (including telling the time using o'clock and half past).*

Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.  
*I can discuss and solve problems in familiar practical contexts, including using quantities.*

# Year 1 Writing targets

## Spelling

Segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly.

*I can break down spoken words into their sounds and spell some correctly.*

**Spell words containing each of the 40+ phonemes already taught.**

*I can spell words containing each of the letter sounds I have been taught.*

Spell some common exception words.

*I can spell some common exception words.*

Spell the days of the week.

*I can spell the days of the week.*

**Name the letters of the alphabet in order.**

*I can name the letters of the alphabet in order.*

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

*I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.*

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

*I know the plural rule and can use -s and -es in the right place.*

Add prefixes and suffixes using the prefix un-.

*I can add un- to the start of a word to make a different word.*

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

*I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.*

Apply simple spelling rules and guidance, as listed in English Appendix 1.

*I can use simple spelling rules.*

**Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

*I can write the correct spellings in simple sentences I hear my teacher say.*

## Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

*I can sit correctly at a table, holding a pencil comfortably and correctly.*

**Form lower-case letters in the correct direction, starting and finishing in the right place.**

*I can write lower-case letters in the correct direction, starting and finishing in the right place.*

Form capital letters.

*I can write capital letters.*

Form digits 0-9.

*I can write numbers 0-9.*

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

*I can see which letters belong to which handwriting 'families'.*

## Composition

Write sentences by saying out loud what they are going to write about.

*I can write sentences by saying out loud what I am going to write about.*

Write sentences by composing them orally before writing them.

*I can say my sentence out loud before I write it.*

**Write sentences, sequencing them to form short narratives.**

*I can join my sentences together to make a story.*

**Write sentences by re-reading what he/she has written to check that it makes sense.**

*I can read my sentence and check that it makes sense.*

Discuss what he/she has written with the teacher or other pupils.

*I can talk about my writing with my teacher or children in my class.*

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

*I can read my sentence out loud so that children in my class can hear and understand me.*

## Vocabulary, Grammar & Punctuation

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.

*I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes.*

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

*I can add -ing, -ed, -est and -er to the end of a word to make a new word e.g. helping, helper.*

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.

*I can show you how un- added to the beginning of a word can change its meaning.*

Understand how words can combine to make sentences.

*I can put words together to make sentences.*

Join words and clauses using and.

*I can use joining words like 'and'.*

Separate words with spaces.

*I can use spaces between words.*

**Use capital letters and full stops to demarcate sentences in some of his/her writing.**

*I can use capital letters and full stops.*

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

*I can use capital letters for names, places, the days of the week and the word 'I'.*

Understand the following terminology: Letter, capital letter.

Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.

*I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*

# Year 2 Reading, Speaking & Listening targets

## Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

*I can use the sounds I know to decode words automatically and my reading is fluent.*

**Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.**

*I can read and blend all sounds I have been taught.*

**Recognise alternative sounds for graphemes.**

*I can recognise alternative sounds for letters or groups of letters.*

**Read accurately words of two or more syllables that contain graphemes taught so far.**

*I can read words of two or more syllables that contain sounds I have been taught.*

**Read words containing common suffixes.**

*I can read words containing common suffixes.*

**Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**

*I can read further common exception words and see where the sounds do not match.*

**Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.**

*I can read most words quickly and accurately without needing to sound and blend words I have seen before.*

**Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**

*I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.*

**Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.**

*I can re-read books, sounding out new words correctly to improve my speed and confidence.*

## Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.**

*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.**

*I can enjoy reading, and discussing the order of events in books and how items of information are related.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.**

*I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.**

*I can enjoy reading by recognising repeated themes and ideas in stories and poems.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.**

*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.*

**Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.**

*I can talk about my favourite words and phrases.*

## Comprehension cont

**Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

*I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.**

*I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.**

*I can spot if a word has been read wrongly by following the sense of the text.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.**

*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.*

**Make inferences on the basis of what is said and done in a book he/she is reading independently.**

*I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.**

*I can ask and answer questions about the books or stories I am reading and make links.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.**

*I can say what might happen next in a story based on what has happened so far.*

**Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.**

*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*

**Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.**

*I can explain what I think about books, poems and other material that I have read or heard.*

## Spoken Language

**Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.**

*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.*

**Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.*

**Discuss his/her favourite words and phrases.**

*I can discuss my favourite words and phrases.*

**Answer and ask questions.**

*I can answer and ask questions.*

# Year 2 Writing targets

## Spelling

**Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.**  
*I can break down spoken words into their sounds and write them mostly correctly.*

**Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.**  
*I can learn new spellings by using words I already know how to spell.*

Spell many common exception words.  
*I can spell many common exception words.*

Spell most common exception words.  
*I can spell most common exception words.*

Spell some words with contracted forms.  
*I can spell some words which have been shortened.*

Spell most words with contracted forms.  
*I can spell most words which have been shortened.*

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  
*I can spell words which use an apostrophe to show possession e.g. the girl's book.*

Spell by distinguishing between homophones and near-homophones.  
*I can spell words that sound the same but are spelt differently e.g. buy, by, bye, by.*

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.*

Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.  
*I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.*

Apply spelling rules and guidance, as listed in English Appendix 1.  
*I can use simple spelling rules.*

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  
*I can write the correct spellings and punctuation in simple sentences I hear my teacher say.*

## Handwriting

Form lower-case letters of the correct size relative to one another in some of his/her writing.  
*I can write lower-case letters that are all the same size in some of my writing.*

Form lower-case letters of the correct size relative to one another in most of his/her writing.  
*I can write lower-case letters that are all the same size in most of my writing.*

Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.  
*I can use the diagonal and horizontal strokes I need to join letters in some of my writing.*

Use the diagonal and horizontal strokes needed to join letters in most of his/her writing.  
*I can use the diagonal and horizontal strokes I need to join letters in most of my writing.*

Understand which letters, when adjacent to one another, are best left unjoined.  
*I know which letters, when they are next to one another, are best left unjoined.*

**Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**  
*I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.*

Use spacing between words that reflects the size of the letters.  
*I can use spacing between words that fits with the size of the letters.*

## Composition

Write narratives about personal experiences and those of others (real and fictional).  
*I can write about things I have done and things that others have done.*

Write about real events to develop positive attitudes toward and stamina for writing.  
*I can write a long piece of text about a real event in one go.*

Write poetry to develop positive attitudes toward and stamina for writing.  
*I can write poetry.*

**Write for different purposes to develop positive attitudes toward and stamina for writing.**  
*I can write for different purposes, writing long and short pieces of work.*

Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.  
*I can plan my writing by writing down my ideas or talking about them.*

Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  
*I can plan my writing by writing down ideas and/or key words and new vocabulary.*

**Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.**  
*I can plan my writing by writing down my ideas or talking about them for each sentence.*

Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.  
*I can change my writing and make corrections after I have spoken to a teacher or another child about it.*

Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  
*I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.*

**Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.**  
*I can proof-read my work and check for spelling, punctuation and grammar errors.*

Read aloud what he/she has written with appropriate intonation to make the meaning clear.  
*I can read my work aloud with confidence using the tone of my voice to make the meaning clear.*

## Vocabulary, Grammar & Punctuation

Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  
*I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.*

Form adjectives using suffixes such as -ful, -less.  
*I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.*

**Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.**  
*I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.*

**Use subordination (using when, if, that, because) and co-ordination (using or, and, but).**  
*I can use these words in my writing: when, if, that, because, and, or, but.*

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  
*I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.*

Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  
*I can tell if a sentence is a question, command, exclamation or statement.*

**Use present and past tense mostly correctly and consistently.**  
*I can use the correct tense in my writing.*

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  
*I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.*

**Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.**  
*I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks*

**Use commas to separate items in a list.**  
*I can use commas when I am writing a list.*

Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  
*I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.*

Understand the following terminology: Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.  
*I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.*

# Year 3 Reading and Spoken Language targets

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

*I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

*I can show that I enjoy reading by reading lots of different types of books.*

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

*I can tell you what a book that I am reading is about.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

*I can read aloud poems and perform play scripts.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

*I can discuss words in the books that I read that excite me.*

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.

*I can understand what I have read, checking that it makes sense by talking to others about it.*

Understand what he/she reads independently by asking questions to improve his/her understanding of a text.

*I can ask questions about the texts that I have read to help me understand them.*

Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*I can work out what a character in a book is feeling by the actions they take and can explain how I know.*

Understand what he/she reads independently by predicting what might happen from details stated.

*I can predict what might happen from clues in what I have read.*

Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.

*I can tell someone about the main ideas in a paragraph.*

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

*I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.*

Retrieve and record information from non-fiction.

*I can use non-fiction texts to find out information on a subject.*

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

*I can talk about books and poems and I can take turns in telling people about them.*

## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to include dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

*I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.*

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

*I can read further exception words including words that do not follow spelling patterns.*

## Spoken Language

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

*I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.*

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.*

# Year 3 Writing targets

## Spelling

Use the prefixes un-, dis-, mis-, re-, pre-.  
*I can use the prefixes un-, dis-, mis-, re-, pre-.*

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.  
*I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.*

Use the suffix -ly.  
*I can use the suffix -ly.*

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.

*I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.*

Spell words with endings which sound like 'zhun' e.g. division, decision.

*I can spell words with endings which sound like 'zhun' e.g. division, decision.*

Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.

*I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.*

Spell words that are often misspelt with reference to English Appendix 1.

*I can spell words that are often misspelt.*

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.

*I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.*

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

*I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.*

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

*I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.*

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

*I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.*

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

*I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.*

Use the first two or three letters of a word to check its spelling in a dictionary.

*I can use the first two or three letters of a word to check its spelling in a dictionary.*

**Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**  
*I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.

*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.*

Plan his/her writing by discussing and recording ideas within a given structure.

*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.*

Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.

*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.*

Draft and write by organising writing into paragraphs as a way of grouping related material.

*I can use paragraphs to organise my writing so that blocks of text group related material.*

**Draft and write narratives, creating settings, characters and plot.**

*I can draft and write descriptive work that creates settings, characters and plots.*

Draft and write non-narrative material, using headings and sub-headings to organise texts.

*I can draft and write material such as instructions, using headings and sub-headings to organise my work.*

Evaluate and edit by assessing the effectiveness of his/her own writing.

*I can re-read my work to improve it for my audience.*

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.

*I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.*

**Proof-read for spelling errors and for punctuation - including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech mostly correctly.**

*I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.*

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.*

## Vocabulary, Grammar & Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-.  
*I can create new words using a range of prefixes including super-, anti-, auto-.*

**Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.**  
*I can understand when to use 'a' or 'an' in front of a word.*

Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.  
*I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.*

**Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.**  
*I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.*

Begin to use paragraphs as a way to group related material.

*I can use paragraphs.*

**Use headings and sub-headings to aid presentation.**  
*I can use headings and sub-headings.*

**Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.**

*I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.*

**Begin to use inverted commas to punctuate direct speech.**  
*I can use speech marks correctly.*

Understand the following terminology: Preposition, conjunction, Word family, prefix, Clause, subordinate clause, Direct speech, Consonant, consonant letter, vowel, vowel letter, Inverted commas (or speech marks).

*I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.*

## Handwriting

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.

*I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

*I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.*

# Year 4 Reading and Spoken Language targets

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.

*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

*I can use a dictionary to check the meaning of words.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

*I can discuss words and phrases that excite me in the books that I read.*

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

*I can discuss different types of poetry e.g. free verse and narrative poetry.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.

*I can identify themes and conventions in a wide range of books.*

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

*I can check what I have read, and that I have understood it, by telling someone else what has happened.*

Understand what he/she reads independently by asking questions to improve his/her understanding of texts with increasing complexity.

*I can ask questions about what I have read to help me understand a complicated text.*

Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

*I can tell from what I have read how a character is feeling and thinking and why they carry out an action.*  
*I can show you the parts of the text that tell me this.*

Understand what he/she reads independently by predicting what might happen from details stated and implied.

*I can predict what will happen in a text, using details I have already read to help me.*

Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.

*I can summarise what has happened in a text, using themes from paragraphs to help me.*

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

*I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.*

Retrieve and record information from non-fiction over a wide range of subjects.

*I can find and record information from non-fiction texts over a wide range of subjects.*

Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

*I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.*

## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.*

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*

## Spoken Language

Ask reasoned questions to improve his/her understanding of a text.

*I can ask reasoned questions to improve my understanding of a text.*

Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*

# Year 4 Writing targets

## Spelling

Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.*

Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.*

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.*

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*

Spell more complex words that are often misspelt for years 3 and 4 with reference to English Appendix 1.  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*

Spell words with the 's' sound spelt 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spelt 'sc' e.g. science, scene.*

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*

Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

## Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  
*I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.*

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*

## Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.

*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.*

Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*

**Draft and write by organising paragraphs around a theme.**  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*

**Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.**  
*I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.*

Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*

**Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.**  
*I can proof-read my writing for spelling and use of punctuation.*

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

Understand the grammatical difference between the plural and the possessive -s.  
*I can explain the difference between the plural and the possessive -s.*

**Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.**  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.  
*I can make my writing interesting by using adjectives and other descriptive methods.*

**Use fronted adverbials e.g. Later that day, I heard the bad news.**  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*

Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*

**Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.**  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*

**Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas.**  
*I can use inverted commas and other punctuation to indicate direct speech.*

Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*

Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*

# Year 5 Reading and Spoken Language targets

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

**Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.**

*I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.*

**Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.**

*I can write or give a detailed book review including reasons why I would recommend the book.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.

*I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.*

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.

*I can discuss and compare events, issues and characters within a book.*

Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

*I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.*

**Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.**

*I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.*

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.

*I can ask sensible and interesting questions about the texts to help me understand them more.*

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.*

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

*I can predict what might happen in increasingly complex texts by using evidence from the text.*

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

*I can talk about how authors use language, including figurative language, and the impact it has on the reader.*

Distinguish between statements of fact and opinion.

*I can tell the difference between statements of fact and opinion.*

**Retrieve, record and present information from non-fiction.**

*I can find and write down facts and information from non-fiction texts.*

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.*

## Word Reading

**Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.**

*I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.*

# Year 5 Writing targets

## Spelling

Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

*I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.*

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

*I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.*

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

*I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.*

Spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

*I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.*

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

*I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.*

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

*I can spell some words with 'silent' letters e.g. knight, psalm, solemn.*

Spell some of the year 5 and 6 words correctly with reference to English Appendix 1.

*I can spell some more complex words correctly including words that are often misspelt.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

*I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.*

Use a thesaurus.

*I can use a thesaurus.*

## Handwriting

Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

*I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.*

## Composition

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

*I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.*

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.

*I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.*

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.

*I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.*

Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.

*I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.*

Draft and write by precisising longer passages.

*I can draft and write by summarising longer passages.*

Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.

*I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.*

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

*I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.

*I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.*

Use different verb forms mostly accurately with consideration for audience and purpose.

*I can use different verb forms with consideration for the audience and purpose.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

*I can give feedback on and improve my own writing and my classmates' writing.*

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.

*I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.*

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

*I can mark and edit work to have the correct subject and verb agreement.*

Proof-read for spelling errors linked to spelling statements for Year 5.

*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.

*I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.*

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.*

## Vocabulary, Grammar & Punctuation

Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.

*I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.*

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

*I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-.*

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

*I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.*

Use a wide range of clause structures, sometimes varying their position within the sentence.

*I can use a wide range of different sentence structures.*

Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

*I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.*

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

*I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.*

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

*I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.*

Use brackets, dashes or commas to indicate parenthesis.

*I can use brackets and can also use dashes or commas for the same purpose.*

Use commas to clarify meaning or avoid ambiguity.

*I can use commas to make my writing clear to the reader.*

Understand the following terminology: Modal verb, relative pronoun, Relative clause, Parenthesis, bracket, dash, Cohesion, ambiguity.

# Year 6 Reading and Spoken Language targets

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.

*I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.*

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

*I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.

*I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.*

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.

*I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.*

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.

*I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.*

Read age-appropriate books, including whole novels, with confidence and fluency.

*I can read whole books, including novels, with confidence.*

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.

*I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.*

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.

*I can understand how language, structure and presentation contribute to the meaning of a text.*

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

*I can talk about how authors use language, including figurative language, and the impact it has on the reader.*

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.

*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.*

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

*I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.*

Provide reasoned justifications for his/her views.

*I can fully explain my views with reasons and evidence from the text.*

## Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.

*I can read aloud and understand the meaning of the words on the Year 5/6 list.*

## Spoken Language

Ask specific reasoned questions to improve his/her understanding.

*I can ask specific reasoned questions to improve my understanding.*

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.

*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.*

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

*I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.*

Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

*I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.*

# Year 6 Writing targets

## Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.  
*I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.*

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.  
*I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.*

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.  
*I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.*

**Use dictionaries to check the spelling and meaning of words.**  
*I can use dictionaries to check the spelling and meaning of words.*

Spell most of the year 5 and 6 words correctly with reference to English Appendix 1.  
*I can spell most words correctly including words that are often misspelt.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.  
*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use a thesaurus with confidence.  
*I can use a thesaurus with confidence.*

## Handwriting

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  
*I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.  
*I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.*

## Composition

**Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.**  
*I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.*

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.  
*I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.*

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.  
*I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.  
*I can use grammar and vocabulary which is suited to the purpose of my writing.*

**Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**  
*I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.*

Draft and write by accurately precisising longer passages.  
*I can draft and write by accurately precisising longer passages.*

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.  
*I can use different techniques to make my writing flow and link paragraphs.*

**Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**  
*I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.  
*I can give reasoned feedback on mine and others' work to improve it.*

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.  
*I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.*

**Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**  
*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.  
*I can mark and edit work to have the correct subject and verb agreement.*

**Proof-read for spelling errors linked to spelling statements for Year 6.**  
*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.  
*I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.*

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  
*I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

**Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.**  
*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.*

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.  
*I can understand how words are related by meaning as synonyms and antonyms.*

**Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**  
*I can use the passive to affect the presentation of information in a sentence.*

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.  
*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.*

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.  
*I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.*

**Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**  
*I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.*

Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.  
*I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.*

**Use the colon to introduce a list and use of semi-colons within lists.**  
*I can use the colon to introduce a list and use semi-colons within lists.*

**Use bullet points to list information.**  
*I can use bullet points to list information.*

Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.  
*I can use hyphens for clarity e.g. man eating shark or man-eating shark.*

Understand the following terminology: Subject, object, Active, passive, Synonym, antonym, Ellipsis, hyphen, colon, semi-colon, bullet points.  
*I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.*

Use the perfect form of verbs to mark relationships of time and cause.  
*I can use the perfect form of verbs to mark relationships of time and cause.*

Use expanded noun phrases to convey complicated information concisely.  
*I can use expanded noun phrases to explain complicated information simply.*

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.  
*I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.*